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FACULTY SENATE LIBRARIAN'S REPORT

FEBRUARY 2014

Georgia Southern University Faculty Research Committee (2013-14)
November 20, 2013, 12 PM Henderson Library 1308
Minutes

I.   The meeting was called to order by Bob Fernekes at 12:05 PM

II.   The agenda was approved as read

III.   Minutes of the September 4, 2013 were approved as read by email following the meeting and submitted to the Senate Librarian and Senate Moderator.

IV.   Roll Call:

Member	Attendance	Rotate off in July of ( )
Bob Fernekes – Library - Chair (FRC elected)	P	2014
Li LI - CHHS	A – Foreign Travel	2015
Kymberly Drawdy - COE	P	2015
Onyile Onyile - CLASS	P	2015
Gulzar Shah - JPHCOPH	P	2014
Mohammad Ahad - CEIT	P	2014
Jun Liu – COBA	P	2015
Shijun Zheng - COSM	A – Class Conflict	2014
Janice Steirn - Senate Appointed	P	2014
Debra Alexander Pro tem– VPRED	P	Appointed

V.   **Summary** – The meeting encompassed a review of the committee work listed below, confirmation of the December 4, 2013 and January 16, 2014 meetings. Committee members agreed to continue their review of assigned faculty submissions during the December 4th meeting with the goal of beginning committee discussion of completed rubrics and numeric scores. The committee will meet to hear reviews on January 16, 2014, at 9:30am in the Veazey Hall 2nd floor conference room.

VI.   **Committee Work**

    A. **Award for Excellence in Research**

        i. Guidelines
            1. Application
            2. Rubric
            3. Assignments
        ii. Review of Assigned Award of Excellence Applications
            1. Review of packet
            2. Upload of Rubric
            3. Numeric Score entry (on SharePoint)
        iii. Deadlines
            1. November 15, 2013 – Application deadline
            2. January 24, 2014– Soft deadline for completion of excellence process
            3. March 1, 2014 – Nominations due to VPRED and Provost

    B. **Faculty Research Seed Internal Funding Award - Informational**
        i. Deadlines
            1.   January 24, 2014 – Applications submitted to ORSSP
            2. May 1, 2014 – Current year spending deadline for awardees.

    C. **Faculty Research Scholarly Pursuit Internal Funding Award - Informational**
        i. Deadlines
            1.   January 24, 2014 – Applications submitted to ORSSP
            2. May 1, 2014 – Current year spending deadline for awardees.

    D. **Grant Writing Workshop – Tabled for December 4 meeting**
        i. Grant Writing Workshop – Grant workshop will be offered as part of the Research Symposium this year to take advantage of the synergy of multiple offerings. Bob Lucas and Steven Chu will present on April 15. We have NSF booked on April 16, 2014
        ii. April 15, 2014 – Research Symposium featuring Bob Lucas and Steven Chu

    E. **Current Calendar**
        i. November 20, 2013 – Working Meeting - Excellence Awards
        ii. December 4, 2013 – Working Meeting – Excellence Awards
        iii. January 16, 2014 at 9:30 – 10:30 in Veazey Hall Second Floor Conference Room

VII.   **Adjourn –** 1:10 PM

I.   The meeting was called to order by Bob Fernekes at 12:05 PM

II. The agenda was approved as read
   i.   Motion to approve change: Onyile Onyile
   ii. Second: Jun Liu
   iii. The committee voted unanimously to approve as read.

III. Minutes of the November 20, 2013 were approved as read
   i.   Motion to approve change: Onyile Onyile
   ii. Second: Jun Liu
   iii. The committee voted unanimously to approve as read.

IV. Roll Call:

Member	Attendance	Rotate off in July of ( )
Bob Fernekes – Library - Chair (FRC elected)	P	2014
Li LI - CHHS	P	2015
Kymberly Drawdy - COE	A - Travel	2015
Onyile Onyile - CLASS	P	2015
Gulzar Shah - JPHCOPH	P	2014
Mohammad Ahad - CEIT	P	2014
Jun Liu – COBA	P	2015
Shijun Zheng - COSM	A – Class Conflict	2014
Janice Steirn - Senate Appointed	P	2014
Ele Haynes– VPRED	P	Appointed

V.   **New Business** –
   A. Robert Batchelor's project required a scope change to accommodate alterations in the resources available to complete the project and a change in target funding source.
      i.   Motion to approve change: Janice Steirn
      ii. Second: Onyile Onyile
      iii. The committee voted unanimously to approve the scope change.
   B. The committee addressed an error in the peer support section of the rubric to differentiate between the "acceptable" and "excellent" of the rubric and eliminate the potential of the committee penalizing applicants who provide only the requested number of letters of support. The "excellent" of the rubric was amended to read "At least three recommendation letters demonstrate well-reasoned, objective support from both internal and external peers. Letters offer a consistent picture of national/international stature of the researcher's reputation."
      i.   Motion to approve change: Janice Steirn
      ii. Second: Gulzar Shah
      iii. The committee voted unanimously to approve the rubric change.
   C. All assignments should be uploaded to the SharePoint by Monday January 13, 2014. The committee will meet to hear reviews at its next meeting on January 16, 2014, at 9:30am in the Veazey Hall 2nd floor conference room.
   D. The committee agreed to meet on January 30, 2014 at 9:00 am – 11:00 am in Veazey Hall 2nd floor conference room with the goal of finalizing the Awards for Excellence in Research and Scholarly/Creative Pursuits recommendations (as applicable) and assignments for the funding program competitions.

VI. **Committee Work**

   A. **Award for Excellence in Research**

      i.   The committee chair arranged for the Excellence award packages to be brought down to the meeting room from reference. The committee utilized the remaining time to work on Excellence application reviews.
      ii. Review of Assigned Award of Excellence Applications
         1. Review of packet
         2. Upload of Rubric to SharePoint
         3. Numeric Score entry (on SharePoint) – You can do this or Ele will assist if you prefer.
      iii. Deadlines
         1. January 13, 2014 – last day to enter scores
         2. January 16, 2014 – 9:30 – 10:30 – Veazey Hall – Excellence reviews
         3. January 24, 2014– Soft deadline for completion of Excellence process
         4. March 1, 2014 – Nominations due to VPRED and Provost

B. **Faculty Research Seed Internal Funding Award - Informational**
    i. Deadlines
        1. January 24, 2014 – Applications submitted to ORSSP
        2. May 1, 2014 – Current year spending deadline for awardees.

C. **Faculty Research Scholarly Pursuit Internal Funding Award - Informational**
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D. **Grant Writing Workshop – Tabled for December 4 meeting**
    i. Grant Writing Workshop – Grant workshop will be offered as part of the Research Symposium this year to take advantage of the synergy of multiple offerings. Bob Lucas and Steven Chu will present on April 15. We have NSF booked on April 16, 2014
    ii. April 15, 2014 – Research Symposium featuring Bob Lucas and Steven Chu

E. **Current Calendar**
    i. December 4, 2013 – Working Meeting – Excellence Awards
    ii. January 16, 2014 at 9:30 – 10:30 in Veazey Hall Second Floor Conference Room
    iii. January 30, 2014 at 9:00 – 11:00 in Veazey Hall Second Floor Conference Room

VII.   **Adjourn** – 1:03 PM

I.   The meeting was called to order by Bob Fernekes at 9:30 AM

II.   The agenda was approved as read
   i.   Motion to approve change: Li Li
   ii. Second: Kymberly Drawdy
   iii. The committee voted unanimously to approve as read.

III.   Minutes of the December 4, 2013 were approved as read
   i.   Motion to approve change: Kymberly Drawdy
   ii. Second: Li Li
   iii. The committee voted unanimously to approve as read.

IV.   Roll Call:

Member	Attendance	Rotate off in July of ( )
Bob Fernekes – Library - Chair (FRC elected)	P	2014
Li Li - CHHS	P	2015
Kymberly Drawdy - COE	P	2015
Onyile Onyile - CLASS	A- Excused	2015
Gulzar Shah - JPHCOPH	P	2014
Mohammad Ahad - CEIT	P	2014
Jun Liu – COBA	P	2015
Shijun Zheng - COSM	A – Travel	2014
Janice Steirn - Senate Appointed	P	2014
Ele Haynes– VPRED	P	Appointed

V.   **Committee Work**

   A. **Calendaring**

      i.   The next committee meeting will be January 30, 2014 at 9:00 – 11:00 AM in Henderson Library Room 1308
      ii. The meeting purpose will be to discuss second round applicants for the Excellence in Research and Scholarly Pursuit application with a goal of selecting two award winners and 2 ranked alternates.

   A. **Award for Excellence in Research**

      i.   The committee members presented their primary review reports. Based upon the primary 3 member review team scores and narrative, the applicant field was narrowed to the top 7 candidates to move to the next round by consensus of the present committee members.
      ii. Assignment - Award of Excellence Applications for Round 2
         1. Review all 7 applications that progressed to the second round
         2. Upload one Rubric for each application to SharePoint in the Excellence category – Rename the sample rubric as follows – applicant last name.your last name.excellencerubric

            It is important that you rename the rubric to prevent copying over someone else's work. The naming convention as the first part of the title will allow for all applicant materials to appear together for committee review.

         3. Numeric Score entry (on SharePoint in Excellence Round 2 tab) – You can do this or Ele will assist if you prefer. (All totals are done by formula – please do not enter any values in total boxes.)
      iii. Deadlines
         1. January 27, 2014 – last day to enter scores and upload reviews
         2. January 30, 2014– 9:00 - 11:00 – Henderson Library Room 1308
         3. March 1, 2014 – Nominations due to VPRED and Provost

   B. **Faculty Research Seed Internal Funding Award - Informational**
      i. Deadlines
         1. February 10, 2014 – Applications submitted to ORSSP
         2. May 1, 2014 – Current year spending deadline for awardees.

C. **Faculty Research Scholarly Pursuit Internal Funding Award - Informational**
   i. Deadlines
      1. February 10, 2014 – Applications submitted to ORSSP
      2. May 1, 2014 – Current year spending deadline for awardees.

D. **Grant Writing Workshop Update –**
   i. Due to the expanded involvement of faculty in the symposium and NSF presentations, the Grant Writing Workshop originally planned to be part of the Research Symposium will be moved to an independent date and reformatted as a workshop style presentation.
   ii. "Breaking through the Barriers to Writing Proposals" will be presented on February 24, 2014. Before this is opened to general registration, each college has been allotted 4 spaces to be filled by recommendation of the College Dean. Applicants will be expected to make arrangements to attend the full day workshop. Spaces that remain after February 7, 2014 will be opened up to University wide registration. Committee members may apply for vacant spots on February 7.
   iii. We will continue to co-sponsor and promote the Research Symposium on April 15-16, 2014. The Research Symposium will offer presentations of faculty/student research, and a presentation by the recent past Secretary of Energy, Steven Chu on April 15th and a presentation by the NSF biological directorate on April 16th.

E. **Current Calendar**
   i. January 30, 2014 at 9:00 – 11:00 AM in Henderson Library Room 1308

VI. **Adjourn –** 10:35 AM

Faculty Welfare Committee Meeting Minutes

November 14, 2013 at 3:00pm

Presiding: Fred Smith (Library)

Members Present: Olga Amarie (CLASS), Diana Cone (Provost Office), Terry Diamanduros (COE), Rob Pirro (CLASS), Jocelyn Wang (COBA)

The meeting was called to order by Fred Smith. He discussed the meeting that was held with the Provost on 10/31/13 for the purpose of getting clarification regarding the Deans' evaluation. The Provost is in favor of faculty input in the review process and faculty will get informed of the overall outcome of the review. She will be in charge of the review. The review would be every 5 years. If needed, an early review could be called. The FWC will meet with the Provost on November 20, 2013 at 1pm.

The committee plans to design a survey for faculty to complete. Some examples of Dean evaluation tools used by other institutions were handed out by Fred. These could be used as models to use in the development of our survey. Issues related to the survey and review process were discussed. These issues include the following: effectiveness of the Dean, whether a vote is needed by faculty, and need for transparency of the Dean evaluation.

Although an annual review questionnaire of the Dean's performance is completed by faculty now, a more thorough survey could be developed by the FWC for the 5 year review of Deans. Possible areas covered on the survey include: equality across departments within the college, the possible need for questions on the survey for department chairs to complete, evaluation of Dean by peers or advancement representatives, external relationship, advisement, and need for staff input.

The possible need for an early review of a Dean was discussed. Faculty governance within the college might be a source for faculty to go to if they have concerns about the Dean's performance. The need for transparent way for faculty to call for early review of Dean was also discussed.

Minutes submitted by Terry Diamanduros (COE)

Faculty Welfare Committee Meeting Minutes

November 20, 2013 at 1:00pm

Presiding: Fred Smith (Library)

Members Present: Moya Alfonso (JPHCOPY), Olga Amarie (CLASS), Diana Cone (Provost Office), Terry Diamanduros (COE), Cynthia Frost (Library), Rob Pirro (CLASS), Mark Welford (COSM)

Visitor: Provost Jean Bartels (Academic Affairs)

Fred Smith called the meeting to order and thanked the Provost for meeting with the committee. Fred gave out the document of the Deans' review and thoughts by the committee. Fred Smith had sent examples of other universities evaluations of Deans to the Provost and the committee. The Provost was asked to share her expectations of the committee's involvement in developing a review process to evaluate Deans across the various colleges. The Provost emphasized the need for the evaluation process for Deans to be more in-depth than their annual evaluation. She indicated that she thought some of the example evaluation tools used in the evaluation of Deans at other institutions were good and could be used to develop a survey, particularly the one from University of Minnesota. She discussed the need to include a self-reflection in the review process and to have a comprehensive examination of all components of the work done by Deans. Examples of some of these components include leadership ability, external relations, budget management, etc.

Regarding communication of the outcome of the Dean evaluation, the Provost indicated that the college would be informed of the outcome and that a rationale regarding the Dean's staying or leaving would be included in this communication. She will provide a written summary to faculty of all phases of the review. Part of the reason for that is that she would like to raise awareness of the fact that the management of the college is just one of the responsibilities of today's Georgia Southern deans.

Another critical part of the evaluation is the inclusion of a meeting of the faculty of the college with the Provost so they have an opportunity to share their input in this evaluation process and to provide faculty with the overall outcome of the evaluation of the Dean. She is willing to meet with interested faculty. There can be a question such as "would you like to see your dean continue in that role?" She may not share exact percentages with faculty of the answers to that question, but she will be specific enough to give faculty a clear idea of the collective answer.

Provost Bartels indicated that she was not keen on creating a large review committee to filter results for her. She will be in charge of the review.

The issue of the need for an early review was also discussed. It would be important for there to be a clear, logical process if such a review is needed. One possible avenue for an early review of Deans would be the role of the "governing board" within each college to poll faculty to determine whether they feel there is a need for an early review. She indicated that, if such a poll is needed, it should be limited to individuals who are eligible to vote ("voting membership" as defined in the Faculty Handbook) such as tenured faculty, tenured-track faculty, visiting faculty and temporary full-time faculty. Adjunct and part-time faculty members would be excluded in this voting to determine the need for an early review. The outcome of the vote would be given to the Provost. The issue of an added responsibility to the "governing board" to include their role in the early review process may need to be addressed in the

Faculty Senate. If this happens, it will be important to use the same language currently in the Handbook about these "governing boards."

The issue of the Department Chairs role in the evaluation of the Deans and the use of a survey (with a few additional questions specifically for chairs) for them was addressed. The Provost indicated that their voting would be separate from the faculty votes. The Department Chairs may have their own meeting with the Provost (a separate one from the faculty).

Also, staff would use the same survey as the faculty but their responses to the survey would be separated from faculty responses.

There was a discussion regarding advancement, and the Provost indicated that she would like to identify who the advancement advisor was in each college. She stated that she would want to meet with this person. She wants people to be informed about the role of the Deans and the work that they do in the college.

The focus of the meeting then addressed issues listed below:

> Advising: Advising staff in the college would be included in completing the survey but their responses would be separated. If there was a need for the Provost to meeting with the advising staff, she could do so but she didn't feel that she had if there was not a need.

> External Relations: The Provost indicated that she might ask for Deans to self-identify individuals who are familiar with the Dean's work regarding external relations. She indicated that she might want to meet with the external relations representative in the college.

> Assessment: This could be included in the survey.

> Students' view: The Provost would like to have some means of having students' view of their experiences in the college. This might be in the form of a student forum or exit interview questionnaire.

The Provost stated that she would like to have the final version of the survey in early spring. She also indicated that it would need to be presented to the college deans. The review instrument would not need to be approved by the Faculty Senate.

Next, the Provost gave the committee an update of the status of the Department Chairs' review. Every department chair would be reviewed at the 5 year mark. The review of Chairs will begin this year

The meeting ended at 2pm.

Minutes submitted by Terry Diamanduros (COE)

General Education and Core Curriculum Committee
November 20ᵗʰ Meeting

Present: June Joyner, Rebecca Ziegler, Azelea, Lisa Smith, Amy Ballagh, Nick DeBonis, Evans Afriyie-Gyawu, Helen Bland, Linda Mullen, Aniruddha Mitra, Jody Langdon, David Shirley, Ellen Hendrix, Ruth Whitworth, Michelle Cawthorn
Absent: Edward Mondor, Teresa Flateby, Elizabeth Carr Edwards, Diana Cone, Gustavo Maldonado, Lucy Green

- Jody opens with a thanks and reviews progress.
- Opens motion to move to discuss changing Effectiveness Analysis of Information Outcome to Critical Analysis and Synthesis of Information: *"Students critically analyze and synthesize information before taking a position or drawing a conclusion."*
  - Evans asked what Critically analyze means? June provided AACU rubric.
  - Helen asked about the wording regarding before or while in terms of creating conclusions. June responded that students.
  - Include a rationale of the outcome to better flesh out the language.
  - Move to amend the motion and to add a rationale. All voting members agreed.
- Nick DeBonis reviewed the Core Curriculum Approval Process policy draft.
  - June asked if the policy needs to go through Senate
  - Ellen suggested that the policy may need to be vetted through the Undergraduate Committee
  - Reminder that the purpose is to establish a practice for regularly reviewing courses.
  - Policy is postponed for further review
- Next Steps
  - Establish and do an online vote to pass a timeline for approving the Core Review Policy.
  - Explore GSU's policy on policy to ensure no conflicts
  - Review current USG Core review policy.
- Add AACU rubrics to Google Drive
- Add agenda
- June requested that a plan be drafted for the Spring charge.
  - Also that faculty from GECC are funded to go to relevant conferences.

General Education and Core Curriculum Committee Meeting Minutes
January 2014
8:00 in Professional Development Center:

Present: Delena Gatch, Jody Langdon, David Shirley, Ellen Hendrix, Michelle Cawthorn, Lisa Smith, June Joyner, Edward Mondor, Diana Cone, Gustavo Maldonado, Rebecca Ziegler, Absent: Lucy Green, Elizabeth Carr Edwards, Evans Afriyie-Gyawu, Linda Mullen, Aniruddha Mitra, Helen Bland, Ruth Whitworth

- Jody reviewed agenda.
    - Assessment group began reviewing reports from January Retreat and assigning liaisons to contact various faculty in the colleges.
    - The assessment committee reviewed the results of the January retreat and analysis of outcomes related to the Quality of Life outcome and Ethical and Informed decision making.
        - For Quality of Life, an assignment was given in HLTH 1520. The assignment was reviewed at the January retreat by members of the faculty who teach HLTH 1520.
            - The committee discussed the results of the analysis of the healthful living assignment. We agree with the recommendations of the faculty members who evaluated the assignment regarding findings and future administration of the assignment. The committee also believes that an additional measure of this outcome, with help from student affairs, should be considered. At our next meeting, we will discuss whether or not an additional measure would be beneficial, and whether or not it is possible to collect the type of data we need from student affairs, and if we could collect such data, would it be possible to implement change once the data were analyzed.
            - At the next meeting, we will confirm assignments of the committee members as liaisons with the various colleges for collecting assessment data. Tentatively, Michelle for COSM, June for CLASS and COE, Mitra for CEIT, Linda for COBA, Lisa CPH.
        - For Ethical and Informed decision making, the analysis of the plagiarism assignment given in FYE 1220 and a selection of upper level classes was reviewed.
            - The committee appreciated the suggested changes to the Student Code of Conduct, and recommended contacting Patrice Buckner for further discussion.
            - The committee agreed that presentation of mock judicial trials would be beneficial.
            - The committee feels that while this assessment was adequate in the short-term, a different assessment needs to be created to more adequately measure this outcome. We have previously

discussed a series of short case-studies that could be administered through Folio to students of all levels.
- The Curriculum and Policies group worked on the Approval for Core Courses
  - Diana shared how another committee is working on the New Course Form.
    - Add GECC representation with that other committee.
- Core Curriculum Revision Form, instead of using it, create a new Core Curriculum Review Form:
  - Description of how instruction of the Course addresses the Core outcomes
  - How the Course measures the student achievement of the outcomes
  - Draft a fill-able PDF form/Qualtrics Survey
  - Vote on Document in February
  - Thinking about the review process
    - Go to Associate Deans then chairs.
- Discuss timeline for engaging in the Core Review statement
  - Try to inventory at least one Core Area prior to SACSCOC review
- Consider Spring 2015 for BOR Comprehensive Program Review
- Review Core Outcomes and ensure breadth for all courses

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – November 14, 2013

Present: Dr. Frank Goforth, CEIT; Dr. Deborah Allen, CHHS; Dr. Amanda King, COBA; Dr. Dawn Tysinger, COE; Dr. Rebecca Ziegler, Library; Dr. Marc Mitchell, CLASS; Dr. Devon Jensen, COE; Dr. Hani Samawi, JPHCOPH, Dr. Bob Fernekes, Library; Dr. Mujibur Khan, CEIT [Alternate]; Dr. Dustin Anderson, CLASS [Alternate]; Dr. Cheryl Metrejean, COBA [Alternate]; Dr. Manouch Tabatbaei, COBA [Alternate]; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Emerson Christie, GSO Student Representative; Ms. Azell Francis, SGA Student Representative; Dr. Dick Diebolt, COGS; Mrs. Naronda Wright, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Christine Ludowise, CLASS; Dr. Stephen Rossi, CHHS; Mrs. Marla Bruner, COGS; Dr. Linda Cionitti, CLASS; Dr. David Williams, CEIT; Dr. Stuart Tedders, JPHCOPH

Absent: Dr. Timothy Whelan, CLASS; Dr. Michele McGibony, COSM; Dr. Simone Charles, JPHCOPH; Dr. Chris Kadlec, CEIT; Dr. Li Li, CHHS; Dr. Camille Rogers, COBA; Dr. Jonathan Copeland, COSM

I.   CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, November 14, 2013 at 9:00 AM.

II.   APPROVAL OF AGENDA

Dr. Dick Diebolt stated the College of Engineering and Information Technology requested to pull the EENG 5543G new course item from the agenda. This course was already approved by the Graduate Committee in April 2013. Dr. Hani Samawi made a motion to approve the agenda with the minor revision. A second was made by Dr. Deborah Allen and the motion to approve the agenda was passed.

III.   DEAN'S UPDATE – A Dean's Update was not provided.

IV.   GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEW

Dr. Fernekes provided a list of the graduate programs that are undergoing the spring 2014 comprehensive program review and stated the Graduate Committee is responsible for evaluating the reviews. He asked the members and alternates of the committee to indicate on the form if they have a preference as to which college they would like to review. Dr. Fernekes will use this information to generate sub-committees (Chair's listed below) for the spring 2014 program review evaluations.

College of Education– Dr. Bob Fernekes, Dr. Cheryl Metrejean, Dr. Deborah Allen and Dr. Rebecca Ziegler
College of Business Administration – Dr. Bob Fernekes, Dr. Cheryl Metrejean, Dr. Devon Jensen and Dr. Amanda King
Jiann-Ping Hsu College of Public Health – Dr. Hani Samawi and Dr. Deborah Allen

Dr. Fernekes said he plans to meet with the College of Education to find out the progress on their internal reviews to see if reviews will be completed early.

V.   NEW BUSINESS

A.   Jack N. Averitt College of Graduate Studies

Dr. Diebolt and Dr. Deborah Allen presented the agenda item for the College of Graduate Studies.

Proposed Catalog Edit – Minimum Admission Requirements:

JUSTIFICATION:
COGS is proposing the catalog edit below in response to a request submitted by the School of Nursing. Nursing has an existing MOU with the Health Department to provide advance training to those employees possessing extensive professional experience demanded by the position of employment. In rare cases, some of these nurses do not possess bachelor's degrees. Previously, Registered Nurses (who might not possess a bachelor's degree) have been allowed to take Health Assessment 5210G

and 5230G courses as a non-degree seeking student so they could acquire the necessary advanced training to perform advanced nursing practice roles for the health department (pap smears and other procedures which are not taught in the undergraduate course). They applied for admission as undergraduate students and were granted permission by COGS to enroll in the graduate level course. Unfortunately, this option is no longer viable. Since the students are classified as undergraduate, they are denied access to the advanced level course materials required to receive the advanced training.

This catalog edit would permit COGS to consider recommendations from program directors for non-degree admission for those applicants possessing credentials other than an earned bachelor's degree.

The suggested catalog revision is in bold below.

> *In general, a*All applicants must hold at least a baccalaureate degree or the equivalent from a regionally accredited U.S. college or university or a degree from a non-U.S. institution of higher education that is judged equivalent to a U.S. baccalaureate degree by the College of Graduate Studies (COGS). International applicants who have graduated from a college or university that is a member of the Bologna Project will be considered for admission to a graduate degree program.
>
> Any applicant who seeks admission to a graduate degree program is said to be applying as a graduate degree-seeking student. All other graduate applicants are said to be applying as graduate non-degree-seeking students.
>
> Admission is granted for a specific semester and is validated by registration for that semester. Applicants wishing to defer admission to a subsequent semester may request a one-time deferral from the Office of Graduate Admissions as long as the request occurs before the start of the original semester of matriculation.
>
> Applicants must be admitted to the COGS before they are eligible to register for classes. Only students formally admitted to the COGS are eligible to enroll in graduate courses (courses numbered 5000G, 6000, 7000, 8000 and 9000). Official admission acceptance is conveyed to the applicant in a formal letter issued by the Dean of the COGS.

Dr. Diebolt said these students do not have a bachelor's degree, but they do have years of professional experience. He said this process would be monitored and COGS has checked with other institutions that have a similar policy and this is the way they deal with special need students.

Dr. Ziegler suggested COGS add additional wording to state that there can be certain limited exceptions. Dr. Diebolt said based on their review of other institutions, the "In general" statement does allow COGS flexibility to handle these special circumstances. Dr. Diebolt said this would be considered an exception, not the rule.

Dr. Frank Goforth asked if this would have any effect on SACS. Dr. Diebolt said no, as long as COGS states the situation in the admission requirements then COGS should not experience any difficulty with this exception. Dr. Diebolt said these students are non-degree seeking students and will be limited to specific courses.

MOTION: Dr. Samawi made a motion to approve the agenda item submitted by the Jack N. Averitt College of Graduate Studies. A second was made by Dr. Manouch Tabatbaei. The motion to approve the catalog revision was passed.

B. **College of Health and Human Sciences**

Dr. Deborah Allen presented the agenda items for the College of Health and Human Sciences.

Nursing
New Course(s)
NURS 5311G – Cultural Immersion in International Health Care
JUSTIFICATION:
This course is required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

NURS 5332G – Applied International Nursing Research
JUSTIFICATION:
This course is required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

NURS 5793G – International Research Application I
JUSTIFICATION:
This course is required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

NURS 5794G – International Research Application II
JUSTIFICATION:
This course is required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

Course Reactivation(s)
NURS 9730 – DNP Practicum
JUSTIFICATION:
We will continue to offer course for two more years.

Dr. Diebolt asked if the new course forms included information on what additional work will be expected of graduate students. Dr. Allen said the department is working on this now and they will have the revised information to the Registrar's Office by next week.

MOTION: Dr. Jensen made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the additional workload information be added to the new course forms. A second was made by Dr. Ziegler. The motion to approve the New Courses and Course Reactivation was passed.

C. **College of Science and Mathematics**

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

Department of Biology
Selected Topics Announcement(s)
BIOL 5099G - Selected Topics in Cancer Research
JUSTIFICATION:
Justification: This is an elective course for the Master of Science degree in the Department of Biology.

Course Summary: This is an inquiry-based course designed to develop applied problem-solving skills in an important biomedical field. The course will introduce complex research problems in cancer biology. The course requires self-direction and excellent inquiry skills in order to organize these problems and develop practical solutions. Students will learn to apply biology content to meaningful problems, and they will learn to communicate effectively in a team environment. Graduate students will take a leadership role in the class and are expected to produce a written and oral summary of their work.

Department of Chemistry
New Course(s)
CHEM 6131 - Solid State Materials
JUSTIFICATION:
This course is required for the Material Science Concentration of the Master of Science in Applied Physical Science degree. It is a cross-listing of the interdisciplinary topic of Solid State Materials (currently PHYS 6131).

Selected Topics Announcement(s)
CHEM 7090 - Polymer Chemistry
JUSTIFICATION:
Justification: This course is an elective course for the Material Science concentration in the Master of Science in Applied Physical Science program.

Course Summary: This course will cover chemistry of hard and soft polymers, applied polymer science, and analysis of polymeric materials. It will introduce student to the world of polymer materials, which are ubiquitous in our daily life and in this world. The course will cover how polymers are synthesized and characterized, what unique properties polymers have, and how polymer materials are used. Material covered will include different ways of synthesizing polymers, including step, chain (free radical, "controlled" free radical, ionic), catalytic, and ring opening polymerizations. Important concepts on polymer structure, molecular weight and its distribution, glass transition, and amorphous versus crystalline state will be introduced. Various physical properties and applications of polymers, including mechanical and electrical properties, will be briefly described.

CHEM 7090 - Physical Organic Chemistry
JUSTIFICATION:
Justification: This course is an elective course for the Material Science and Pharmaceutical Science concentrations in the Master of Science in Applied Physical Science program.

Course Summary: In this course, students will deepen their understanding of physical chemistry concepts applied to organic systems. The course will cover kinetics and thermodynamics of general organic reactions, steric and electronic effects on the stability of organic molecules, acid-base chemistry, catalysis, polymer materials, pericyclic reactions, and photochemical processes. Students will learn how to analyze physical chemical data in order to draw conclusions, and to explain common patterns seen in organic molecules. Students will also develop skills for the critical analysis of scientific data and information.

CHEM 7090 - Theoretical Chemistry
JUSTIFICATION:
Justification: This course is an elective course for the Master of Science in Applied Physical Science program. This course would be a suitable elective for any of the three concentrations.

Course Summary: The mathematical framework of wavefunction-based quantum chemical theory will be discussed and developed. The equations and procedure for the Hartree-Fock method will be explored in depth, as well as the other standard set of ab initio wavefuction theories including perturbation theory, configuration interaction theory, and coupled cluster theory. The additional inclusion of production-level quantum chemical computer codes into the curriculum will give the student even deeper insight into the finer points of quantum chemistry.

Department of Geology & Geography
Selected Topics Announcement(s)
GEOG 5090G - Ecohydrology
JUSTIFICATION:
Justification: Ecohydrology will fill a topical gap in the department regarding physical geographic approaches to human-environment issues at the intersection of ecosystem ecology and water resources. Furthermore, this is a response to rising job opportunities seeking environmental scientists trained to consider coupled ecological-hydrological environmental issues, as well as calls in the geosciences to enhance education through teaching environmental solutions that consider how ecological and hydrological systems interact.

Course Summary: This course will cover how water interacts to connect the biotic and abiotic components of ecosystems, with a focus on forests. Students will measure hydrologic processes to determine the water budget of a forest fragment (Herty Pines) and associate these measurements to ecological processes upon which human society relies (e.g. watershed management and sustainable agriculture). This includes training on common and cutting-edge ecohydrological field equipment installation, operation, maintenance, and data analysis techniques. Additionally, students will compare their results to studies around the globe. Graduate students will learn how to write a research proposal suitable for federal funding in the field of ecohydrology.

Department of Physics
Course Revision(s)
PHYS 6131 - Physics of Solid State Materials
➢ Title, Other
JUSTIFICATION:

This course is a required course for the material science concentration of the Master of Science in Applied Physical Science degree. The title of this course was changed in order to demonstrate the interdisciplinary nature of the subject. Furthermore, the course is being cross-listed as either PHYS 6131 or CHEM 6131 and will be taught alternatingly by faculty in both deparments (a common syllabus has been agreed upon).

College of Science & Mathematics
Proposed New, Revised, or Deleted Program(s)
Applied Physical Science, M.S.
JUSTIFICATION:
The changes in this proposal are corrections for the accompanying new course and course revision forms. The title of Physics of Solid State Materials (PHYS 6131) was changed to Solid State Materials and cross-listed with CHEM 6131. Additional clarifications were also added to the advising and admissions section of the degree. Lastly, this form corrects the title of the degree, for which "Applied" was added during approval by the Board of Regents and accidently omitted from the graduate catalog.

MOTION: Dr. Allen made a motion to approve the agenda items submitted by the College of Science and Mathematics. A second was made by Dr. Goforth. The motion to approve the New Course, Course Revision and Program Revision was passed.

D. **College of Education**

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

Course Revisions
ESED 5799G – Student Teaching in P-12 Education
➢ Catalog Description
JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and "clinical supervisor" rather than "cooperating teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

ITEC 8838 – Field-Based Research in School Library Media
➢ Grade Mode
JUSTIFICATION:
A clerical error caused the form to be submitted in Normal grade mode.

MGED 5799G – Student Teaching in Middle Grades Education
➢ Catalog Description
JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and "clinical supervisor" rather than "cooperating teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

SCED 5799G – Student Teaching in Secondary Education
➢ Catalog Description
JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and "clinical supervisor" rather than "cooperating teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

SPED 5799G – Student Teaching in Special Education
➢ Catalog Description
JUSTIFICATION:
The catalog description is being updated to use "candidates" rather than "students" and "clinical supervisor" rather than "supervising teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

<u>Revised Program</u>
Educational Leadership, Ed.S.
JUSTIFICATION:
This proposal is to list, on the Ed.S. in Educational Leadership's program of study in the Graduate Catalog, the two prerequisite courses that are required by the Professional Standards Commission (PSC) for any student entering a PSC-approved educational leadership program that leads to PL-6 certification. Originally, the PSC requirement regarding prerequisite courses was open to the interpretation of the institution; however, the new rules specify the two courses that satisfy the pre-requisites for those candidates entering the program without a master's degree in Educational Leadership. Therefore, we have added that specificity to the program of study.

<u>Other</u>
Revision for "Initial certification in non-teaching fields"
JUSTIFICATION:
An individual seeking admission to pursue certification in Educational Leadership as a non-degree student must possess, at the time of entry, a master's degree in any field. The individual does not need to have already completed an Ed.S. degree as currently stated in the 13/14 Catalog. This proposal is to correct the two notes regarding "Initial certification in non-teaching fields" in the "College of Education Programs" section of Graduate Catalog.

<u>Update GACE titles</u>
JUSTIFICATION:
The Georgia Assessments for the Certification of Educators (GACE) is Georgia's state-approved educator certification assessment program. The GACE Basic Skills Assessment has recently been renamed to "GACE Program Admission Assessment", and Graduate Catalog needs to be updated to use the new name in all places it is mentioned.

Also, the CLASS program page for the MA in Spanish references the GACE I and GACE II assessments. The official name of GACE I is the "GACE Program Admission Assessment", and the GACE II is the "GACE Content Assessment."

Two other edits are included in this set of pages: (1) remove "(TaskStream)" on page 109 of Graduate Catalog since COE no longer uses that system and (2) add an apostrophe to "bachelors" on the MAT admission requirement, page 154 of Graduate Catalog.

Dr. Diebolt asked if the department will review the student's information to make sure they have taken the specific courses that are required for the Educational Leadership program. Dr. Jensen said yes, the Program Director or Advisor will have an assessment with the student and they will also advise the student regarding their matriculation plan. Dr. Diebolt asked if the department will recommend the student for provisional status if they have not taken the courses. Dr. Jensen said those leadership courses have to be completed at the beginning before the student can move into the Program of Study for the Ed.S. degree or the Non-Certification program.

MOTION: Dr. Hani Samawi made a motion to approve the Course Revisions, Revised Program and Other Items submitted by the College of Education. A second was made by Dr. Amanda King and the motion to approve the items was passed.

E. **Jiann-Ping Hsu College of Public Health**

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

Department
<u>Course Revision(s)</u>
BIOS 6541 - Biostatistics
➢ Cross-List
JUSTIFICATION:
This course should have been cross-listed with PUBH 6541 at creation.

PUBH 5520G - Introduction to Public Health
➢ Schedule Type

JUSTIFICATION:
The schedule type is being updated so this course can be taught/offered face-to-face and/or online.

PUBH 6532 - Environmental Health
➢ Schedule Type
JUSTIFICATION:
The schedule type is being updated so this course can be taught/offered face-to-face and/or online.

PUBH 6533 - Epidemiology
➢ Schedule Type
JUSTIFICATION:
The schedule type is being updated so this course can be taught/offered face-to-face and/or online.

PUBH 6534 - Health Policy and Management
➢ Schedule Type
JUSTIFICATION:
The schedule type is being updated so this course can be taught/offered face-to-face and/or online.

PUBH 6535 - Social and Behavioral Sciences and Public Health
➢ Schedule Type
JUSTIFICATION:
The schedule type is being updated so this course can be taught/offered face-to-face and/or online.

PUBH 6541 - Biostatistics
➢ Cross-List, Schedule Type
JUSTIFICATION:
The schedule type is being updated so this course can be taught/offered face-to-face and/or online.
This course should have been cross-listed with BIOS 6541 at creation.

PUBH 7790 - Practicum in Public Health
➢ Repeatable for Credit
JUSTIFICATION:
The course is being made repeatable because some students take the course as variable credits over various semsesters.

PUBH 9790 - Doctoral Preceptorship in Public Health
➢ Repeatable for Credit
JUSTIFICATION:
The course is being made repeatable because some students take the course as variable credits over various semesters.

MOTION: Dr. Samawi made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Allen. The motion to approve the Course Revisions was passed.

VI. OLD BUSINESS

A. Spring 2014 Graduate Commencement Speaker Results

Mrs. Marla Bruner presented the results from the commencement speaker survey. She said the next step is for her to contact agents of the top five candidates to see who is available on the day of commencement and to discuss budget.

Dr. Fernekes said colleges or departments may inquire through COGS to see if any of the proposed speakers could be brought in to speak at other campus events. Mrs. Bruner said COGS is currently working with the College of Science and Mathematics to tie the Research Symposium into the same time frame as Dr. Steven Chu's lecture in the spring. She said they may be contacting speakers on the survey list for the spring 2015 symposium.

VII. ANNOUNCEMENTS – There were no announcements.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 14, 2013 at 9:30 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved December 6, 2013
by electronic vote of Committee Members

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – January 23, 2014

Present: Dr. Frank Goforth, CEIT; Dr. Deborah Allen, CHHS; Dr. Amanda King, COBA; Dr. Michele McGibony, COSM; Dr. Rebecca Ziegler, Library; Dr. Li Li, CHHS; Dr. Devon Jensen, COE; Dr. Hani Samawi, JPHCOPH, Dr. Bob Fernekes, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Emerson Christie, GSO Student Representative; Dr. Charles E. Patterson, VPRED/COGS; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Melanie Reddick, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Christine Ludowise, CLASS; Dr. Stephen Rossi, CHHS; Dr. David Williams, CEIT; Dr. Stuart Tedders, JPHCOPH; Dr. Ronnie Sheppard, COE; Dr. Gregory Harwood, CLASS; Dr. Eric Kartchner, CLASS; Dr. Rob Yarbrough, CLASS; Dr. Juan Vargas, CEIT; Dr. Gordon Smith, COBA; Dr. Jeff Underwood, COSM

Absent: Dr. Timothy Whelan, CLASS; Dr. Dawn Tysinger, COE; Dr. Simone Charles, JPHCOPH; Dr. Chris Kadlec, CEIT; Dr. Marc Mitchell, CLASS; Dr. Camille Rogers, COBA; Dr. Jonathan Copeland, COSM

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, January 23, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Devon Jensen made a motion to approve the agenda as written. A second was made by Dr. Frank Goforth and the motion to approve the agenda was passed.

III. DEAN'S UPDATE

Dr. Charles Patterson provided an update on the following Information Items:

- Graduate enrollment is up 34 students across the institution in the summer 2014 and down one for spring 2104. Dr. Patterson said each college has a goal to increase their graduate enrollment by 2% in fall 2014. He said COGS will continue to monitor applications and acceptances to make sure colleges are on target to meet their enrollment goals, and encouraged all program directors to do the same as they monitor their enrollment management strategies. Contact Tristam Aldridge if you have any enrollment management and data acquisition needs.

- Dr. Patterson said for programs to continue to look at advisement efforts and ensure that the information listed in the catalog is consistent with their day-to-day practices, as information codified in the catalog is considered college- and program-level policy, as written.

- Student tech fee proposals are due to the Office of the VP for Information Technology by February 21.

- COGS is well on their way of implementing Hobson's AY, the web based application system for graduate applicants. All graduate applicants are now applying through AY. The decision module for program directors to make admissions decisions will be implemented soon. Small working groups are being developed for training purposes and program directors will be expected to make their decisions in AY in the coming months.

- In the past, the Graduate Committee has formed a Graduate Scholarship Subcommittee to review COGS scholarship applications. As the colleges move forward under the goal-based enrollment model, the recruitment opportunities are being streamlined. Dr. Patterson said the graduate scholarships that COGS administers will no longer be directed at current students, but instead they will be used as a recruitment opportunity for Program Directors. Each scholarship is tailored to a specific discipline, so COGS will be providing programs with information on utilizing these scholarships with recruitment offers. Dr. Patterson thanks the role that the Graduate Committee has served previously in assisting with these scholarships.

- Time to degree data has been provided by the Office of Strategic Research and Analysis. Programs undergoing the Comprehensive Program Reviews should have that information.

- Catalog updates were due today. Dr. Patterson will meet with the Provost Office to see if programs can submit curriculum items for the February meeting and still be considered for the catalog. [Note: an extension was provided for final edits to be submitted to the Registrar by January 30 for inclusion into the 2014-2015 Graduate Catalog.]

Dr. Jensen asked if the intent to move the scholarships to a recruitment opportunity is consistent with the scholarship requirements. Dr. Patterson said he will go back and review the terms and conditions of each scholarship, but he could not recall any requirements that specify what type of student (prospect or current student) should receive the aid. Dr. Jensen said he just wanted to make sure COGS is maintaining the original intent of the scholarships.

IV. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEW

Dr. Ferenkes reminded the committee that guidance for the Comprehensive Program Reviews will be provided to the committee during the February meeting.

V. NEW BUSINESS

A. College of Liberal Arts and Social Sciences

Dr. Gregory Harwood presented the agenda items for the Department of Music.

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

Department of Music
New Course(s):
MUSC 7039 - Selected Topics in Music Pedagogy
JUSTIFICATION:
The effective use of DegreeWorks for the Master of Music program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number as we have used in the past. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements

MUSC 7634 - Music and the Brain
JUSTIFICATION:
This course will be required for the Master of Music degree with an emphasis in Music Education, introducing students to contemporary neuroscientific and cognitive aspects of music and music learning not addressed in other courses. It will also serve as an elective for the five emphases in the Master of Music degree. There is a demonstrated need for the course, based on student enrollment in it as a Special Topics in Fall 2011 and 2013.

MUSE 6114 - Chamber Music Ensemble
JUSTIFICATION:
A need has arisen from both the existing Master of Music in Performance and from the proposed Certificate in Music Performance to have an ensemble number available for small ensembles of two to six students which might form to study, rehearse, and perform chamber repertory under the direction of a faculty member. Having a specific number for this activity, rather than using a Special Problems number, will also facilitate effective coordination with DegreeWorks. This course will always be an elective in established music programs.

MUSE 6511 - Electronic Music Ensemble
JUSTIFICATION:
An electronic music ensemble was started several years ago under a Special Topics number to provide students in the Music Technology area with an opportunity to have a collaborative performing experience with electronic media. It also permits the students to compose music for the group. After having offered this ensemble for four semesters with great success, having a dedicated course number, rather than using a Special Topics number, will show its significance as an ongoing ensemble in the Music Department and will also facilitate effective coordination with DegreeWorks. This course is

an elective for students in established music programs, particularly those with a concentration area in Music Technology.

Proposed New, Revised, or Deleted Program(s):

Music, M.M.

JUSTIFICATION:

(1) A new required course (Music and the Brain), formerly taught for three years as a special topics course, is being added to the Music Education Concentration.

(2) English Language Proficiency requirements for International applicants have been revised with the collaboration and endorsement of the Student Visa and ESL staff at the Center for International Studies to address difficulties encountered in recent years. The use of TOEFL subscores, in addition to the composite scores, is modeled after the procedure used by the Graduate College at the University of Georgia and will better ensure applicants' ability to function in the academic side of the M.M. degree. In addition, a specific remediation path has been adopted for applicants who do not initially meet this language threshold.

(3) Various performance areas have begun to establish more detailed audition requirements pertaining to a specific instrument, instrument grouping, or voice. In order not to encumber the catalog, we are deleting the specific audition requirements from the program page in the Performance and Conducting areas and replacing them with a link to the Department's web page, where applicants will be able to find the details for their particular instrument, voice, or conducting type.

Post-Baccalaureate Certificate in Music Performance

JUSTIFICATION:

Purpose of the Program. The graduate certificate program helps students who have completed an undergraduate degree in music performance or its equivalent to acquire advanced performance skills through intensive work in applied studio lessons and solo/ensemble performance. It serves as both a self-standing advanced capstone experience for students who desire advanced work in performance without the additional demands of academically-oriented courses and also as a preparatory experience in which the certificate credits may transfer toward filling the requirements of a regular Master of Music degree with a concentration area in Music Performance.

Intended Population and Demand. The Music Department has received many requests for a program of this type over the last five or six years. While it is not expected that the certificate program would begin to approach the Master's program in size, it is certain that there would be a steady demand from a variety of sources: (1) students who desire to be professional performers and have little interest in graduate academic work, (2) students who are strong performers, but who do not have the skills to succeed in graduate-level academic work, and (3) international students who have completed a bachelor's degree or its equivalent in their native countries and desire to complete a master's degree in the United States, but who initially lack the English-language, or in some cases academic background in areas such as Western music theory to launch immediately into a master's program. Based on past and present inquiries, it is expected that international students will constitute a significant part of this program, and the program is designed so that it can meet the requirements of their student visa while allowing them to remediate English and other skills, if necessary, as preparation to enter the regular Master of Music degree.

Effect on Institutional Resources. The certificate program is based on course work that is already in place for Master of Music students, and we expect that the number of students will not be large enough that they cannot be readily absorbed by current faculty and physical resources. Since students primarily take individual applied lessons and participate in ensembles that are already constituted, a small number of students will also not significantly affect departmental and institutional resources unless there is a large number of applicants that cluster in one particular applied music studio. In this case, the Director of Graduate Studies will work closely with the Department Chair and the studio teacher to determine the maximum number that can be accommodated in that studio. In order to better track students with DegreeWorks, we are proposing to formally add two new courses to avoid using Special Problems or Special Topics numbers as we have done in the past: one for Selected Topics in Music Pedagogy, and one for Chamber Ensemble.

Effect on the Department and the University. We expect that the institution of this certificate program

will have a positive effect in drawing greater attention to the Department and the University, especially in international circles, and will lead to greater diversity in the Department and the University community as a whole. It fills a need in the state for such a program, with other similar programs at Georgia State University and Columbus State University, both far distant from our service area. It does not duplicate graduate music certificate programs at the University of Georgia, which focus on teacher certification and music therapy rather than performance.

There was a discussion of whether conditional admission would be a better approach to the program revisions submitted from the Music Department. Mr. Tristam Aldridge explained the different options for conditional admission. Dr. Harwood agreed to modify the program pages to include language regarding the conditional admission option. Mr. Aldridge will send Dr. Harwood a sample letter for conditional acceptance for him to review.

Mr. Aldridge stated BANNER does not currently accommodate the entry of subscores, so BANNER will have to be modified to capture subscores.

Dr. Jensen asked if there is a policy in the Music program that withdraws students from the program if they receive two "C's". Dr. Harwood said no, they have the general graduate school policy that states a student must have a B average.

There was a discussion of whether the students would be required to retake the TOEFL to satisfy the minimum requirements when pursuing a degree. Dr. Harwood agreed to make the following revision to the first sentence of Item 5 in the MM program and Item 6 in the certificate program. The revised wording is below:

> **International students whose first language is not English and whose undergraduate degree was not completed at an institution where the primary language of instruction was English must have official TOEFL or IELTS scores submitted directly from the Testing Service to Georgia Southern University.**

Dr. Diebolt asked if the Library was contacted to ensure resources will be available to accommodate the new courses. Dr. Harwood said all the new courses are performance courses and they do not require Library resources.

Dr. Diebolt asked how long the students will be expected to complete the certificate program. Dr. Harwood said two semesters, one year. Dr. Diebolt asked if financial aid will be available to students in the certificate program. Dr. Harwood said yes, if the student is eligible and they would not be considered for graduate assistantships.

Dr. Diebolt asked if a program code has been created for the certificate program. Mr. Wayne Smith said no.

MOTION: Dr. Hani Samawi made a motion to approve the agenda items submitted by the Department of Music, with the understanding that the revisions to the program pages be made. A second was made by Dr. Amanda King. The motion to approve the New Courses and the New/Revised Programs was passed.

The revised program pages are below.

<table>
<tr><td colspan="2">Georgia Southern University</td></tr>
</table>

Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To:	☐ **Undergraduate Committee (UGC)**	*(Date Format: mm/dd/yy)* **UGC/GC Meeting Date:**	11/14/13
	☒ **Graduate Committee (GC)**	*(Date Format: mm/dd/yy)* **Date Submitted:**	09/19/13
		(Term Format: 201108) **Proposed Effective Term:**	201408
		(CIP Code Format: 123456) **Classification of Instructional Program (CIP) Code:**	500901

College Code: 12 - CLASS   **Department Code:** 1212   **Department:** Music

Type of Change: This is a <u>Revised</u> Program

Current Name of Program: Master of Music

Proposed New or Revised Name of Program:

1. **Consistent with goals of: (check all that apply)**
   ☒Accreditation   ☒College   ☒Department   ☒State/Regional Needs   ☒University Strategic Plan

2. **Type:** *(Choose __One__ from the following)*
   ☐ New Preliminary Proposal (Attach in Regents' required format)
   ☐ Formal Proposal (Attach in Regents' required format)
   ☐ Revision to Existing Program (Attach in Regents' required format)
   ☒ Other Program Proposals or Revisions that do not require Regents' approval

   (Regents' format can be found at: http://www.usg.edu/academic_affairs_handbook/)

3. **Proposal for:** <u>Graduate Major</u>   **Other:**
   If Certificate,
   - **Indicate Type:** <u>Drop-down</u>
   - **Is Certificate Program recommended for Financial Aid?** ☐ **Yes**   ☐ **No**

4. **Degree:**   <u>MM</u>**Other:**

5. **Program Delivery Method:** <u>Face-to-Face On Campus</u>

6. **Proposed Tuition Type, if __not__ Standard Tuition:** <u>Drop-down</u>
   If "Other", indicate __one__ of the following:
   - **Tuition per credit hour:**
   - **Tuition per Program:**

   If online or new tuition rate is proposed for program, complete the *Request for Differential e Tuition Rate Form* *(http://services.georgiasouthern.edu/controller/files/DifferentialeTuitionRateRequest.pdf)*.

7. **Is this a change in credits (for Revisions only)?** ☐ **Yes** ☒ **No** *(NOTE: If the answer is No, you may skip question 8.)*

8. **Total Credit Hours Required:** 33

9. **Target Group of Students:** Students who have completed a Bachelor's Degree in Music.

10. **Additional Resources Needed: (check all that apply)**
    ☐Computer Needs   ☐Distributed Learning Support   ☐Equipment   ☐Facilities
    ☐Faculty   ☐Library Resources   ☐Staff Support
    ☐Other

11. **Is it possible this change could affect Enrollment Strategies of the University?** <u>No</u>
    - **If Yes, has this change been approved by or submitted to the Enrollment Management Council?** <u>Drop-down</u>

12. Does this course revision affect another Department or College? <u>No</u>
If yes, the signature page <u>MUST</u> be signed by Dean of College affected.

(New, Revised, or Deleted Program Form - Page Two)

12. A New or Revised Catalog Program Page must be attached.
    NOTE: For Revised Catalog Program Pages:
- ALL changes should be made in **RED**.
- Deletions should be in ***BOLD*** with a **strikethrough**.
- Additions should be in ***BOLD ITALICS***.
- Refer to *Sample Program Catalog Page Revisions* for layout format.

13. Provide the Justification/Rationale for New, Revised, or Deleted Programs.

(1) New required course ("Music and the Brain") in the Music Education concentration, formerly taught for three years as a special topics course. (2) English Language Proficiency requirements for International applicants have been revised with the collaboration and endorsement of the Student Visa and ESL staff at the Center for International Studies to address difficulties encountered in recent years. The use of TOEFL subscores, in addition to the composite scores, is modeled after the procedure used by the Graduate College at the University of Georgia and will better ensure applicants' ability to function in the academic side of the M.M. degree. In addition, a specific remediation path has been adopted for applicants who do not initially meet this language threshold. (3) Various performance areas have begun to establish more detailed audition requirements specific to a specific instrument, instrument grouping, or voice. In order not to encumber the catalog, we are deleting the specific audition requirements from the program page in the Performance and Conducting areas and replacing them with a link to the Department's web page, where they will be able to find the details for their particular instrument, voice, or conducting type.

MUSIC
M.M., 33 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Music, Dr. Gregory W. Harwood, Music Dept., GSU, P.O. Box 8052, Statesboro, GA 30460, phone (912) 478-5813, fax (912) 478-0583, email: gharwood@georgiasouthern.edu

Admission Requirements:

Regular:

1. A completed bachelor's degree in music or equivalent.
2. A minimum 3.0 (4.0 scale) cumulative grade point average in undergraduate work.
3. Two letters of recommendation by individuals who are familiar with the applicant's potential for successful graduate study.
4. Requirements pertinent to the student's intended area of concentration:
   a. Composition: satisfactory sample scores for at least three different types of compositions
   b. *Conducting: a successful audition (please see the audition process and requirements for specific performance areas at http://class.georgiasouthern.edu/music/applications/graduate-application/) and a satisfactory agreement with the conducting faculty committee about how the practical conducting requirement will be managed. Generally, full-time students will be assigned to work with various University ensembles; other students may request permission to work with an ensemble (such as a school band or choir) with which they are currently involved.*
   b. Music Education: L-4 certification by the State of Georgia or its equivalent
   c. Music Technology: a statement of purpose and a portfolio of ~~your~~ previous work in music technology
   d. Performance: *a successful audition (please see the audition process and requirements for specific performance areas at http://class.georgiasouthern.edu/music/applications/graduate-application/).* ~~(contact the Director of Graduate Studies to set up auditions described below):~~
      ~~Conducting: Satisfactory live or videotaped audition with three pieces in contrasting styles (one of them a cappella for choral conductors) and a satisfactory agreement with the conducting faculty committee about how the practical conducting requirement will be managed. Generally, full-time students will be assigned to work with various University ensembles; other students may request permission to work with an ensemble (such as a school band or choir) with which they are currently involved.~~
      ~~Instrumental: Satisfactory live or taped audition with three contrasting pieces from different periods. The audition committee may also request to hear scales or other technical material.~~
      ~~Vocal: Satisfactory live or taped audition with three contrasting pieces from different periods demonstrating acceptable proficiency in diction in English, German, French, and/or Italian. Students are also expected to demonstrate basic undergraduate proficiency using the International Phonetic Alphabet (IPA) and fluency in basic keyboard accompanying skills.~~

5. *International students whose first language is not English and whose undergraduate degree was not completed at an institution where the primary language of instruction was English must have official TOEFL or IELTS scores submitted directly from the Testing Service to Georgia Southern University. For consideration to be admitted to the M.M. program, a minimum TOEFL score of 80, with subscores of at least 20 in both speaking and writing is required, or an IELTS score of at least 6.5, with no single subscore below 6.0. International students who meet all other admission requirements but who are deficient in English will normally be conditionally admitted. Conditionally admitted students must successfully complete the highest level in the university's English Language Program (ELP) and achieve a minimum score of 80 on the ELP's standardized English proficiency exam prior to matriculating into the program and taking any music classes.*

Provisional:

Students may be admitted, at the discretion of the graduate admissions committee, on a provisional basis if one or more of the requirements listed above are judged to be marginal. Specific provisions for exiting provisional status will be set in each case by the admissions committee and must be satisfied before proceeding past the first 12 semester hours of course work.

Departmental Entrance Examination:

All students entering the program must pass a Departmental Entrance Examination to demonstrate acceptable undergraduate-level proficiency in music theory, analysis, and history. This examination is administered online prior to the start of the student's first semester, and details about the contents of the test and its administration will be sent to each student after s/he has been admitted. Students who do not pass the examination will be required to take a noncredit review course and may not take MUSC 7331 - Advanced Analytical Techniques until they have passed the review course. Students who cannot pass the review course will be dropped from the program.

All M.M. candidates are required to pass a comprehensive oral examination, covering coursework and their recital or final project.

Concentration in Composition..**33 Hours**

MUSA 7191 - Recital (3)
MUSA 7192 - Composition (6)
MUSC 5231G - MUSC 5236G (3) **OR** MUSC 5239G - Selected Topic in Music History (3) *(Select one music history course from the series; MUSC 5233G - Music in the Contemporary Period (3) is strongly recommended for students in Composition.)*
MUSC 6131 - Music Reference Tools and Resources (3)
MUSC 7331 - Advanced Analytical Techniques (3)
Select <u>one</u> of the following:
    MUSC 7530 - Digital Audio Montage (3)
    MUSC 7535 - Advanced MIDI Sequencing (3)
    MUSC 7533 - Sound Design and Processing (3)
    MUSC 7534 - Interactive Media (3)
Free Electives Approved by Student's Advisor (12)

Concentration in Conducting..**33 Hours**

MUSA 7191 - Recital (3)
MUSC 5231G - MUSC 5236G (3) **OR** MUSC 5239G - Selected Topics in Music History (3) (Select one music history course from the series)
MUSC 6131 - Music Reference Tools and Resources (3)
MUSC 7331 - Advanced Analytical Techniques (3)
MUSC 7630 - Seminar in Advanced Conducting (3) **and/or** MUSA 7199 - Applied Conducting (minimum of 6 hours total)
MUSC 7633 - Advanced Score Reading Techniques (3)
Select 6 hours from additional courses in music literature, music history, music theory, and/or composition
Free Electives Approved by Student's Advisor (6)

Concentration in Performance..**33 Hours**
MUSA 7191 - Recital (3)
MUSC 5231G - MUSC 5236G (3) **OR** MUSC 5239G - Selected Topics in Music History (3) (Select one music history course from the series)
MUSC 6131 - Music Reference Tools and Resources (3)
MUSC 7331 - Advanced Analytical Techniques (3)
MUSA 7xxx - Applied Music (minimum of 6 hours)
MUSC 5030G - Selected Topics in Music Literature (3) (with specific topic related to student's area)
Free Electives Approved by Student's Advisor (12)

Concentration in Music Education ....**33 Hours**
MUSC 5231G - MUSC 5236G (3) **OR** MUSC 5239G - Selected Topics in Music History (3) (Select one music history course from the series)
MUSC 6131 - Music Reference Tools and Resources (3)
MUSC 7231 - History and Philosophy of Music Education (3)
MUSC 7232 - Research in Music Learning (3)
MUSC 7331 - Advanced Analytical Techniques (3)
MUSC 7931 - Music Education Final Project (3)
Select 3 hours of performance from the following:
    Any graduate-level MUSA course(s) (may be repeated for credit)
    Any graduate-level MUSE course(s) (may be repeated for credit)
    MUSC 7630 - Seminar in Advanced Conducting (3, may be repeated for credit, but a single time may not count for both this category and the Music Ed. electives listed above)
Select one of the following: (or other music education course approved by advisor)
    MUSC 7233 - Music and the Brain (3)
    MUSC 7239 - Selected Topics in Music Education (3)
    MUSC 7360 - Seminar in Advanced Conducting (3) *(may be repeated for credit)*
    MUSC 7361 - Advanced Score Reading Techniques (3)
    MUSC 7432 - Choral Literature (3)
    MUSC 7436 - Wind Ensemble Music Before 1950 (3)
    MUSC 7437 - Wind Ensemble Music After 1950 (3)
Free Electives (9) (Students should plan with their Advisor a combination of graduate-level elective courses from Music, Education, Instructional Technology, or other areas that will maximize the degree's usefulness for their intended career path.)

Concentration in Music Technology ....**33 Hours**
MUSC 5231G - MUSC 5236G (3) **OR** MUSC 5239G - Selected Topics in Music History (3) *(Select one music history course from the series; MUSC 5233G - Music in the Contemporary Period (3) is strongly recommended for students in Music Technology.)*
MUSC 5630G - Music, Technology, and Contemporary Culture (3)
MUSC 6131 - Music Reference Tools and Resources (3)
MUSC 7932 - Music Technology Final Project (3)
Select three of the following:
    MUSC 7530 - Digital Audio Montage (3)
    MUSC 7535 - Advanced MIDI Sequencing (3)
    MUSC 5539G - Selected Topics in Music Technology (3)
    MUSC 7533 - Sound Design and Processing (3)
    MUSC 7534 - Interactive Media (3)
Free Electives (12) (Students should plan with the head of the Music Technology area a combination of graduate-level elective courses from Music, Computer Science, General Technology, Graphics Communication Management, Instructional Technology, or other areas that will maximize the degree's usefulness for their intended career path.)

<table>
<tr><td colspan="2" align="center">Georgia Southern University
Proposed New, Revised, or Deleted Program Form
(To be used for Programs, Minors, Disciplines, Concentrations, etc.)</td><td align="right">*Revised - 11/7/12*</td></tr>
</table>

Georgia Southern University	*Revised - 11/7/12*

Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: ☐ **Undergraduate Committee (UGC)**   *Date Format: mm/dd/yy)* **UGC/GC Meeting Date:** <u>11/14/13</u>
     ☒ **Graduate Committee (GC)**   *(Date Format: mm/dd/yy)* **Date Submitted:** <u>09/18/13</u>
                (Term Format: 201108) **Proposed Effective Term:** <u>201408</u>
        (CIP Code Format: 123456) **Classification of Instructional Program (CIP) Code:** <u>500903</u>

College Code: <u>12 - CLASS</u>   **Department Code:** <u>1212</u>   **Department:** <u>Music</u>

Type of Change: This is a <u>New</u> Program

Current Name of Program:

Proposed New or Revised Name of Program: Post-Baccalaureate Certificate in Music Performance

1. **Consistent with goals of: (check all that apply)**
   ☒Accreditation   ☒College   ☒Department   ☒State/Regional Needs   ☒University Strategic Plan

2. **Type:** *(Choose **One** from the following)*
   ☐ New Preliminary Proposal (Attach in Regents' required format)
   ☐ Formal Proposal (Attach in Regents' required format)
   ☐ Revision to Existing Program (Attach in Regents' required format)
   ☒ Other Program Proposals or Revisions that do not require Regents' approval

   (Regents' format can be found at: <u>http://www.usg.edu/academic_affairs_handbook/</u>*)*

3. **Proposal for:** <u>Graduate Certificate</u>   **Other:**
   If Certificate,
   - **Indicate Type:** <u>Post-Bacc (Grad) - CERG</u>
   - **Is Certificate Program recommended for Financial Aid?** ☒ **Yes** ☐ **No**

4. **Degree:** <u>Drop-down</u>   **Other:**

5. **Program Delivery Method:** <u>Face-to-Face On Campus</u>

6. **Proposed Tuition Type, if not Standard Tuition:** <u>Drop-down</u>
   If "Other", indicate one of the following:
   - **Tuition per credit hour:**
   - **Tuition per Program:**

   If online or new tuition rate is proposed for program, complete the *Request for Differential e Tuition Rate Form* *(*<u>http://services.georgiasouthern.edu/controller/files/DifferentialeTuitionRateRequest.pdf</u>*).*

7. **Is this a change in credits (for Revisions only)?** ☐ **Yes** ☐ **No** *(NOTE:If the answer is No, you may skip question 8.)*

8. **Total Credit Hours Required:** 14

9. **Target Group of Students:** Students with a Bachelor's Degree in Music Performance

10. **Additional Resources Needed: (check all that apply)**
    ☐Computer Needs   ☐Distributed Learning Support   ☐Equipment   ☐Facilities
    ☐Faculty   ☐Library Resources   ☐Staff Support
    ☐Other

11. **Is it possible this change could affect Enrollment Strategies of the University?** <u>No</u>
    - **If Yes, has this change been approved by or submitted to the Enrollment Management Council?** <u>Drop-down</u>

12. **Does this course revision affect another Department or College?** <u>No</u>
    If yes, the signature page MUST be signed by Dean of College affected.

12. A New or Revised Catalog Program Page must be attached.
   NOTE: For Revised Catalog Program Pages:
   - ALL changes should be made in **RED**.
   - Deletions should be in ***BOLD*** with a **strikethrough**.
   - Additions should be in ***BOLD ITALICS***.
   - Refer to *Sample Program Catalog Page Revisions* for layout format.

13. Provide the Justification/Rationale for New, Revised, or Deleted Programs.

Purpose of the Program. The graduate certificate program helps students who have completed an undergraduate degree in music performance or its equivalent to acquire advanced performance skills through intensive work in applied studio lessons and solo/ensemble performance. It serves as both a self-standing advanced capstone experience for students who desire advanced work in performance without the additional demands of academically oriented courses and also as a preparatory experience in which the certificate credits may transfer toward filling the requirements of a regular Master of Music degree with a concentration area in Music Performance.

Intended Population and Demand. The Music Department has received many requests for a program of this type over the last five or six years. While it is not expected that the certificate program would begin to approach the Master's program in size, it is certain that there would be a steady demand from a variety of sources: (1) students who desire to be professional performers and have little interest in graduate academic work, (2) students who are strong performers, but who do not have the skills to succeed in graduate-level academic work, and (3) international students who have completed a bachelor's degree or its equivalent in their native countries and desire to complete a master's degree in the United States, but who initially lack the English-language, or in some cases academic background in areas such as Western music theory to launch immediately into a master's program. Based on past and present inquiries, it is expected that international students will constitute a significant part of this program, and the program is designed so that it can meet the requirements of their student visa while allowing them to remediate English and other skills, if necessary, as preparation to enter the regular Master of Music degree.

Effect on Institutional Resources. The certificate program is based on course work that is already in place for Master of Music students, and we expect that the number of students will not be large enough that they cannot be readily absorbed by currently faculty and physical resources. Since students primarily take individual applied lessons and participate in ensembles that are already constituted, a small number of students will also not significantly affect departmental and institutional resources unless there is a large number of applicants that cluster in one particular applied music studio. In this case, the Director of Graduate Studies will work closely with the Department Chair and the studio teacher to determine the maximum number that can be accommodated in that studio. In order to better track students with DegreeWorks, we are proposing to formally add two new courses to avoid using Special Problems or Special Topics numbers as we have done in the past: one for Selected Topics in Music Pedagogy, and one for Chamber Ensemble.

Effect on the Department and the University. We expect that the institution of this certificate program will have a positive effect in drawing greater attention to the Department and the University, especially in international circles, and will lead to greater diversity in the Department and the University community as a whole. It fills a need in the state for such a program, with other similar programs at Georgia State University and Columbus State University, both far distant from our service area. It does not duplicate graduate music certificate programs at the University of Georgia, which focus on teacher certification and music therapy rather than performance.

POST-BACCALAUREATE CERTIFICATE IN MUSIC PERFORMANCE

Advising

Department of Music, Dr. Gregory W. Harwood, Georgia Southern University, P.O. Box 8052, Statesboro, GA 30460, (912) 478-5813; fax: (912) 478-0583; email: gharwood@georgiasouthern.edu

Program

The graduate Music Performance Certificate program consists of 14 hours devoted to acquiring advanced performance skills through intensive work in applied lessons and solo/ensemble performance. It may serve as either a self-standing advanced capstone experience that builds on an undergraduate music performance degree or the certificate credits may transfer toward filling the requirements of Master of Music degree with a concentration in Music Performance provided that the student meets full admission requirements for the M.M.

Admission Requirements

Prospective students must be admitted by the College of Graduate Studies as a Non-Degree Certificate student, satisfying the following requirements:

1. *Completion of a Bachelor's degree in music or its equivalent with a minimum 2.7 cumulative GPA or its equivalent.*
2. *A satisfactory audition. Please see the audition process and requirements for specific performance areas at http://class.georgiasouthern.edu/music/applications/graduate-application/.*
3. *Submission of official copies of all undergraduate and, if appropriate, graduate transcripts.*
4. *Two letters of recommendation from professionals acquainted with the student's performance abilities and experience.*
5. *A personal statement that includes a description of career goals and reasons for applying to the graduate Music Performance Certificate program. Prospective students should indicate in this statement whether they intend to proceed to the M.M. degree following the certificate or whether they intend to complete it as a self-standing program. Students who intend to proceed are required to formally apply for acceptance to the M.M. while completing the certificate, and they must meet the normal M.M. admission requirements in order to be considered for acceptance.*
6. *International students whose first language is not English and whose undergraduate degree was not completed at an institution where the primary language of instruction was English must have official TOEFL or IELTS scores submitted directly from the Testing Service to Georgia Southern University. For consideration to be admitted to the certificate program, a minimum TOEFL score of 70 or a minimum IELTS score of 6 is required. In order to continue to the M.M. degree at the completion of the certificate, a minimum TOEFL score of 80 with subscores of at least 20 in both speaking and writing is required, or an IELTS score of at least 6.5, with no single subscore below 6.0. International students who meet all other admission requirements for the certificate but are deficient in English will normally be conditionally admitted. Conditionally admitted students must successfully complete the highest level in the university's English Language Program (ELP) and achieve a minimum score of 70 on the ELP's standardized English proficiency exam prior to matriculating into the certificate program and taking any music classes and a minimum score of 80 prior to matriculating into the M.M. program and taking any master's-level coursework.*
7. *Students who are not U.S. citizens must provide a photocopy of their Visa or permanent alien resident cards, a current financial statement, and all other requirements specified by COGS for international students (see cogs.georgiasouthern.edu under "Graduate Admissions" and "International Students").*

Program Requirements (14 credits)

MUSA 7xxx	*Applied Lessons*	*4 credits*
MUSA 7091	*Recital*	*3 credits*
MUSC 5030G	*Selected Topics in Music Literature OR*	
MUSC 7139	*Selected Topics in Music Pedagogy*	*3 credits*
MUSE 6xxx	*Large Ensemble*	*2 credits*

Additional 2 credits from MUSE (large or small ensemble), MUSC 5030G/7139 or other course approved by the advisor.

Note: Large ensembles are: MUSE 6211 (Wind Symphony), MUSE 6213 (Symphonic Wind Ensemble), MUSE 6311 (University Singers), 6312 (Southern Chorale), 6411 (Orchestra) and, for pianists, 6514 (Accompanying). MUSE 6314 (Opera Theater) may be counted as either a large or small ensemble. All other MUSE 6xxx numbers are small ensembles, as well as MUSA 5110G (Coaching for Singers).

Music Theory Proficiency for Students Intending to Continue to a M.M. Degree

Students declaring an intention to continue to a M.M. degree will be given the M.M. Departmental Entrance Exam at the beginning of their certificate program. If the score on the theory section falls below the passing level, they will be required to either take undergraduate music theory courses or to participate in a graduate theory review course, typically during Fall semester, so they are able to enroll in all courses required for the MM program upon admission. None of these remedial courses count toward the certificate.

Typical Course Sequence

First Semester

MUSA 7xxx	*Applied Music*	*2 credits*
MUSC 5030G	*Selected Topics in Music Literature*	*OR MUSC 7139 Selected Topics in Music Pedagogy (3 credits)*
MUSE 6xxx	*Large Ensemble*	*1 credit*

Second Semester
MUSA 7xxx   Applied Music   2 credits
MUSA 7191   Recital   3 credits
MUSE 6xxx   Large Ensemble   1 credit
MUSE 6xxx   Small Ensemble   1 credit

Department of Foreign Languages
Course Revision(s):
FORL 6431 - Foreign Language Methods P-5
➢ Title, Catalog Description
JUSTIFICATION:
Currently our two theory and practice courses split in an awkward place (P-5, 6-12) and do not match the actual practice of the teaching of foreign languages in Georgia. This presents difficulties in preparing syllabi and in scheduling field observations for students. A more reasonable and practical split is P-8 and 9-12. Also, students are not required to complete the Praxis to take this course. Acceptance into the M.A.T. program is the prerequisite (which includes passing the State-authorized Spanish content exam).

FORL 6432 - Foreign Language Methods 6-12
➢ Title, Catalog Description
JUSTIFICATION:
Currently our two theory and practice courses split in an awkward place (P-5, 6-12) and do not match the actual practice of the teaching of foreign languages in Georgia. This presents difficulties in preparing syllabi and in scheduling field observations for students. A more reasonable and practical split is P-8 and 9-12. Also, students are not required to complete the Praxis to take this course. Acceptance into the M.A.T. program is the prerequisite (which includes passing the State-authorized Spanish content exam).

FORL 6433 - Practicum in Foreign Languages
➢ Catalog Description
JUSTIFICATION:
Students are not required to complete the Praxis to take this course. Acceptance into the M.A.T. program is the prerequisite (which includes passing the State-authorized Spanish content exam).

Proposed New, Revised, or Deleted Program(s):
Spanish, M.A
JUSTIFICATION:
This revision updates the information included regarding dual enrollment in the M.A. in Spanish and the M.A.T. in Spanish in order to reflect the changes proposed to the M.A.T. in Spanish. These changes allow for smoother coordination between the M.A.T. in Spanish and the M.A. in Spanish and will facilitate greater enrollment and improved retention and progression in both programs.

Mr. Aldridge asked if the application to the MA Spanish program needs to be modified to capture scores. Dr. Kartchner said no, because Graduate Admissions would not be able to capture them. The Department of Foreign Languages has certified testers who are trained to administer the test.

Dr. Li Li asked how widespread the testing centers are and if the test could be offered to students in other countries. Dr. Kartchner said the exam could be conducted over the phone and by computer. He said there are formal arrangements that can be made to set up the test with a proctor. Dr. Kartchner said this is being done all over the world.

There was a discussion of the different scenarios students would be under when pursuing the MA in Spanish and the MAT in Spanish program. Dr. Kartchner confirmed this is not a dual program and they have to make their intent at the beginning of their program. Mr. Aldridge asked if the department would like for AY to capture the dual program intent on their application. Dr. Kartchner said that would be helpful.

MOTION: Dr. Jensen made a motion to approve the agenda items submitted by the Department of Foreign Languages. A second was made by Dr. Samawi. The motion to approve the Course Revisions and Program Revision was passed.

B. **College of Engineering and Information Technology**

Dr. Goforth presented the agenda items for the College of Engineering and Information Technology.

Electrical Engineering
New Course(s):
EENG 5533G – Optical Fiber Communications
JUSTIFICATION:
This is an elective course for Electrical Engineering program to provide students with concentration in Communications.

Mechanical Engineering
Course Revision(s):
MENG 5138G - Composite Material: Manufacturing, Analysis, and Design
➢ Prerequisite(s)
JUSTIFICATION:
Heat Transfer, MENG 3233, does not include any required prerequisite content that is necessary preparation for taking MENG 5138; therefore, it is being removed as a prerequisite for this course.

Master of Science in Applied Engineering
New Course(s):
TMAE 7330 – Advanced Electromagnetics
JUSTIFICATION:
A significant need has arisen to offer a concentration in Electrical and Electronic Systems within the Master of Science in Applied Engineering program. Three new technical core courses are needed to complement the TMAE 7530 and MATH 5530G foundation courses for this concentration. This course fills the need for core technical instruction in advanced Electromagnetics, specifically digital controls applied to discrete time systems commonly found throughout the electrical and electronics industry. This is a required graduate course for the Electrical Engineering program. Advanced Electromagnetics in various Engineering applications will be covered.

TMAE 7331 – Advanced Digital Signal Processing
JUSTIFICATION:
A significant need has arisen to offer a concentration in Electrical and Electronic Systems within the Master of Science in Applied Engineering program. Three new technical core courses are needed to complement the TMAE 7530 and MATH 5530G foundation courses for this concentration. This course fills the need for core technical instruction in advanced digital signal processing found throughout the electrical and electronics industry.

TMAE 7332 – Digital Control Systems
JUSTIFICATION:
A significant need has arisen to offer a concentration in Electrical and Electronic Systems within the Master of Science in Applied Engineering program. Three new technical core courses are needed to complement the TMAE 7530 and MATH 5530G foundation courses for this concentration. This course fills the need for core technical instruction in advanced control theory, specifically digital controls applied to discrete time systems commonly found throughout the electrical and electronics industry.

Proposed New, Revised, or Deleted Program(s):
Master of Science in Applied Engineering, M.S.A.E.
JUSTIFICATION:
A significant need has arisen to offer a concentration in Electrical and Electronic Systems within the Master of Science in Applied Engineering program. Three new technical core courses are needed and proposed as part of this new concentration to complement the TMAE 7530 and MATH 5530G foundation courses already available for the MSAE. Nine dual numbered elective courses suitable for this new Electrical and Electronics concentration are already available as part of existing concentrations within the MSAE program. This new concentration fills the need for technical instruction

in advanced electrical and electronic engineering design concepts commonly found throughout the electrical and electronics industry.

Dr. Dick Diebolt asked if there was a program code for this concentration. Mr. Smith said no, the Registrar's Office does not generate the codes until the program is approved.

MOTION: Dr. Rebecca Ziegler made a motion to approve the agenda items submitted by the College of Engineering and Information Technology. A second was made by Dr. Michele McGibony. The motion to approve the New Courses, Course Revision and Program Revision was passed.

   C. **College of Science and Mathematics**

   Dr. Brian Koehler presented the agenda item for the Biology Department.

   Dr. Michele McGibony presented the agenda items for the Chemistry and Physics Departments.

   Drs. Rob Yarbrough and Jeff Underwood presented the agenda items for the Geology and Geography Department.

   Biology
   Proposed New, Revised, or Deleted Program(s)
   Biology, M.S.
   JUSTIFICATION:
   The Department of Biology agreed to these programmatic revisions to ensure and enhance student quality.

   Upon learning of the non-thesis degree option, multiple students who had dropped out of our program petitioned to be re-instated and complete a non-thesis degree. Two to three of these petitioners had dropped out of the program while doing a thesis more than 7 years ago. Hence the department felt as though anyone who petitions for re-instatement must first meet all current admission and graduation criteria because student qualification has improved steadily over the last seven to 10+ years.

   For students in the non-thesis degree plan, we currently have only two specialty courses offered for them to take (Evolutionary Ecology and Molecular Biology). These courses often have timing conflicts with other courses so it can be difficult for student to schedule each course in the term they are offered. Hence, making Biometry available to non-thesis students gives them a third viable course option to meet the specialty course requirement. In the future, Applied Biology will return to the rotation and give these students a fourth option in this category.

   Finally, at least half of the students completing non-thesis degrees have not entered our Department in the non-thesis program. Instead, they have entered in the thesis track and later switched to non-thesis after using faculty time and resources for more than two, three, four, or even five or more semesters. The non-thesis program was not designed or intended to be a catch-all for students who could not complete a thesis. It is intended to serve a specific type of student in a career looking for advanced coursework only. Therefore, the Department voted to institute a maximum of 12 hours as transferrable between a thesis track and a non-thesis track. This was a seen as a reasonable solution to encourage students to select the proper degree plan within the first 2 semesters, and it represents one-third of the credits needed to complete the non-thesis degree. Thus, it was seen as very fair. This policy will prohibit students from using considerable Departmental resources for 1.5-6.5 years and then switching programs to get a non-thesis degree.

   Chemistry
   Course Revision(s)
   CHEM 7610 – Graduate Seminar
   ➤ Number, Credit/Contact Hours, Catalog Description
   JUSTIFICATION:
   This course is required for the thesis track of the Master of Science in Applied Physical Science degree. This course was mistakenly set-up as a one credit hour course but was intended to give three credits (as shown on the MS-APS program page). All MS-APS students (thesis and non-thesis) must attend a set number of seminars during each term they are enrolled in the MS-APS program. Thesis track students in their final semester will prepare a comprehensive presentation on their thesis research as well as submit a report reviewing the topics covered during the seminar series.

This revision corrects the number of credit hours (with the appropriate change in course number) and also revises the catalog description to clarify that students in the MS-APS program will be required to attend seminars but will be granted credit only once (typically in their second year) when they themselves present to the class a comprehensive review of their thesis research.

Geology and Geography
Course Revision(s)
GEOL 5130G - Geochemistry
➤ Catalog Description
JUSTIFICATION:
The new course description more accurately reflects course content.

Prospectus for New Academic Program Proposal(s)
Applied Geography, M.S.-A.G.
JUSTIFICATION:

Physics
Course Revision(s)
PHYS 7610 – Graduate Seminar
➤ Number, Credit/Contact Hours, Catalog Description
JUSTIFICATION:
This course is required for the thesis track of the Master of Science in Applied Physical Science degree. This course was mistakenly set-up as a one credit hour course but was intended to give three credits (as shown on the MS-APS program page). All MS-APS students (thesis and non-thesis) must attend a set number of seminars during each term they are enrolled in the MS-APS program. Thesis track students in their final semester will prepare a comprehensive presentation on their thesis research as well as submit a report reviewing the topics covered during the seminar series.

This revision corrects the number of credit hours (with the appropriate change in course number) and also revises the catalog description to clarify that students in the MS-APS program will be required to attend seminars but will be granted credit only once (typically in their second year) when they themselves present to the class a comprehensive review of their thesis research.

Dr. Koehler stated Dr. Diebolt suggested the Biology Department revise the Biology MS program page to include the following sentences:
> **Students must comply with the College of Graduate Studies degree completion time line for a master's degree. A student who has not matriculated for three or more consecutive semesters must re-apply and meet all admission requirements in effect at the time of the new application for admission.**

Dr. Koehler said the Biology Department agreed that this suggestion was more streamlined and is in line with COGS policy.

There was a brief discussion on how out of date courses are handled through the appeal process.

Dr. Underwood stated Dr. Diebolt identified some minor typos in the Prospectus Proposal for the Applied Geography program. The department will make those revisions before submitting the prospectus to the next stage.

MOTION: Dr. Samawi made a motion to approve the agenda items submitted by the College of Science and Mathematics, with the understanding that the suggested sentences be added to the MS Biology program page. A second was made by Dr. King. The motion to approve the Program Revision, Course Revisions and Prospectus was passed.

The revised program page is below.

Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: ☐ **Undergraduate Committee (UGC)**   *Date Format: mm/dd/yy)* **UGC/GC Meeting Date:** 01/23/14
      ☒ **Graduate Committee (GC)**   *(Date Format: mm/dd/yy)* **Date Submitted:** 11/13/13
      (Term Format: 201108) **Proposed Effective Term:**   201408
      (CIP Code Format: 123456) **Classification of Instructional Program (CIP) Code:** _____

College Code: 15 - COSM   **Department Code:** 1510   **Department:** Biology

Type of Change: This is a <u>Revised</u> Program

Current Name of Program: M.S. Biology

Proposed New or Revised Name of Program:

1. **Consistent with goals of: (check all that apply)**
☒ Accreditation   ☒ College   ☒ Department   ☐ State/Regional Needs   ☒ University Strategic Plan

2. **Type:** *(Choose <u>One</u> from the following)*
☐ New Preliminary Proposal (Attach in Regents' required format)
☐ Formal Proposal (Attach in Regents' required format)
☐ Revision to Existing Program (Attach in Regents' required format)
☒ Other Program Proposals or Revisions that do not require Regents' approval

   (Regents' format can be found at: <u>http://www.usg.edu/academic_affairs_handbook/</u>)

3. **Proposal for:** <u>Graduate Major</u>   **Other:**
If Certificate,
   - **Indicate Type:** <u>Drop-down</u>
   - **Is Certificate Program recommended for Financial Aid?** ☐ **Yes** ☐ **No**

4. **Degree:** <u>MS</u> **Other:**

5. **Program Delivery Method:** <u>Face-to-Face On Campus</u>

6. **Proposed Tuition Type, if <u>not</u> Standard Tuition:** <u>Drop-down</u>
If "Other", indicate <u>one</u> of the following:
   - **Tuition per credit hour:**
   - **Tuition per Program:**

   If online or new tuition rate is proposed for program, complete the *Request for Differential e Tuition Rate Form* (<u>*http://services.georgiasouthern.edu/controller/files/DifferentialeTuitionRateRequest.pdf*</u>).

7. **Is this a change in credits (for Revisions only)?** ☐ **Yes** ☒ **No** *(NOTE:If the answer is No, you may skip question 8.)*

8. **Total Credit Hours Required:** 30 (Thesis), 36 (Non-Thesis)

9. **Target Group of Students:** Graduate students in biology program

10. **Additional Resources Needed: (check all that apply)**
☐ Computer Needs   ☐ Distributed Learning Support   ☐ Equipment   ☐ Facilities
☐ Faculty   ☐ Library Resources   ☐ Staff Support
☐ Other

11. **Is it possible this change could affect Enrollment Strategies of the University?** <u>No</u>
   - **If Yes, has this change been approved by or submitted to the Enrollment Management Council?** <u>Drop-down</u>

12. **Does this course revision affect another Department or College?** <u>No</u>
If yes, the signature page <u>MUST</u> be signed by Dean of College affected.

12. A New or Revised Catalog Program Page must be attached.
   NOTE: For Revised Catalog Program Pages:
   - ALL changes should be made in **RED**.
   - Deletions should be in ***BOLD*** with a **strikethrough**.
   - Additions should be in ***BOLD ITALICS***.
   - Refer to *Sample Program Catalog Page Revisions* for layout format.

13. Provide the Justification/Rationale for New, Revised, or Deleted Programs.
   The Department of Biology agreed to these programmatic revisions to ensure and enhance student quality.

   Upon learning of the non-thesis degree option, multiple students who had dropped out of our program petitioned to be re-instated and complete a non-thesis degree. Two to three of these petitioners had dropped out of the program while doing a thesis more than 7 years ago. Hence the department felt as though anyone who petitions for re-instatement must first meet all current admission and graduation criteria because student qualification has improved steadily over the last seven to 10+ years.

   For students in the non-thesis degree plan, we currently have only two specialty courses offered for them to take (Evolutionary Ecology and Molecular Biology). These courses often have timing conflicts with other courses so it can be difficult for student to schedule each course in the term they are offered. Hence, making Biometry available to non-thesis students gives them a third viable course option to meet the specialty course requirement. In the future, Applied Biology will return to the rotation and give these students a fourth option in this category.

   Finally, at least half of the students completing non-thesis degrees have not entered our Department in the non-thesis program. Instead, they have entered in the thesis track and later switched to non-thesis after using faculty time and resources for more than two, three, four, or even five or more semesters. The non-thesis program was not designed or intended to be a catch-all for students who could not complete a thesis. It is intended to serve a specific type of student in a career looking for advanced coursework only. Therefore, the Department voted to institute a maximum of 12 hours as transferrable between a thesis track and a non-thesis track. This was a seen as a reasonable solution to encourage students to select the proper degree plan within the first 2 semesters, and it represents one-third of the credits needed to complete the non-thesis degree. Thus, it was seen as very fair. This policy will prohibit students from using considerable Departmental resources for 1.5-6.5 years and then switching programs to get a non-thesis degree.

BIOLOGY
M.S., 30 HOURS THESIS OPTION
36 HOURS NON-THESIS OPTION

Advising: College of Science and Mathematics, Department of Biology, Dr. Lance McBrayer, P.O. 8042, Statesboro, GA 30460-8042, (912) 478-0545, FAX: (912) 478-1531, E-mail lancemcbrayer@georgiasouthern.edu, Departmental Web Page: http://cosm.georgiasouthern.edu/biology/.

Admission

Students are selected for the Master of Science in Biology degree program on a competitive basis. Meeting minimum requirements does not guarantee admission. Applications are usually evaluated during the eighth week of the semester prior to the semester of admission. Applications for graduate assistantships must be received by March 1 to receive full consideration for fall. Assistantships are awarded for a maximum of five semesters and are reviewed each semester. Students must comply with the College of Graduate Studies degree completion time line for a master's degree. A student who has not matriculated for three or more consecutive semesters must re-apply and meet all admission requirements in effect at the time of the new application for admission.

Admission Requirements: For unqualified admission to the College of Graduate Studies to pursue graduate work leading to the Master of Science degree in Biology, the applicant must have:

Regular
1. Completed requirements for the bachelors degree in a college accredited by the proper regional accrediting associations.
2. A 2.80 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. Scores of at least 153 on the verbal and ~~144~~ 146 on the quantitative portions of the Graduate Record Examination (GRE) are typical for applicants to the Master's Program in Biology. For applicants who took the GRE General Test **prior to August 2011** scores of at least ~~450~~ 500 on the verbal and ~~500~~ 550 on the quantitative portions are typical. Lower scores will sometimes be considered, but the applicant will need strong evidence of ability to perform satisfactory graduate work.
4. An undergraduate major or the equivalent appropriate to the proposed field of study. Adequately prepared applicants will typically have completed 24 hours of biology, 9 hours of mathematics, 16 hours of chemistry (including organic chemistry), and 8 hours of physics (or geological science).
5. Two letters of recommendation from individuals familiar with the applicant's potential to complete successful graduate work.
6. A statement of career goals to explain why you are interested in pursuing the degree and to explain your long term career plans.
7. Applicants are strongly encouraged to identify a thesis adviser and submit the name to the graduate program director prior to the application deadline.
8. GRE subject test in Biology is not required, but is preferred

Provisional
Students who fail to meet one of the requirements 2-4 above may be admitted provisionally. To be converted to regular status, provisional students must earn a "B" or higher in their first 6 hours of Biology graduate courses, approved by the Biology Program Director, with at least 3 hours at the 7000-level. BIOL 7890 (Directed Individual Study) or BIOL 7893 (Biological Problems) cannot be taken for these 6 hours. Students on provisional status may not hold an assistantship.

Non-degree
Non-degree students are accepted on an individual basis as space is available.

Thesis and Non-Thesis options are possible for the M.S. degree in Biology. The program of study and program requirements for each of the two options are outlined below.

Program of Study (Thesis Option)
The graduate student and their graduate committee shall jointly develop a Program of Study that includes 24 semester credit hours in graduate course work including the required courses listed below, plus 3 credit hours of research and 3 credit hours of thesis.
Thesis Option ....30 Hours
Core Requirements
    BIOL 7531 - Research Methods (3)
    BIOL 7530 - Biometry (3)
Specialty Requirements
Select <u>one</u> of the following:
    BIOL 7133 - Molecular Biology (3)
    BIOL 7233 - Applied Biology (3)
    BIOL 7333 - Evolutionary Ecology (3)
Other Requirements
    BIOL 7610 - Graduate Seminar (2)
    BIOL 7895 - Research (3)
    BIOL 7999 - Thesis (3)
Electives courses at 5000G level or above (13)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems)*, and a limit of 4 hours of BIOL 7610 (Graduate Seminar)* can be used toward the 30 hour degree requirement.

OTHER PROGRAM REQUIREMENTS (Thesis Option)

1. Each candidate for the Master of Science Thesis option in Biology must have accomplished the following by the end of their second term to earn or maintain their eligibility for a graduate assistantship:
   a. Identified an adviser within the Biology Department
   b. Formed a Steering Committee of the adviser and two other Biology Department Faculty
   c. Written a thesis proposal and submitted any necessary IACUC / IBC / IRB applications
   d. Met with the Steering Committee formally, submitted and received approval for their thesis proposal (i.e., prospectus) and Program of Study with appropriate signatures.
2. Each candidate must receive approval from his/her Steering Committee and the Director of the Biology Graduate Program to take courses that do not apply to the MS Thesis Degree in Biology, or are taught outside of the Department of Biology.
3. Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her steering committee.
   a. This thesis must be presented at a public exit seminar and, within 2 weeks following the seminar, defended before the thesis committee.
   b. The thesis defense is a comprehensive examination that may include questions on the thesis, and subject matter related to the thesis, and course work.
   c. In addition to the thesis, the student must provide the adviser with all forms of the data that were collected, including electronic files, and a written document detailing the contents of the data files (or other forms).
   d. The degree is conferred at the end of the semester, after the student has passed the thesis defense and the final written version of the thesis has been approved by the committee.
4. Students entering the Master of Science Thesis option in Biology can apply to switch to the Non-Thesis option within their first two academic semesters by completing the appropriate change of degree paperwork assuming that they are in good standing (See the Graduate Program Director for the required paperwork). After their second academic semester, applications to switch to the Non-Thesis degree can occur ~~by fulfilling the following:~~, but a student cannot transfer more than 12 hours of coursework from the thesis option to the non-thesis option. Additional criteria required to switch programs after the second semester are:
   a. ~~Filing a change of degree request with the Biology Graduate Committee with an explanation for the request and receiving approval for the change from the Biology Graduate Committee. Approval to switch degree programs is not guaranteed.~~ Email the Biology Graduate Committee via the graduate program director a request to switch programs. This email should include an explanation and justification for the request. The request must receive approval for the switch from the Biology Graduate Committee. Approval to switch degree programs is not guaranteed.
   b. ~~Completing the appropriate change of degree paperwork.~~ Complete the Department of Biology <u>Change of Degree Plan</u> checklist, including all signatures.
   c. If any thesis-related and/or grant-related research has been undertaken, providing the faculty mentor with the following (all in hard copy and electronic format whenever possible and relevant):
      • A written one page document detailing the objectives of the initiated research
      • A complete description of the methods used to collect data
      • All forms of data that were collected
      • A written document detailing the contents of all the data files (or other forms)
   d. If data were gathered to meet the obligation of a grant (completely or in part), then the student must waive all rights and ownership over the data and any publications forthcoming from the use of the data.
   e. ~~File a new Program of Study form.~~ With the College of Graduate Studies file 1) a new Program of Study form, and 2) a Change of Major or Study Concentration form.
      • Note the BIOL 7890/7893 course, and course title, requirements described under the non-thesis program below.

Program of Study (Non-Thesis Option)
The graduate student and the graduate committee shall jointly develop a Program of Study that includes 36 semester credit hours in graduate course work including the required courses listed below. Either faculty or the graduate program director may advise non-thesis students.
Non-Thesis Option ....**36 Hours**
Core Requirements
    BIOL 5000G-level (4)
    BIOL 5000G-level and fulfills scientific process category (4)
Specialty Requirements
Select <u>two</u> of the following:
    BIOL 7133 - Molecular Biology (3)
    BIOL 7233 - Applied Biology (3)
    BIOL 7333 - Evolutionary Ecology (3)
    BIOL 7530 - Biometry (3)
Other Requirements
    BIOL 7610 - Graduate Seminar (1)
    BIOL 7610 - Graduate Seminar (1)
    BIOL 7890 - Directed Individual Study (3) **OR** BIOL 7893 - Biological Problems (3) *(Note: "Non-Thesis" must be part of the course title)*
Electives courses at 5000G level or above (17)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems), and a limit of 4 hours of *BIOL 7610* (Graduate Seminar) can be used toward the 36 hour degree requirement. BIOL 7895 (Research) and BIOL 7999 (Thesis) cannot be used toward the Non-Thesis option.

OTHER PROGRAM REQUIREMENTS (Non-Thesis Option)

1. To continue with the second year, each candidate for the Master of Science Non-Thesis degree in Biology in conjunction with the Graduate Committee must complete a Program of Study and identify an advisor who will oversee the BIOL 7890 (Directed Individual Study) and/or BIOL 7893 (Biological Problems), with an extensive scientific writing component requirement. *Note: "Non-Thesis" must be part of the course title*.

2. Each candidate must receive Graduate Committee and Director of the Biology Graduate Program approval to take courses that do not apply to the MS Degree.

3. Students entering the Master of Science Non-Thesis option in Biology can switch to the Thesis option within their first two academic semesters assuming that they are in good standing. They can apply to switch programs by completing the ~~appropriate change of option paperwork and completing steps 1-3~~ Department of Biology Change of Degree Plan checklist and completing steps 4a) through 4e) under the "Other Program Requirements" of the Thesis option by the end of the second semester. After the second academic semester, students may switch to the Thesis option by completing the required change of option paperwork and completing steps ~~1-3~~ 4a) through 4e) under the "Other Program Requirements" of the Thesis option in the term the change of option is requested. If the change of option is approved, ~~the~~ all guidelines for the Thesis option apply.

D. College of Business Administration

Dr. Amanda King presented the agenda items for the College of Business Administration.

Finance & Economics Department
New Course(s)
ECON 8131 Health Economics
JUSTIFICATION:
Elective within M.S. Applied Economics program

ECON 8231 Behavioral Economics
JUSTIFICATION:
Elective within M.S. Applied Economics program

ECON 8331 Applied Dynamic Optimization
JUSTIFICATION:
Elective within M.S. Applied Economics program
Course Deletion(s)
ECON 7231 Mathematical Economics
ECON 7432 Financing Economics Development
ECON 7532 Regulation and Antitrust
JUSTIFICATION:
ECON 7110, Math for Applied Economics, has been added to the program as a 1 credit hour math refresher course, it is more relevant and appropriate for our students than ECON 7231.
We are replacing a two, two-course concentration format with a broader and more flexible "choose 4 electives" format. ECON 7432 and ECON 7532 are being deleted as second courses in their repective concentrations. The material in each of these courses can be covered on a more cursory level in the remaining course while allowing us to broaden our offerings.

Proposed New, Revised, or Deleted Program(s)
Applied Economics, M.S.
JUSTIFICATION:
The proposal is to change from requiring two two-course elective sequences to requiring four electives. This will allow the program to adapt to the interests of our students as well as the teaching resources available in the department.

Applied Economics Certificate
JUSTIFICATION:
We are changing the catalog program page to reflect changes in the options for elective courses

Dr. Samawi said Jiann-Ping Hsu College of Public Health offers similar courses to the proposed new course ECON 8131 – Health Economics. Dr. King said ECON 8131 will require that students have already had a master's level Microeconomic Theory, which will make the course different from the ones offered in JPHCOPH.

Dr. Diebolt asked if there is a timeframe that current students will be allowed to complete either program under the old requirements and at what point do they switch to the new requirements. Dr. King said if they are in concentrations, they will allow them to take other courses instead. The Department Chair will allow students to substitute courses.

Dr. Jensen said there are two typos on the catalog description for ECON 8231. Introduces and approach is misspelled. Dr. King said she would make the revisions.

MOTION: Dr. Samawi made a motion to approve the agenda items submitted by the College of Business Administration, with the understanding that the typos be corrected. A second was made by Dr. McGibony. The motion to approve the New Courses, Course Deletions and Program Revisions was passed.

E. **College of Health and Human Sciences**

Dr. Deborah Allen presented the agenda items for the School of Nursing.

Dr. Stephen Rossi presented the agenda items for the Department of Health and Kinesiology.

Nursing
Course Revision(s)
NURS 5210G - Advanced Health Assessment Across the Lifespan Clinical
➤ Title, Lab hours
JUSTIFICATION:
This is a change in the title of the course to reflect national trends and in lab hours. When the course was initially set up in 2004, the number of lab hours was incorrect. This is to correct the error.

NURS 7224 - Primary Care Clinical I: Women's Health
➤ Repeatable, Lab hours
JUSTIFICATION:
When the course was initially set up in 2004, the number of lab hours was incorrect. This is to correct the error. This is also to allow the course to be repeatable.

NURS 7225 - Primary Care Clinical II: Pediatric Health
➤ Repeatable, Lab hours
JUSTIFICATION:
When the course was initially set up in 2004, the number of lab hours was incorrect. This is to correct the error. This is also to allow the course to be repeatable.

NURS 7226 - Primary Care Clinical III: Adult/Gero
➤ Repeatable, Prerequisities, Lab hours
JUSTIFICATION:
When the course was initially set up in 2004, the number of lab hours was incorrect. This is to correct the error. This also requires the pre-requisites to be enforced upon registration and to allow the course to be repeatable.

NURS 9720 - DNP Capstone Immersion
➤ Lab hours
JUSTIFICATION:
When the course was initially set up in 2004, the number of lab hours was incorrect. This is to correct the error.

Proposed New, Revised, or Deleted Program(s)
Nursing, M.S
JUSTIFICATION:
Since the BSN to DNP has not been approved, all reference to BSN graduates are removed.

Nursing, D.N.P
JUSTIFICATION:
This program is for Advanced Registered Nurses only. Since the BSN to DNP is not approved yet, we are removing any references to BSN graduates.

Health and Kinesiology

<u>Course Revision(s)</u>

KINS 7111 – Action Research in Physical Education
➢ Number, Credit/Contact Hours, Catalog Description, Grade mode
JUSTIFICATION:
Based on the two track system of online and on campus Master of Science in Kinesiology with emphasis in Physical Education, the Health and Physical Education faculty would like to change the course to vary course credit for 1 to 3 hours and change grade mode to normal to challenge students in the course. The varying credit hours would allow students to take the course over more than one semester or all at once based on advisors advice. The change in catalog description reflects the change in research focus of the program.

KINS 7530 – Psychology of Peak Performance
➢ Title, Repeatable credit
JUSTIFICATION:
This is a change in the course name to better reflect the course description and to better reflect adjustment in graduate specialization name. This course is not repeatable for credit therefore this needs to be changed in banner.

KINS 7533 – Sport Psychology Intervention
➢ Title, Repeatable credit
JUSTIFICATION:
This is a change in the course name to better reflect the course description and to better reflect adjustment in graduate specialization name. This course is not repeatable for credit therefore this needs to be changed in banner.

KINS 7534 – Current Issues in Sport Psychology
➢ Title, Catalog description, Repeatable credit
JUSTIFICATION:
This is a change in the course name to better reflect adjustment in graduate specialization name. The to the catalog description is the addition of exercise when describing "in the field of sport and exercise psychology". This course is not repeatable for credit therefore this needs to be changed in banner.

KINS 7733 – Practicum in Sport Psychology
➢ Title, Catalog description, Prerequisites, Repeatable credit
JUSTIFICATION:
This is a change in the course title and prerequisite to better reflect adjustment in graduate specialization name. The change to the catalog description is the addition of exercise when describing "skills of sport and exercise psychology interventions". This course is not repeatable for credit therefore this needs to be changed in banner.

<u>Proposed New, Revised, or Deleted Program(s)</u>
Kinesiology, M.S.
JUSTIFICATION:
Sport Psychology concentration
Based on the direction of our discipline and other comparable programs, we are proposing transitioning the name of our program and course curriculum to include exercise psychology in addition to our current focus of sport psychology. Aside from being common practice regarding terminology within our discipline, our faculty and students associated with this graduate program have been conducting significantly more research and applied experiences through internships/practica in the area of exercise psychology. This includes individual research lines of faculty associated with this program supported by grants, publications, and presentations, as well as the topics of several theses of current and former graduate students in this area that have gone on to be disseminated via manuscript publications and presentations. Further, we have recently added a health and exercise psychology course which students can currently complete as an elective for their program but would like to integrate as a required course in the near future. This course is not only important for remaining consistent with the direction of our discipline regarding curriculum and program titles, but also a required content area for those interested in pursing status as a Certified Consultant with the Association for Applied Sport Psychology (CC-AASP). Furthermore, we believe this change would effectively and accurately communicate to the general public, other graduate programs in our field, and prospective graduate

students the intent of the program and the content of the curriculum. This change will allow future students to be more marketable when pursuing doctoral degrees in sport and exercise psychology, public health, counseling psychology, and clinical psychology with emphases in health and exercise psychology, as well as those who decide to pursue employment in related areas immediately following the completion of their master's degree. From weight loss physical activity adherence behavioral coaches to exercise psychology specialists at many elite exercise facilities, our graduate students are earning internship and job opportunities within the exercise psychology discipline. Lastly, other graduate programs in our discipline within the United States include both sport and exercise psychology. Graduate programs including Ball State University, West Virginia University, Oregon State University, Purdue University, University of North Carolina, Greensboro, Barry University and Southern Illinois are now using the sport and exercise psychology title for their respective programs.

Coaching Education concentration
This revision is to ensure that all students complete all student learning outcomes for the coaching education program.

Physical Education concentration
Based on the two track system of online and on campus Master of Science in Kinesiology with a concentration in Physical Education, the Health and Physical Education faculty would like to change the KINS 7111: Action Research in Physical Education course to vary course credit for 1 to 3 hours and change grade mode to normal to challenge students in the course. The varying credit hours would allow students to take the course over more than one semester or all at once based on advisors recommendation.

Dr. Diebolt said the Graduate Committee agreed some time ago to use concentration, rather than emphasis. Dr. Rossi said he would discuss this with the department and make the appropriate revisions.

Dr. Jensen said environment is misspelled in the catalog description of KINS 7733. Dr. Rossi said he would correct the typo.

MOTION: Dr. Samawi made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the suggested revisions be corrected. A second was made by Dr. Ziegler. The motion to approve the Course Revisions and Revised Programs was passed.

    F. College of Education

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

    Office of Graduate Education and Research
    Proposed New, Revised, or Deleted Program
    COE Endorsement Application
    JUSTIFICATION:
    This proposal removes references to the COE Endorsement Application from the Graduate Catalog. Beginning fall 2012, the COE used the application to track students completing coursework for an endorsement program. After a one year trial period, COE's administrative team has determined that it will be better to not require the extra application form from new endorsement-only students and from degree-seeking students who are completing endorsement coursework within their regular program of study. COE will track these students by collecting data on students enrolled in the endorsement courses and on those who complete certification paperwork to add the endorsement to their certificate.

    Department of Curriculum, Foundations, and Reading
    New Course
    READ 8734 – Practicum in Literacy Instruction
    JUSTIFICATION:
    Required for M.Ed. in Reading, Elective for Ed.S. in Reading. Fulfills NCATE field experience requirements.

    Proposed New, Revised, or Deleted Programs
    Reading Education, M.Ed.
    JUSTIFICATION:

The program of study has been updated to add a new practicum course which fulfills NCATE requirements in terms of the number of field experience hours in diverse settings.

Reading Education (K-12), Ed.S.
JUSTIFICATION:
The program of study has been revised to include 3 hours of restricted electives and to update the program requirements. The restricted elective was added to provide additional courses with a reading emphasis. The requirements for admission were changed to broaden the pool of prospective candidates in order to prepare content area (science, math, social studies, etc.) teachers to teach reading across the curriculum. The National Council of Teachers of English calls for all teachers to develop an extensive knowledge base in language, literacy, and reading. The changes in admission requirements would permit teachers outside of the field of reading to develop expertise in this area which would impact PK-12 student learning in all content areas.

Reading Endorsement: Classroom Teacher of Reading Program
JUSTIFICATION:
This proposal removes the admission requirement to submit a COE Endorsement Application. Beginning fall 2012, the COE used the application to track students completing coursework for an endorsement program. After a one year trial period, COE's administrative team has determined that it will be better to not require the extra application form from new endorsement-only students and from degree-seeking students who are completing endorsement coursework within their regular program of study. COE will track these students by collecting data on students enrolled in the endorsement courses and on those who complete certification paperwork to add the endorsement to their certificate.

Department of Leadership, Technology, and Human Development
New Courses
FRIT 7765 – Clinical Practice in School Library Media
JUSTIFICATION:
Required for the M. Ed. in Instructional Technology, school library media concentration

Proposed New, Revised, or Deleted Programs
Educational Leadership, Ed.S.
JUSTIFICATION:
This program revision is to rearrange the list of required courses on the Ed.S. in Educational Leadership Graduate Catalog page. There is no change in the courses required for the degree program; however, the revision removes the notations regarding the specific semesters that courses will be offered. Cohorts will be given course sequence and course rotation information during the orientation for the program. That information will also be in the program's handbook, on advisement sheets, and included in recruitment information.

Educational Leadership, Ed.D.
JUSTIFICATION:
ITEC 8435 is listed in the graduate catalog, however, the course has not been offered on a consistent basis for the past two years. As such, adding EDLD 8439 as another option to the leadership core will provide students with an alternative option if the ITEC course is not offered during any given term.

Also, some courses have been reordered per the Registrar's Office request to list courses in alphabetical order within sections.

Higher Education Administration, M.Ed.
JUSTIFICATION:
Currently EDLD 8435 is listed as a Specialized Content course (elective) in the M.Ed. in Higher Education Administration Program and as a Tier 1 option for students in the Ed.D program in Higher Education Leadership.

Future enrollment goals call for the M.Ed. program to serve as a gateway into the Ed.D Program in Higher Education Leadership. However, for those students who have already taken EDLD 8435 as a master's student, they are not eligible to take it again, which limits their options for Tier 1 of the Ed.D. Program.

By removing the course as an option from the Specialized Content section of the program of study for master's students, it leaves it as an available course for the doctoral students who have graduated from our master's program. There are still eight possible electives for M.Ed. students to choose from (of which they need to choose three).

Also, the content of the course is more consistent with the more specific focus of the Ed.D program, rather than the generalist nature of the M.Ed. program. This change makes a lot of sense to meet the needs of both the M.Ed. and Ed.D programs.

Instructional Technology, M.Ed., Concentration: School Library Media Specialist
JUSTIFICATION:
Changes are being made to provide a full-semester clinical experience, as required by the Georgia Professional Standards Commission (PSC), for candidates pursuing school library media certification who do not currently hold Georgia teacher certification.

Online Teaching and Learning Endorsement
JUSTIFICATION:
This proposal removes the admission requirement to submit a COE Endorsement Application. Beginning fall 2012, the COE used the application to track students completing coursework for an endorsement program. After a one year trial period, COE's administrative team has determined that it will be better to not require the extra application form from new endorsement-only students and from degree-seeking students who are completing endorsement coursework within their regular program of study. COE will track these students by collecting data on students enrolled in the endorsement courses and on those who complete certification paperwork to add the endorsement to their certificate.

Also, the Instructional Technology faculty have determined that the current admission requirements need to be revised. It is not necessary to require 12 hours of prerequisite courses in Instructional Technology for applicants to be successful in the endorsement program.

Department of Teaching and Learning
Course Revisions
MGED 5799G – Student Teaching in Middle Grades Education
➢ Co-requisites
JUSTIFICATION:
A program change is being made to require a newly revised course as a corequisite to MGED 5799G.

MGED 6799 – Supervised Internship: Middle Grades
➢ Co-requisites
JUSTIFICATION:
A program change is being made to require a newly revised course as a corequisite to MGED 6799.

MGED 8633 – Seminar in Middle Grades Education
➢ Subject (to MSED), number (to 7639), title, prerequisites, corequisites, catalog description
JUSTIFICATION:
MGED 8633 is being changed to MSED 7639 to better reflect it is a master's level course. MSED 7639 is being created to combine MGED 8633 and SCED 8633 capstone courses. Combining the two courses will provide the department an opportunity to offer the capstone course more often ensuring timely graduation of more students and create more across grade dialog between teachers enrolled in the MEd program.

SCED 5799G – Student Teaching in Secondary Education
➢ Corequisites
JUSTIFICATION:
A program change is being made to require a newly revised course as a corequisite to SCED 5799G.

SCED 6799 – Supervised Internship: Secondary
➢ Corequisites
JUSTIFICATION:
A program change is being made to require a newly revised course as a corequisite to SCED 6799.

SCED 8633 – Seminar in Secondary Education
➢ Subject (to MSED), number (to 7635), title, prerequisites, corequisites, catalog description
JUSTIFICATION:
SCED 8633 is being changed to MSED 7635 in order to combine candidates in the MAT in Secondary Education teaching fields with candidates in the MAT in Middle Grades. This course will provide a greater opportunity for candidates seeking middle grades certification and secondary certification to have an opportunity to focus on grades 6-12.

SPED 7796 – Internship in Special Education
➢ Grade mode
JUSTIFICATION:
This course is an internship and should have the same grade mode (S/U) as internships in other programs.

Proposed New, Revised, or Deleted Programs
English for Speakers of Other Languages (ESOL) Education Endorsement
JUSTIFICATION:
This proposal removes the admission requirement to submit a COE Endorsement Application. Beginning fall 2012, the COE used the application to track students completing coursework for an endorsement program. After a one year trial period, COE's administrative team has determined that it will be better to not require the extra application form from new endorsement-only students and from degree-seeking students who are completing endorsement coursework within their regular program of study. COE will track these students by collecting data on students enrolled in the endorsement courses and on those who complete certification paperwork to add the endorsement to their certificate.

Middle Grades Education (Grades 4-8), M.Ed.
JUSTIFICATION:
Adding MSED 8333 as a program requirement will enhance candidate's research knowledge in their concentration area. MGED 8633 is being changed to MSED 7639. MSED 7639 combines MGED 8633 and SCED 8633 into one course. Combining these courses will provide the department an opportunity to offer the capstone course more often ensuring timely graduation of more students and creating more across grade dialog. The number change better reflects that the course is a master's level course.

Secondary Education (Grades 6-12), M.Ed.
JUSTIFICATION:
Adding MSED 8333 as a program requirement will enhance candidate's research knowledge in their concentration area. MGED 8633 is being changed to MSED 7639. MSED 7639 combines MGED 8633 and SCED 8633 into one course. Combining these courses will provide the department an opportunity to offer the capstone course more often ensuring timely graduation of more students and creating more across grade dialog. The number change better reflects that the course is a master's level course.

Teaching, M.A.T.
JUSTIFICATION:
This revision addresses the admission requirements for the MAT in Spanish and accommodates, in particular, Spanish-speaking students who completed a bachelor's in the Spanish language at an institution outside of the USA. These changes also allow for smoother coordination between the MAT in Spanish and the MA in Spanish and will facilitate greater enrollment and improved retention and progression in both programs.

Also, in Study Concentrations One and Two, SCED 8633 is being changed to MSED 7635 in order to offer a specific seminar course for those completing the MAT in Middle Grades and Secondary Education.

The change in Study Concentration Three corrects the alphabetical listing of the courses in Step Three.

Other
Secondary or P-12 Education Certification
JUSTIFICATION:

Graduate Catalog sections on "Secondary or P-12 Education Certification" are being updated so that students interested in secondary or P-12 education certification and faculty advisors will have current information on how students can prepare for entering the MAT program.

Mr. Aldridge asked Dr. Linderholm to clarify if students need to apply to the endorsement programs. Dr. Linderholm said they could add language such as, if you are not already in a degree program then you must apply. Dr. Linderholm said they are only removing the COE internal process for tracking applicants.

Dr. Jensen questioned why the Reading Education, M.Ed. program lists eleven elective options, when students are only required to take one of the eleven electives. Dr. Linderholm explained that this is a small and growing program and these electives are already being used in other programs.

Dr. Diebolt asked who will track the 60 hours requirement that is listed in the READ 8734 catalog description. Dr. Linderholm said that will be done internally.

Dr. Diebolt said there are several courses that are proposed that have a corequisite. He asked if the corequisite will always be taught with the other corequisite. Dr. Lindersholm said yes, the corequisite adds a research component and the program thought these should be required to take together.

Dr. Diebolt asked if there is a period of time for current students in the EDS in Educational Leadership to complete the program under existing requirements and at what point do they transition. Dr. Linderholm and Dr. Jensen confirmed that this change is intended for new applicants in the fall cohort.

MOTION: Dr. Jensen made a motion to approve the agenda items submitted by the College of Education, with the understanding that the suggested revisions be made. A second was made by Dr. Zeigler and the motion to approve the Program Revisions, New Courses and Course Revisions was passed.

ADDENDUM: Following the meeting Dr. Linderholm spoke to Mr. Alridge and came to the conclusion that no other changes were necessary to the endorsement language since its covered elsewhere (e.g., that students who are not already Georgia Southern students will have to apply to COGS in order to complete the endorsement).

VI. **OLD BUSINESS –** There was no old business to discuss.

VII. **ANNOUNCEMENTS –** Dr. Patterson said programs need to look very carefully at admission criteria as codified in the graduate catalog. COGS has received numerous requests for waivers of published, program-level application criteria. However, the programs are responsible for defining these criteria as submitted to, and approved by, the Graduate Committee. He said, for example, one program mentioned doing away with published GRE scores, because if published the program must adhere to those scores and in some cases may not be able to accept a student who has a good GPA but low GRE scores. Another option would be to adjust the language to state that other qualifications will be taken into consideration. He suggested programs look at their own admission criteria language codified in the Graduate Catalog very carefully to ensure the language is not overly restrictive vis-à-vis the quality of students they are able to accept into the programs.

Dr. Patterson said there is a CGS publication that has been provided to Program Directors in the past called, *An Essential Guide to Graduate Admissions*. COGS still has a number of booklets on hand and more can be ordered. Audie Graham will send information to Program Directors and order more booklets if needed.

VIII. **ADJOURNMENT**

There being no further business, the meeting was adjourned on January 23, 2014 at 10:35 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 4, 2014
by electronic vote of Committee Members

UNDERGRADUATE COMMITTEE
MINUTES
November 5, 2013
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I.   CALL TO ORDER
   ➢ **Voting Members Present:** Dr. Aniruddha Mitra, Dr. Biswanath Samanta, Dr. Greg Chamblee, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Rami Haddad, Dr. Rebecca Ziegler, and Ms. Ruth Baker
   ➢ **Non-Voting Members Present:** Ms. Candace Griffith, Ms. Debbie Sutton, Dr. Diana Cone, Ms. Doris Mack, and Mr. Wayne Smith
   ➢ **Visitors:** Ms. Alicia Howe, Dr. Barry Balleck, Dr. Brian Koehler, Dr. Bryan Miller, Ms. Cassandra Lumpkin, Dr. Christine Ludowise, Dr. David Williams, and Dr. Deborah Thomas
   ➢ **Absent with Alternate in attendance:**
   ➢ **Absent:** Dr. Bettye Apenteng, Dr. Bruce McLean, Dr. Isaac Fung, Dr. James Woods, Dr. Jiehua Zhu, Dr. Karelle Aiken, Dr. James Stephens, Dr. Joe Ruhland, Dr. Levi Ross, Dr. Maria Alba-Flores, Ms. Lisa Yocco (notified prior to meeting), Dr. Stephen Elisha, Dr. Susan Franks, Dr. William Amponsah

Dr. Kathy Thornton called the meeting to order at 3:30 p.m.

II.   ANNOUNCEMENTS

Dr. Kathy Thornton asked if everyone could indicate who they were by holding up their name signs in addition to saying their names. Wayne Smith announced Debbie Sutton's resignation on November 14 and introduced Cassandra Lumpkin as the Interim Recording Secretary.

III. APPROVAL OF AGENDA

A Chamblee/Wheaton motion to approve the agenda was passed unanimously.

IV.   COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Items for consideration were presented by Dr. Christine Ludowise.

   ➢ **CLASS Dean**
   New Course(s)
   IDS 4111 - Capstone in Interdisciplinary Studies
   The capstone course in interdisciplinary studies provides students in the Bachelor of General Studies program with a forum and with the tools needed to functionally blend the elements of the major, articulate the competencies they have developed and achieved, demonstrate the efficacy of their individualized degree program, and communicate that information to internal and external audiences.
   JUSTIFICATION:
   The Bachelor of General Studies degree program is an interdisciplinary program in which students select three concentration areas to complete the degree requirements. At this time, the BGS degree program does not have any courses - beyond Area A in the CORE - that are shared by ALL BGS majors. The program intends for this newly-proposed course to serve as a capstone course for all General Studies majors, in both the traditional program and the online program. The need for this course has been documented through comprehensive program review and through annual assessment of the program and its students. The capstone course will provide both the tools and a forum for

students to synthesize and articulate the competencies they've achieved through their program of study. This capstone course will create additional structure in the degree program and will allow the program to provide students a forum to functionally blend the elements of the major, demonstrate the efficacy of their individualized degree program, and communicate that information to internal and external audiences. A capstone course will also provide a platform to more easily assess the program and its students.

A Ziegler/Morris motion to approve this new course was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
General Studies, B.G.S.
JUSTIFICATION:
We are changing the General Studies curriculum to include a required one-hour capstone course. As a result of Comprehensive Program Review and the assessment process, the program has determined that all General Studies students (online and traditional) should have at least one shared course in their program of study. The capstone course will create additional structure in the degree program and will provide students with a forum to functionally blend the elements of the major (two concentrations and a minor), demonstrate the efficacy of their individualized degree program, and communicate that information to internal and external audiences.

General Studies, B.S.G. (Online)
JUSTIFICATION:
We are changing the General Studies curriculum to include a required one-hour capstone course. As a result of Comprehensive Program Review and the assessment process, the program has determined that all General Studies students (online and traditional) should have at least one shared course in their program of study. The capstone course will create additional structure in the degree program and will provide students with a forum to functionally blend the elements of the major (two concentrations and a minor), demonstrate the efficacy of their individualized degree program, and communicate that information to internal and external audiences.

A Ziegler/Morris motion to approve these program revisions was passed unanimously.

Items for consideration were presented by Dr. Patrick Wheaton.

➢ **Department of Communication Arts**
   Course Deletion(s)
   AMST 3331 - History of American Film
JUSTIFICATION:
CLASS has been eliminating cross-listings to simplify the course catalog. The cross-listed course, FILM 3331, will remain. The Film Studies Interdisciplinary Minor has been updated to reflect this change.

A Gregg/Chamblee motion to approve this course deletion was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Film Studies Interdisciplinary Minor
JUSTIFICATION:
The changes reflect the deletion of cross-listings and the deletion of some FILM courses from within the Multimedia course offerings. An additional proposed change is to move a required course (FILM 3333) to the list of elective courses. These changes have been coordinated between the Department of Communication Arts and Department of Literature and Philosophy.

Items for consideration were presented by Dr. Bryan Miller.

➢ **Department of Criminal Justice and Criminology**
<u>New Course(s)</u>
CRJU 3534 - Drugs and Society
This course introduces students to the scholarly study of drugs and alcohol from a multidisciplinary, liberal arts perspective. Students will become familiar with drug discourse, history, and policy with particular emphases on the legal prohibitions and enforcement of drugs in American society.
JUSTIFICATION:
The course will be used as an upper-level elective within the major. The topic of drugs is perhaps one of the most important topics that influences all aspects of the criminal justice system. Currently, our department does not offer a course that focuses exclusively on drugs, more importantly the culture of drug use, societal reactions, and the enforcement of drug regulations. This class has been offered as a special topics course for the last several years with strong enrollment.

CRJU 4639 - Inside-Out
The "Inside-Out" Prison Exchange Program is an opportunity for a small group of students from Georgia Southern University and residents from a local prison to exchange ideas and perceptions about crime and justice, the criminal justice system, corrections, and imprisonment. All participants will gain a deeper understanding of the criminal justice system through the combination of theoretical knowledge and practical experience achieved by weekly meetings extended throughout the semester. Departmental and instructor approval is required before enrolling. Strong preference will be given to seniors. The course is repeatable if the topic is substantively different.
JUSTIFICATION:
The course will serve as an upper-level elective. It will provide more real-world experience for the students. The course was offered as a special version of Senior Seminar in the Spring 2013 and is being offered as a special topics course this Fall. The department plans to offer this course each semester and make it an important and unique component of our program.

A Haddad/Wheaton motion to approve these new courses was passed unanimously.

<u>Course Deletion(s)</u>
CRJU 3732 - Conflict Resolution
JUSTIFICATION:
CRJU 3732 has not been offered in the last five years. It is not a course that our faculty is trained in and it is not a direction that our department plans to pursue in the future. It is a course best offered by a different department. In addition, students have not been requesting to take this course.

A Haddad/Wheaton motion to approve this course deletion was passed unanimously.

<u>Course Reactivation(s)</u>
CRJU 3432 - Drugs, Gangs, and CJ
JUSTIFICATION:
The Department of Criminal Justice and Criminology is evaluating the courses that it is offering and has decided to offer more criminology courses that focus on specific crime types. This course has been offered as a special topics course since it was deactivated with strong student interest. It, therefore, makes sense to activate the course and make it a non-special topics course again.

A Haddad/Wheaton motion to approve this course reactivation was passed unanimously.

3

Course Revision(s)

CRJU 3432 - Drugs, Gangs, and CJ

➢ **Title, Catalog Description, Prerequisite(s)**

JUSTIFICATION:

The previous course covered too much information by covering gangs, drugs, violence, etc. The department is proposing to offer a separate drug course that allows faculty and students to explore this extremely important topic in criminal justice in more depth. Thus, this course is going to focus more specifically on youth gangs and policies aimed at addressing youth gangs with less focus on drugs.

A Haddad/Wheaton motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Justice Studies, B.S.J.S.

JUSTIFICATION:

The department is evaluating the courses that it offers based on program assessment, student needs and wants, and markets' needs. We, therefore, are proposing to delete one upper-level elective from our program (CRJU 3732), reactivate and revise one course (CRJU 3432), and add two new courses that will improve the program for the students (CRJU 3534 and CRJU 4639)

A Haddad/Wheaton motion to approve this program revision was passed unanimously.

Items for consideration were presented by Dr. Barry Balleck.

➢ **Department of Political Science**
Proposed New, Revised, or Deleted Program(s)
Political Science, B.S.

JUSTIFICATION:

The B.S. with a major in Political Science was determined to be insufficiently different from the B.A. with a major in Political Science during the 2011-2012 assessment review and during Comprehensive Program Review. The University response to the Comprehensive Program Review, in particular, indicated that program was not meeting expectations. The Department of Political Science wishes to deactivate the B.S. degree program until such time that the curriculum can be sufficiently revised to differentiate the B.S. from the B.A. with a major in Political Science.

Students currently enrolled in the B.S. program will be allowed to complete the degree program, as listed in the catalog under which they matriculated to Georgia Southern.

A Samanta/Morris motion to approve this program revision was passed unanimously.

Items for consideration were presented by Dr. Christine Ludowise.

➢ **Department of Sociology and Anthropology**
Proposed New, Revised, or Deleted Program(s)
Anthropology, B.A.

JUSTIFICATION:

This program revision corrects the listed course numbers for Introduction to the Earth (GEOL 1121) and General Historical Geology (GEOL 1122), which were renumbered last summer during other course changes at the request of the Board of Regents for consistency with state Common Core numbering.

A Ziegler/Baker motion to approve this program revision was passed unanimously.

V. VICE PRESIDENT OF ACADEMIC AFFAIRS

Items for consideration were presented by Ms. Alicia Howe.
- **First-Year Experience Program**
  Course Revision(s)
  FYE 1220 – First Year Seminar
  - **Schedule Type**

JUSTIFICATION:
FYE 1220, First-Year Seminar, will be offered in face-to-face (schedule type D, "seminar") and online (schedule type M, "asynchronous") formats.

FYE 1410 - Global Citizens
- **Schedule Type**

JUSTIFICATION:
FYE 1410, Global Citizens, will be offered in face-to-face (schedule type D, "seminar") and online (schedule type M, "asynchronous") formats.

A Chamblee/Samanta motion to approve these course revisions was passed unanimously.

VI. COLLEGE OF EDUCATION

Items for consideration were presented by Dr. Deborah Thomas.

- **Department of Teaching and Learning**
  Course Revisions
  ECED 5799 – Student Teaching in Early Childhood Education
  - **Catalog Description**

JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and to use "clinical supervisor" rather than "classroom clinical supervising teacher" or "clinical supervising teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences. Note that the use of "students" in the last sentence is not being changed since it refers to the P-5 students.

Also, the first sentence has been edited for clarity and in the third sentence the words "which constitute" have been changed to "that constitute". Finally, the fourth sentence has been edited so it begins "The candidate will also assume..."

ESED 5799 – Student Teaching in P-12 Education
- **Catalog Description**

JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and "clinical supervisor" rather than "cooperating teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

MGED 5799 – Student Teaching Middle Grades Education
- **Catalog Description**

JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and "clinical

supervisor" rather than "cooperating teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

SCED 5799 – Student Teaching in Secondary Education
  ➢ **Catalog Description**
JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and "clinical supervisor" rather than "cooperating teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

SPED 5799 – Student Teaching in Special Education
  ➢ **Catalog Description**
JUSTIFICATION:
The catalog description is being updated to use "candidate" rather than "student" and "clinical supervisor" rather than "supervising teacher". Candidate is the term used to identify a COE teacher candidate, and clinical supervisor is the term the COE uses now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

A Gregg/Wheaton motion to approve these course revisions was passed unanimously.

  ➢ **Undergraduate Teacher Education and Accreditation**
    Update the title "GACE Basic Skills Assessment"
JUSTIFICATION:
The Georgia Assessments for the Certification of Educators (GACE) is Georgia's state-approved educator certification assessment program. The GACE Basic Skills Assessment has recently been renamed to "GACE Program Admission Assessment", and Undergraduate Catalog needs to be updated to use the new name in all places it is mentioned.

A Gregg/Wheaton motion to approve this title update was passed unanimously.

VII. COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler.

  ➢ **Department of Biology**
    Selected Topics Announcement(s)
    BIOL 5099 - Selected Topics in Cancer Research
JUSTIFICATION:
Justification: This is an elective course for the Bachelor of Science degree in the Department of Biology. This course is consistent with departmental assessment outcomes at the junior and senior level.

Selected topics announcements are for information only.

  ➢ **Department of Chemistry**
    New Course(s)
    CHEM 3431 - Introduction to Molecular Modeling
    This course explores the use of computational chemistry models and their application to chemical research. Topics include the computational methods and model chemistries, single-point energy calculations, geometry optimizations, relative energies and stabilities, calculations of NMR chemical

shifts, and vibrational frequency calculations among other topics.
JUSTIFICATION:
This course will be an upper-level elective within the Chemistry program.

CHEM 4130 - Industrial Chemistry
This course will provide an overview of the chemical industry. In addition to providing a basic understanding of the top 50 industrial chemicals, their manufacturing processes, and raw materials sources, the course will also cover the origin and manufacture of basic petroleum feedstocks and petrochemicals; catalysis; pulp and paper chemistry; polymers and plastics; adhesives, sealants, and glues; agricultural chemistry; pharmaceutical chemistry; and selected topics of importance to the industry.
JUSTIFICATION:
This course will be an upper-level elective within the Chemistry program (it has previously been a very popular CHEM 3090 Selected Topics course).

CHEM 4334 - Polymer Materials
This course will introduce the world of polymer materials, which have become ubiquitous in daily life. The course will cover how polymers are synthesized and characterized, the unique properties of polymers, and how polymer materials are used. Important concepts on polymer structure, molecular weight and its distribution, glass transition, and amorphous versus crystalline state will be introduced.
JUSTIFICATION:
This course will be an upper-level elective within the Chemistry program.

CHEM 4335 - Green Chemistry
This course focuses on understanding the basic principles of green chemistry and applying them to make organic reactions and processes environmentally benign. Other course topics will include the study of the earth and its atmosphere, the concept of atom economy, catalysis, and enzyme catalysis, as well as green reaction media and the use of various renewable energy sources in organic reactions.
JUSTIFICATION:
This course will be an upper-level elective within the Chemistry program.

A Morris/Samanta motion to approve these new courses was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Chemistry, B.A.
JUSTIFICATION:
The Department of Chemistry is converting three successful Selected Topics (CHEM 3090) courses into new upper-level major electives. This program revision lists those new courses so that they may count as upper-level elective credits in the major.

Chemistry, B.A. (Concentration in Biochemistry)
JUSTIFICATION:
The Department of Chemistry is converting three successful Selected Topics (CHEM 3090) courses into new upper-level major electives. This program revision lists those new courses so that they may count as upper-level elective credits in the major.

Chemistry, B.S.CHEM.
JUSTIFICATION:
The Department of Chemistry is converting three successful Selected Topics (CHEM 3090) courses into new upper-level major electives. This program revision lists those new courses so that they may

count as upper-level elective credits in the major.

Chemistry, B.S.CHEM. (Concentration in Biochemistry)
JUSTIFICATION:
The Department of Chemistry is converting three successful Selected Topics (CHEM 3090) courses into new upper-level major electives. This program revision lists those new courses so that they may count as upper-level elective credits in the major.

A Morris/Samanta motion to approve these program revisions was passed unanimously.

➢ **Department of Geology & Geography**
Selected Topics Announcement(s)
GEOG 5090 - Environment and Society
JUSTIFICATION:
This course will contribute to the human-environment component of the Geography curriculum, covering aspects of human and physical geography simultaneously. Environment and Society is expected to attract a large number of students from multiple departments and colleges across campus, especially those interested in environmental politics. This new course offering takes advantage of a recent Geography hire whose expertise is human-environment interactions.

GEOG 5090 – Ecohydrology
JUSTIFICATION:
Justification:
Ecohydrology will fill a topical gap in the department regarding physical geographic approaches to human-environment issues at the intersection of ecosystem ecology and water resources. Furthermore, this course is a response to rising job opportunities seeking environmental scientists trained to consider coupled ecological-hydrological environmental issues, as well as calls in the geosciences to enhance education through teaching environmental solutions that consider how ecological and hydrological systems interact.

Selected topics announcements are for information only.

➢ **Department of Physics**
Course Revision(s)
PHYS 2211H - Principles of Physics I Recitation
➢ **Credit/Contact Hours, Title, Catalog Description, Prerequisite(s), Corequisite(s)**
JUSTIFICATION:
The honors section of Principles of Physics I (PHYS 2211H) was initially set up as a one credit hour supplement to a standard lecture section, and is still listed that way in BANNER. However, the GSU catalog currently lists it as a full three credit hour lecture, "PHYS 2211/2211H" consistent with current practice with honors courses. This form seeks to change PHYS 2211H to be a full lecture course consistent with the honors sections of other science courses and to match what is currently shown in the GSU catalog (note: all "current" descriptions above are from the original as-proposed course proposal and all "proposed" descriptions are identical to the current PHYS 2211 catalog).

A Morris/Haddad motion to approve this course revision was passed unanimously.

VIII. COLLEGE OF HEALTH AND HUMAN SCIENCES

Items for consideration were presented by Dr. Kathy Thornton.

➢ **Exercise Science**

KINS 4099 – Human Osteology
JUSTIFICATION:
This course is designed to provide more detail about the human skeleton for students who intend to pursue an allied health profession

Selected topics announcements are for information only.

➢ **Nursing**
New Course(s)
NURS 5311 – Cultural Immersion in International Health Care
The course introduces history, health systems, economics, values, social etiquette, and daily life. Interpersonal, family and health care patterns in a foreign country are emphasized in preparation for cross-cultural health study. Students taking course for graduate credit will complete additional assignments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.
JUSTIFICATION:
Required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

NURS 5332 – Introduction to International Nursing Research
This course examines international nursing research methods and design with a focus on global health, specifically related to health disparities in underserved populations in local, national, and international areas. Students taking course for graduate credit will complete additional assignments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.
JUSTIFICATION:
Required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

NURS 5793 – Introduction to International Research Application I
This course provides an implementation of international research methods through supervised research activities with a focus on health disparities in underserved populations in international settings.
JUSTIFICATION:
This course is required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

NURS 5794 - Introduction to International Research Application II
This course provides an analysis and evaluation of the international research process. Cultural immersion with a focus on health disparities and exploration of the health care system in the host country is provided. Students taking course for graduate credit will complete additional assignments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.
JUSTIFICATION:
Required for participation in the Minority Health International Research Training (MHIRT) grant-funded program.

A Samanta/Chamblee motion to approve these new courses was passed unanimously.

IX.   COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

➢ **Electrical Engineering**
  Course Revision(s)
  EENG 3330 – Microelectronics
  ➢ **Prerequisite(s)**
JUSTIFICATION:
  The chemistry topics needed for EENG 3330 are covered in basic high school chemistry. These topics are reviewed by the EENG 3330 instructor in the first two weeks of the course, therefore the prerequisite of CHEM 1146 or CHEM 1147 is not necessary

  EENG 5543 – Antennas
  ➢ **Crosslist**
JUSTIFICATION:
  EENG 5543G Antennas is to be proposed at the next Graduate Committee meeting. This undergraduate course should be crosslisted with the graduate level course.

A Samanta/Baker motion to approve these course revisions was passed unanimously.

➢ **Information Technology**
  Course Revision(s)
  IT 3233 – Database Design and Implementation
  ➢ **Catalog Description**
JUSTIFICATION:
  Physical database design is not covered in the course and is a topic usually reserved for computer science database courses so this was deleted from the course description. Students do implement a database in the course and learn basic maintenance tasks so this was added to the course description. Taking out the terms "individual and group" as qualifiers to projects allows the instructor the flexibility to do either individual or group projects or both without requiring the instructor to do both, as the word "and" implies.

A Samanta/Baker motion to approve this course revision was passed unanimously.

➢ **Mechanical Engineering**
  Course Revision(s)
  MENG 1310 – Manufacturing Processes Lab
  ➢ **Lab hours**
JUSTIFICATION:
  After offering the course for two years, the faculty reviewed how lab content was satisfying student learning objectives. It was determined that some of the content was redundant with content in an upper-level course with similar laboratory experiences. Additionally, multiple exercises stressing the same skills were originally included to reinforce learning skills, but were found to be unnecessary. After a committee review of the course curriculum and content, it was determined that redundancy of course-level activities could be eliminated and the laboratory course structured around a 2 contact hour format, rather than 3 contact hours.

  MENG 3135 – Machine Design
  ➢ **Prerequisite(s)**
JUSTIFICATION:
  The course MENG 2110 is added as a prerequisite to ensure that students complete MENG 2110 at a reasonable point in the curriculum, rather than delaying it until their senior year while completing the prerequisite content for MENG 3135. This is as appropriate time in the curriculum and a

reasonable course to ensure MENG 2110 is completed.

MENG 4612 – Mechanical Engineering Senior Seminar
  ➢ **Prerequisite(s)**
JUSTIFICATION:
   After offering the course twice, the course was restructured so that MENG 3331 rather than MENG 3333 is a more appropriate pre-requisite course. Student Learning Outcomes are still satisfied, while improving flow of students through the curriculum.

A Samanta/Baker motion to approve these course revisions was passed unanimously.

X.   OTHER BUSINESS

XI.   ADJOURNMENT

A Wheaton/Samanta motion to adjourn the meeting at 3:58 p.m. passed unanimously.

Respectfully Submitted,

Debbie Sutton
Recording Secretary

I. CALL TO ORDER

- **Voting Members Present:** Dr. Aniruddha Mitra, , Dr. Greg Chamblee, Dr. Isaac Fung, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Maria Alba-Flores, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, and Ms. Ruth Baker
- **Non-Voting Members Present:** Ms. Candace Griffith, Ms. Cassandra Lumpkin, Dr. Diana Cone, Ms. Doris Mack, and Mr. Wayne Smith
- **Visitors:** Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Chuck Harter, Ms. Danielle Smith, Dr. Dan Bauer, Dr. David Williams, Dr. Jacek Lubecki , Dr. Joanne Chopak-Foss, Dr. Linda Cionitti, Dr. Mohammad Davoud, Dr. Rob Yarbrough, and Dr. Stephen Rossi,
- **Absent with Alternate in attendance:**
- **Absent:** Dr. Bettye Apenteng, Dr. Biswanath Samanta, Dr. Bruce McLean, Dr. Ellen Hamilton, Dr. Helen Bland, Dr. James Stephens, Dr. James Woods, Dr. Jiehua Zhu, Dr. Joe Ruhland, Dr. Karelle Aiken, Dr. Levi Ross, Mrs. Lisa Smith, Ms. Lisa Yocco, Mr. Paolo Gujilde, Dr. Rami Haddad, Dr. Stephen Elisha, Dr. Susan Franks, and Dr. William Amponsah,

Dr. Kathy Thornton called the meeting to order at 3:31 p.m.

II. ANNOUNCEMENTS

None

III. APPROVAL OF AGENDA

A Wheaton/Fung motion to approve the agenda was passed unanimously.

IV. COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler.

- **College of Science & Mathematics**
  Proposed New, Revised, or Deleted Program(s)
  Environmental Sustainability Interdisciplinary Concentration
  JUSTIFICATION:
     Some of the HLTH prefixes are changing to PUBH.

  A Ziegler/Chamblee motion to approve this program revision was passed unanimously.

- **Department of Chemistry**
  Course Revision(s)
  CHEM 1152 – Survey of Chemistry II
  - **Schedule Type**
  JUSTIFICATION:
     This proposal simply seeks permission from the Undergraduate Committee to finish conversion of the two-sequence course, Survey of Chemistry I & II (CHEM 1151 & 1152), to online format so that both courses may be completed online if desired. The Department of Chemistry had already received permission to develop online sections, and indeed chemistry faculty have already completed the GSU online course development training (provided by then-Center for Online Learning) and successfully offered the first course of the sequence, CHEM 1151 (Survey of Chemistry I), in an online format. The Department of Chemistry now wishes those same faculty (who also teach the face-to-face sections) to

develop suitable online materials to meet the curricular needs of the second course.

This course will provide an online option for students needing the two-course sequence to satisfy pre-Nursing requirements as well as offer an online option for core Areas D1 and D3 for students enrolled in the online-BGS program.

A Morris/Wheaton motion to approve this course revision was passed unanimously.

- ➢ **Department of Geology and Geography**
  New Course(s)
  GEOG 4831 - Senior Thesis Research II
  The process of scientific communication will be investigated and practiced through completion of a senior thesis project. This project includes both a written thesis and research presentation. Students will format a thesis manuscript suitable for publication in a professional journal and design and deliver an oral presentation suitable for a professional conference.
  JUSTIFICATION:
  > All B.S. Geography majors are currently required to complete a senior research thesis sequence consisting of Introduction to Research (GEOG 4120), Senior Thesis Research (GEOG 4820), and Senior Seminar (GEOG 4610) under the direction of a geography advisor. The faculty of the Department of Geology and Geography agree that the B.S. Geography program needs a non-thesis option due to the increasing number of majors choosing the B.S. program and limits on faculty resources. All B.S. students will continue to take Introduction to Research (GEOG 4120). However, the senior thesis option (Option 1) will be changed to require two 3 credit hour courses, Senior Thesis Research I (GEOG 4830) and this course, Senior Thesis Research II (GEOG 4831). The non-thesis option (Option 2) will instead consist of 6 credit hours of 3000-level or higher GEOG elective courses. These options will better serve our students and increase the rigor of both the thesis and non-thesis options.

  GEOL 4831 - Senior Thesis Research II
  The process of scientific communication will be investigated and practiced through completion of a senior thesis project. This project includes both a written thesis and research presentation. Students will format a thesis manuscript suitable for publication in a professional journal, and design and deliver an oral presentation suitable for a professional conference.
  JUSTIFICATION:
  > All B.S. Geology majors are currently required to complete a senior research thesis sequence consisting of Introduction to Research (GEOL 4120), Senior Thesis Research (GEOL 4820), and Senior Seminar (GEOL 4610) under the direction of a geology advisor. The faculty of the Department of Geology and Geography agree that the B.S. Geology program needs a non-thesis option due to the increasing number of majors choosing the B.S. program and limits on faculty resources. All B.S. students will continue to take Introduction to Research (GEOL 4120). However, the senior thesis option (Option 1) will be changed to require two 3 credit hour courses, Senior Thesis Research I (GEOL 4830) and this course, Senior Thesis Research II (GEOL 4831). The non-thesis option (Option 2) will instead consist of 6 credit hours of 3000-level or higher GEOL elective courses. These options will better serve our students and increase the rigor of both the thesis and non-thesis options.

  A Gregg/Fung motion to approve these new courses was passed unanimously.

  Course Revision(s)
  GEOG 4820 – Senior Thesis Research
  ➢ **Number, Credit/Contact Hours, Title, Catalog Description, Prerequisite(s)**
  Students will complete a literature review and evaluation and conduct independent research as outlined in their research proposal formulated during Introduction to Research (GEOG 4120). Research is conducted under the direction of a faculty advisor and will lead to the completion of the senior thesis.
  JUSTIFICATION:
  > All B.S. Geography majors are currently required to complete a senior research thesis sequence consisting of Introduction to Research (GEOG 4120), Senior Thesis Research (GEOG 4820), and Senior Seminar (GEOG 4610) under the direction of a geography advisor. The faculty of the Department of Geology and Geography agree that the B.S. Geography program needs a non-thesis option due to the increasing

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number of majors choosing the B.S. program and limits on faculty resources. All B.S. students will continue to take Introduction to Research (GEOG 4120). However, the senior thesis option (Option 1) will be changed to require two 3 credit hour courses, Senior Thesis Research I (GEOG 4830) and Senior Thesis Research II (GEOG 4831). The non-thesis option (Option 2) will instead consist of 6 credit hours of 3000-level or higher GEOG elective courses. These options will better serve our students and increase the rigor of both the thesis and non-thesis options.

GEOL 4820 – Senior Thesis Research
➢ **Number, Credit/Contact Hours, Title, Catalog Description, Prerequisite(s)**
Students will complete a literature review and evaluation and conduct independent research as outlined in their research proposal formulated during Introduction to Research (GEOL 4120). Research is conducted under the direction of a faculty advisor and will lead to the completion of the senior thesis.
JUSTIFICATION:
   All B.S. Geology majors are currently required to complete a senior research thesis sequence consisting of Introduction to Research (GEOL 4120), Senior Thesis Research (GEOL 4820), and Senior Seminar (GEOL 4610) under the direction of a geology advisor. The faculty of the Department of Geology and Geography agree that the B.S. Geology program needs a non-thesis option due to the increasing number of majors choosing the B.S. program and limits on faculty resources. All B.S. students will continue to take Introduction to Research (GEOL 4120). However, the senior thesis option (Option 1) will be changed to require two 3 credit hour courses, Senior Thesis Research I (GEOL 4830) and Senior Thesis Research II (GEOL 4831). The non-thesis option (Option 2) will instead consist of 6 credit hours of 3000-level or higher GEOL elective courses. These options will better serve our students and increase the rigor of both the thesis and non-thesis options.

GEOL 5130 – Geochemistry
➢ **Catalog Description**
This course covers the theory and applications of stable and radiogenic isotope geochemistry as applied to low-temperature geological processes. Graduate students will complete an individual term project or special report.
JUSTIFICATION:
   The new course description more accurately reflects course content.

A Gregg/Fung motion to approve these course revisions was passed unanimously.

Selected Topics Announcement(s)
GEOL 5890 - Ecology and Paleontology of the Horseshoe Crab
This course will explore the origin, evolution, and fossil relationships of the horseshoe crab. Students will also learn about the peculiar anatomy and physiology of the animal so that they can place it into a relationship with other arthropods. Most especially we will explore the unique ecological relationships that the horseshoe crab has with migratory shore birds and sea turtles. The crab's eggs and their own bodies constitute an indispensible seasonal food supply for the marine shoreline community. Furthermore, the crabs' blood is the source of LAL, which is indispensible in ensuring the cleanliess of medical apparatus. The appearance of nesting crabs on St. Catherines Island is a well-known phenomenon, yet no one knows if the community is a very localized one or if the animals migrate north and south along the coast. Observing, and hopefully tagging, the animals in the field will improve that knowledge base and will help in our understanding more of the behavior and ecology of this unique and important species. Field experiences will occur over several days during the spring term as we visit Tybee and St. Catherines Islands.
JUSTIFICATION:
   The horseshoe crab (Limulus polyphemus) is an organism whose ancestors are known from the fossil record dating back hundreds of millions of years. Its early evolution lead to the acquisition of morphology, physiology and behavior that have resulted in its having a unique and significant relationship to several other organisms, including humans. The importance of horseshoe crabs to the ecology of the Georgia coast, its relationship to endangered species (including the wading bird the red knot, and the loggerhead sea turtle) and its significance in the protection of human health via Limulus amoebocyte lysate (LAL), will be the focus of this course. Additionally, we hope to receive permission to collect and tag the animals as they come ashore on St. Catherines Island to nest in May-June, 2014.

Tagging should allow us to monitor the animals' local movements.

Selected topics announcements are for information only.

Proposed New, Revised, or Deleted Program(s)
Geography, B.S. *(REVISED PROGRAM)*
JUSTIFICATION:

All B.S. Geography majors are currently required to complete a senior research thesis sequence, Introduction to Research (GEOG 4120), Senior Thesis Research (GEOG 4820), and Senior Seminar (GEOG 4610), under the direction of a geography advisor. The faculty of the Department of Geology and Geography agree that the B.S. Geography program needs a non-thesis option due to the increasing number of geography majors choosing the B.S. program and limited faculty resources. All B.S. students will continue to take Introduction to Research (GEOG 4120). The senior thesis option (Option 1) will be changed to require two 3 credit hour courses, Senior Thesis Research I (GEOG 4830) and the new course Senior Thesis Research II (GEOG 4831). The non-thesis option (Option 2) consists of 6 hours of 3000-level or higher GEOG elective courses. These options will better serve our students and increase the rigor of both the thesis and non-thesis options.

Specific changes: Under Specific Requirements, GEOG 4610 and 4820 are deleted, replaced by GEOG 4830 and 4831 under Option 1. For the Option 2 requirement, 6 hours of 3000-level or above GEOG electives have been added. Credit hours are adjusted for Electives to accommodate the net addition of 3 hours to the Specific Requirements for both options. Prerequisites to pursue the senior thesis option have been added under Program Requirements and the statement on Honors in Geography is amended to incorporate the new course numbers and credit hours.

Geology, B.S. *(REVISED PROGRAM)*
JUSTIFICATION:

All B.S. Geology majors are currently required to complete a senior research thesis sequence, Introduction to Research (GEOL 4120) , Senior Thesis Research (GEOL 4820), and Senior Seminar (GEOL 4610), under the direction of a geology advisor. The faculty of the Department of Geology and Geography agree that the B.S. Geology program needs a non-thesis option due to the large number of geology majors choosing the B.S. program and limited faculty resources. The proposed plan is for all B.S. students to continue taking Introduction to Research (GEOL 4120) and then select either a thesis or non-thesis option to complete the degree. The senior thesis research option (Option 1) will require two 3 credit hour courses, Senior Thesis Research I (GEOG 4830) and Senior Thesis Research II (GEOG 4831). The non-thesis option (Option 2) will consist of taking an additional 6 credit hours of 3000-level or higher GEOL courses. These options will better serve our students and increase the rigor of both the thesis and non-thesis options of the degree.

Specific changes: Under Specific Requirements, PHYS courses have been moved up to follow "Carry over from Area F" and the heading Major Requirements has been added. Additionally, the PHYS courses have been modified to allow students to take either PHYS 1111/1112 or PHYS 2211/2212 to fulfill this requirement. GEOL 4610 and 4820 are deleted, replaced by GEOL 4830 and 4831 under Option 1. Option 2 requirements of 6 credit hours of 3000-level or above Geology electives have also been added. Credit hours are adjusted for Specific Requirements, Major Requirements, and Electives to accommodate the addition of 3credit hours to the senior thesis track. Prerequisites to pursue the senior thesis option have been added under Program Requirements, and the statement on Honors in Geology is amended to incorporate the new course numbers and credit hours.

A Gregg/Fung motion to approve these program revisions was passed unanimously.

➢ **Department of Mathematical Science**
Course Revision(s)
MATH 2331 - Elementary Linear Algebra
➢ **Prerequisite(s)**
JUSTIFICATION:

The change from the current prerequisite of Calculus II (MATH 2242) to Calculus I (MATH 1441) will

encourage our mathematics students to get more involved in our program earlier, while the content in Calculus I (MATH 1441) is still sufficient preparation for this course. The change was approved by a majority vote of the Mathematics faculty.

MATH 2332 - Mathematical Structures
➢ **Prerequisite(s)**
JUSTIFICATION:
The change from the current prerequisite of Calculus II (MATH 2242) to Calculus I (MATH 1441) will encourage our mathematics students to get more involved in our program earlier, while the content of Calculus I (MATH 1441) is still sufficient for this course. The change was approved by a majority vote of Mathematics faculty.

An Alba-Flores/Fung motion to approve these course revisions was passed unanimously.

➢ **Department of Physics**
New Course(s)
PHYS 4422 – Advanced Physics Lab II
This is a laboratory course where students will learn how to critically read scientific literature, develop a research proposal, conduct experimental physics research, and present a research project.
JUSTIFICATION:
The Advanced Physics Lab II (PHYS 4422) course will give undergraduate students the opportunity to conduct an original experimental physics research project under the direction of a faculty mentor. The course will be required for Bachelor of Science in Physics (BSP) majors.

A Wheaton/Morris motion to approve this new course was passed unanimously.

Course Revision(s)
PHYS 2212H - Principles of Physics II Recitation
➢ **Credit/Contact Hours, Title, Catalog Description, Prerequisite(s), Corequisite(s)**
This is the second of a sequence of courses which provide a working knowledge of the basic principles of physics using applications requiring a knowledge of calculus. Topics include electricity, magnetism, optics and modern physics.
JUSTIFICATION:
The honors section of Principles of Physics II (PHYS 2212H) was initially set up as a one credit hour supplement to a standard lecture section, and is still listed that way in BANNER. However, the GSU catalog currently lists it as a full three credit hour lecture, "PHYS 2212/2212H" consistent with current practice with honors courses. This form seeks to change PHYS 2212H to be a full lecture course consistent with the honors sections of other science courses and to match what is currently shown in the GSU catalog.

PHYS 3420 – Advanced Physics Lab
➢ **Number, Title, Catalog Description, Prerequisite(s), Other**
This is a laboaotory course where the student will learn classical laboratory techniques, computer data acquisition, statistical analysis of data and proper reporting of results.
JUSTIFICATION:
Currently, the physics department offers an Advanced Physics Lab (PHYS 3420) course which is repeatable for credit. BSP majors are required to successfully complete the course twice. Over time, the repetition of the course for BSP students has evolved into two distinct courses. It is the department's desire to revise the existing Advanced Physics Lab (PHYS 3420) into an Advanced Physics Lab I (PHYS 4421) course and to create a new Advanced Physics Lab II (PHYS 4422) course. This will more accuratley reflect the distinct nature of the two semesters of the existing repeatable course. In addition, it is the department's desire to have students complete this sequence of courses during the senior year insead of the sophmore year. Recent program assessment has indicated students are not yet prepared to complete the course as sophomores. Thus, the course number has been updated to reflect this change in level. With the creation of two distinct courses, it is no longer necessary to have the course repeatable for credit. The course prerequisites and catolog description have also been updated to reflect the new purpose of the revised course.

A Wheaton/Morris motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Physics & Astronomy, B.A. <mark>*(REVISED PROGRAM)*</mark>
JUSTIFICATION:
> This program revision reflects the changes to the Advanced Physics Laboratory (PHYS 3420) course, which was renamed and renumbered as Advanced Physics Laboratory I (PHYS 4421).

Physics, B.S.P. <mark>*(REVISED PROGRAM)*</mark>
JUSTIFICATION:
> This program revision reflects the changes to the Advanced Physics Laboratory (PHYS 3420) course, which was renamed and renumbered as Advanced Physics Laboratory I (PHYS 4421). It also adds Advanced Physics Laboratory II (PHYS 4422) to the list of required upper-level physics coursework.

A Wheaton/Morris motion to approve these program revisions was passed unanimously.

V. COLLEGE OF EDUCATION

Items for consideration were presented by Dr. Greg Chamblee.

➢ **Department of Teaching and Learning**
New Course
MGED 4632 Seminar in Middle Grades Education
This course is designed as a culminating activity for middle grades students to apply educational theory and research to their classroom practice. Emphasis is placed on analysis of student learning and teaching effectiveness through development of a portfolio that documents and reflects on planning, assessment and instruction in the middle grades classroom.
JUSTIFICATION:
> This course will be required for Middle grades student teacher. It will be the basis for the construction of an instructional portfolio.

A Fung/Wheaton motion to approve this new course was passed unanimously.

Course Revisions
ISCI 2001 – Life/Earth Science
➢ **Prerequisites**
JUSTIFICATION:
> GEOL 1141 was changed to GEOL 1121 by request of the BOR to be consistent with Common Core numbering; thus, the numbering needs to be corrected for this prerequisite.

ISCI 2002 – Physical Science
➢ **Prerequisites**
JUSTIFICATION:
> GEOL 1141 was changed to GEOL 1121 by request of the BOR to be consistent with Common Core numbering; thus, the numbering needs to be corrected for this prerequisite.

MGED 5799 – Student Teaching in Middle Grades Education
➢ **Corequisite**
JUSTIFICATION:
> This course revision is to add the corequisite MGED 4632 which is the new seminar course that all Middle Grades Ed undergraduate students must enroll in during their student teaching semester.

A Fung/Wheaton motion to approve these course revisions was passed unanimously.

Revised Programs
B.S.Ed. in Health and Physical Education <mark>*(REVISED PROGRAM)*</mark>

JUSTIFICATION:
>One of the HLTH prefixes is changing to PUBH.

B.S.Ed. in Middle Grades Education <mark>*(REVISED PROGRAM)*</mark>
JUSTIFICATION:
>The course being added, MGED 4632, is designed as a culminating activity for middle grades students to apply educational theory and research to their classroom practice. Emphasis is placed on analysis of student learning and teaching effectiveness through development of a portfolio that documents and reflects on planning, assessment and instruction in the middle grades classroom.
>
>Content currently provided in the course being deleted, ITEC 3530, will be embedded in other courses in the program.

Other
Secondary or P-12 Education Certification <mark>*(REVISED PROGRAM)*</mark>
JUSTIFICATION:
>Undergraduate Catalog sections on "Secondary or P-12 Education Certification" are being updated so that students interested in secondary or P-12 education certification and faculty advisors will have current information on how students can prepare for entering the MAT program.

A Fung/Wheaton motion to approve these program revisions was passed unanimously.

VI.   COLLEGE OF HEALTH AND HUMAN SCIENCES

Items for consideration were presented by Dr. Stephen Rossi.

➢ **Department of Athletic Training**
Course Revision(s)
KINS 4332 – Therapeutic Modalities
➢ **Prerequisite(s)**
JUSTIFICATION:
>By removing the KINS 3331 pre-requisite for this course, more students who have goals of entering physical therapy or occupational therapy school can have access to taking this course.

KINS 4333 – Therapeutic Exercise
➢ **Prerequisite(s), Corequisite**
JUSTIFICATION:
>By removing the KINS 3331 pre-requisite for this course, more students who have goals of entering physical therapy or occupational therapy school can have access to taking this course.

A Chamblee/Fung motion to approve these course revisions was passed unanimously.

➢ **Department of Child and Family Development**
Proposed New, Revised, or Deleted Program(s)
Child and Family Development, B.S. <mark>*(REVISED PROGRAM)*</mark>
JUSTIFICATION:
>One of the HLTH prefixes is changing to PUBH.

A Chamblee/Fung motion to approve this program revision was passed unanimously.

➢ **Department of Exercise Science**
Course Revision(s)
KINS 3230 – Motor Control
➢ **Prerequisite(s)**
JUSTIFICATION:
>KINS 3131 - Biophysical Foundations of Human Movement that was offered to exercise science students has been changed to KINS 3541 therefore both KINS 3131 and KINS 3541 need to be listed as

prerequisites.

KINS 3542 – Physiological Aspects of Exercise
➢ **Prerequisite(s)**
JUSTIFICATION:
    KINS 3542 - Physiolgoical Aspects of Exercise has had a number change to incorporate the lab component therefore KINS 3131 needs to be listed as a prerequisite.

KINS 3543 – Biomechanical Analysis of Movement
➢ **Prerequisite(s)**
JUSTIFICATION:
    KINS 3543 - Biomechancial Analysis of Movement has had a number change to incorporate the lab. The new pre-requisite KINS 3541 will be updated in the catalog.

A Chamblee/Fung motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Exercise Science, B.S.K. *(REVISED PROGRAM)*
JUSTIFICATION:
    Some of the HLTH prefixes are changing to PUBH.

A Chamblee/Fung motion to approve this program revision was passed unanimously.

➢ **Department of Nursing**
Course Revision
NURS 5210 –Lifespan Advanced Health Assessment Clinical
➢ **Lab Hour(s), Title**
JUSTIFICATION:
    This is a change in the title of the course to reflect national trends and in lab hours. When the course was initially set up in 2004, the number of lab hours was incorrect. This is to correct the error. A sentence was added to the note section that states students should take PSYC 1101 in Area E because it is a prerequisite for KINS 3230.

A Chamblee/Fung motion to approve this course revision was passed unanimously.

➢ **Department of Nutrition and Food Science**
Proposed New, Revised, or Deleted Program(s)
Nutrition and Food Science, B.S. *(REVISED PROGRAM)*
JUSTIFICATION:
    Some of the HLTH prefixes are changing to PUBH.

A Chamblee/Fung motion to approve this program revision was passed unanimously.

➢ **Department of Recreation**
Proposed New, Revised, or Deleted Program(s)
Recreation, B.S. *(REVISED PROGRAM)*
JUSTIFICATION:
    One of the HLTH prefixes is changing to PUBH.

A Chamblee/Fung motion to approve this program revision was passed unanimously.

VII.   VICE PRESIDENT OF ACADEMIC AFFAIRS

Items for consideration were presented by Danielle Smith.

➢ **Center for International Studies**
Course Revision(s)

INTS 3330 - Research Methods in International Studies

➢ **Number**

This course is an introduction to the types of qualitative research designs and research techniques inherent in the multidisciplinary concentrations of International Studies. Students will examine and have direct experience in data collection, analysis, and research reporting.

JUSTIFICATION:

Research Methods should be a foundational skills course for students to complete prior to enrolling in upper division coursework. Students are exposed to the various purposes, methodologies, citation styles and reference skills required of academic research while they continue to improve upon their written and verbal communication skills. It is important that students are familiar with these skills prior to enrolling in upper-division courses where these skills are heavily relied upon, and it is often assumed that students have prior experience and a developed background in conducting academic research. Frequently, students do not take the course until their junior or senior year because of its current place in the curriculum. Several students have noted in their course evaluations that they would have been better served by taking the course earlier. By adjusting this course to be a 2000 level course in Area F of the curriculum, the program will be doing a great service to its students. The course should also be classified as a seminar, since it is already taught in such a manner. It has not been and is not a lecture-style course.

A Ziegler/Mitra motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Programs

International Studies, B.A. *(REVISED PROGRAM)*

JUSTIFICATION:

International Studies is making changes to its Area F curriculum based on a desire to revise the Research Methods course as outlined in the concurrently submitted Course Revision Form for INTS 3330. This change mirrors the practices of several liberal arts, humanities, and social sciences programs across campus where students complete a 2000 level research methods course as part of their Area F curriculum. The number of elective hours in Area F are being reduced as students were completing courses that did not support their upper division emphasis areas. Some of the courses used as electives in Area F also did not fit the goals of the program (i.e. contemporary in scope and at least regional in focus.) This change will also provide students with the ability to pursue 3 more hours of upper division coursework within their regional emphasis, better strengthening and developing this skill set. This change will also reduce the broad number of research methods courses students may choose from. By default, over the past several years, with few exceptions International Studies majors have only been completing INTS 3330.

International Studies would also like to change the name of the Topical Emphasis "Modernization, Development, Environment" to "Development, Aid, and Sustainability" to better reflect the reality and purpose of the emphasis.

Significant International Content *(REVISED PROGRAM)*

JUSTIFICATION:

One of the HLTH prefixes is changing to PUBH.

A Ziegler/Mitra motion to approve these program revisions was passed unanimously.

VIII. JIANN-PING HSU COLLEGE OF PUBLIC HEALTH

Items for consideration were presented by Dr. Joanne Chopak-Foss.

Course Deletion(s)

HLTH 2520 - Peer Health Education Training

HLTH 4130 - Perspectives on Living While Dying

HLTH 4331 - Individual and Group Strategies for Health Behavior Change

HLTH 4799 - Internship in Health Behavior

JUSTIFICATION:

These courses are no longer used in the program and have not been taught in years.

Course Revision(s)

HLTH 2130 - Foundations of Health Education
➢ **Subject, Title, Course Description, Other**
This course introduces students to the field of health education. The historical origins of health education, selected learning theories, emerging issues and trends in the fields and professional responsibilities of health educators in various practice setting will be examined.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 2130H - Foundations of Health Education
➢ **Subject, Title, Course Description, Other**
This course introduces students to the field of health education. The historical origins of health education, selected learning theories, emerging issues and trends in the fields and professional responsibilities of health educators in various practice setting will be examined.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3111H - Health Honors Thesis Seminar I
➢ **Subject, Number, Repeatable for Credit, Other**
This is a seminar course that prepares students to complete a senior honors thesis proposal.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Changing repeatable for credit. The number is changing to align with the schedule type (per the Registrar's Office.)

HLTH 3112H - Health Honors Thesis Seminar II
➢ **Subject, Number, Other**
This is a seminar course that prepares students to complete a senior honors thesis proposal.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject and department codes to align with public health. The number is changing to align with the schedule type (per the Registrar's Office.)

HLTH 3128 - Multicultural and Social Determinants of Health
➢ **Subject, Prerequisite(s), Course Description, Other**
This course introduces the characteristics, causes, and effects of health disparities in the U.S. Health Care System. It also provides students with a foundation to develop the knowledge, attitudes, and skills to become culturally competent health educators. The course explores how health education and promotion is shaped by the cultural, social, and economic contexts in which individuals function.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3130 - Substance Use and Abuse
➢ **Subject, Course Description, Other**
This course explores legal and illegal drug use in modern society. Issues related to the social, cultural, political and economic impact of drug use will be discussed. The emphasis in the course will be on prevention, treatment and effective education techniques for various practice settings and target populations.
JUSTIFICATION:

Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3130H - Substance Use and Abuse
➢ **Subject, Course Description, Other**

This course explores legal and illegal drug use in modern society. Issues related to the social, cultural, political and economic impact of drug use will be discussed. The emphasis in the course will be on prevention, treatment and effective education techniques for various practice settings and target populations.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3131 - Chronic Diseases: A Modern Epidemic
➢ **Subject, Schedule Type, Other**

Chronic conditions (e.g. diabetes, cardiovascular disease, renal disease, obesity) are currently responsible for sixty percent of the global burden of disease and the World Health Organization predicts this to rise to eighty percent by the year 2020. This is one of the greatest challenges facing health care systems throughout the world and it places long-term health and economic demands on health care systems as the population ages. This course will provide students with the opportunity to study specific issues related to chronic disease epidemiology and management and their links to practice.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Schedule Type changed.

HLTH 3132 - Health Care Systems and Advocacy
➢ **Subject, Prerequisite(s), Course Description, Other**

This course introduces students to the background and development of administrative settings for health care delivery in the United States by exploring trends and issues based on current health and medical care programs and practices and analyzing the current organizational structure of medical care services in the United States. Topics to be examined include the medical care process, factors affecting supply and distribution of health professionals and health facilities, health care costs, and financing of care through health insurance and governmental programs. Students will also learn health advocacy skills to plan community based interventions.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3132S - Health Care Systems and Advocacy
➢ **Subject, Prerequisite(s), Course Description, Other**

This course introduces students to the background and development of administrative settings for health care delivery in the United States by exploring trends and issues based on current health and medical care programs and practices and analyzing the current organizational structure of medical care services in the United States. Topics to be examined include the medical care process, factors affecting supply and distribution of health professionals and health facilities, health care costs, and financing of care through health insurance and governmental programs. Students will also learn health advocacy skills to plan community based interventions.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3136 - Principles of Environmental Health
➢ **Subject, Prerequisite(s), Course Description, Other**

This course examines health issues, scientific understanding of causes, and possible future approaches to control the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

JUSTIFICATION:
> Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3136S - Principles of Environmental Health
➢ **Subject, Prerequisite(s), Course Description, Other**

This course examines health issues, scientific understanding of causes, and possible future approaches to control the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

JUSTIFICATION:
> Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3230 - Community Health
➢ **Subject, Prerequisite(s), Course Description, Other**

This course exposes the student to concepts, theories, terms, models, resources, people and experiences which are related to community health issues and programs with a focus on the role of health educators in various community health settings. An examination of affiliations, functions, responsibilities, skills and networks used by community health educators will be included.

JUSTIFICATION:
> Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3231 - Epidemiology and Biostatistics
➢ **Subject, Prerequisite(s), Course Description, Other**

This course introduces the student to the principles and practice of epidemiology and biostatistics. Students will be exposed to the historical development of epidemiology, concepts of causality, definitions of health and disease, and sources of community health data. Current principles and practices in the cause, prevention and control of diseases in various community settings will be emphasized.

JUSTIFICATION:
> Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3330 - Modifying Health Behaviors
➢ **Subject, Prerequisite(s), Course Description, Other**

This course examines the major theoretical models used in public health practice for modifying health behavior. The efficacy of interventions in relation to current practices in public health, best practices and applications of theory-driven health behavior change are studied within the context of community-based settings. The focus of the class is to identify the critical factors necessary to create health behavior change in order to address the current Healthy People goals and objectives.

JUSTIFICATION:
> Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3331 - Stress Theory and Management in Health Promotion
➢ **Subject, Course Description, Other**
This course explores issues related to the etiology of stress and stressors with emphasis on environmental, organizational, interpersonal and individual patterns of stress in various health promotion settings. Competency in the active management of stress and mobilizing support in health settings will be evaluated.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3430 - Sexuality Education
➢ **Subject, Course Description, Other**
This course explores contemporary issues in human sexuality and prepares future health professionals to conduct sexuality education with diverse populations in a variety of settings (i.e., school, community, or worksite). Content is intended to help students increase their knowledge of sexuality, improve their ability to educate and promote sexual health and develop skills to increase their comfort level in discussing human sexuality.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 3531 - Consumer Health
➢ **Subject, Course Description, Other**
This course prepares individuals to make intelligent decisions regarding the purchasing and use of health products and services that will have a direct affect on their health. Allows students to explore the relationships among consumerism, health and education. Students will investigate consumerism, marketing and advertising as foundational aspects of consumer health. In addition, students will survey a variety of health related products and services to determine the implications and consequences of their use.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

A Gregg/Wheaton motion to approve these course revisions was passed unanimously.

HLTH 4099 - Selected Topics in Health Science
➢ **Subject, Course Description, Other**
This course provides the student with in-depth study of selected topics in health science.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

Selected topics announcements are for information only.

HLTH 4099S - Selected Topics in Health Science
➢ **Subject, Course Description, Other**
This course provides the student with in-depth study of selected topics in health science.
JUSTIFICATION:
    Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

Selected topics announcements are for information only.

HLTH 4111H - Health Honors Thesis Seminar III
➢ **Subject, Number, Course Description, Other**
In a seminar setting, students will continue writing and revising their thesis. This course provides the student with the opportunity to revise manuscript proposal based upon previous work in Honors Thesis Seminar I and II. Student will be guided through primary data collection and analysis. Student will also complete writing the first draft of the Research Manuscript adhering to current APA style manual.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office. The number is changing to align with the schedule type (per the Registrar's Office.)

HLTH 4112H - Health Honors Thesis Seminar IV
➢ **Subject, Number, Course Description, Other**
Students will complete an Honors Research thesis and successfully defend their original research project to their Research Director and Research Committee. Revisions to the Honors thesis will be based upon feedback from the oral defense. To demonstrate proficiency in oral research presentation, students will present their original research at the Honor's Research Symposium and Phi Kappa Phi Research Symposium. Finally, students will be required to submit the final Research Manuscript for publication in a professional format.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office. The number is changing to align with the schedule type (per the Registrar's Office.)

HLTH 4132 - Program Planning in Health Education and Promotion
➢ **Subject, Title, Prerequisite(s), Corequisite(s), Course Description, Other**
This course introduces students to the theory and application of community-based program planning and evaluation. The first of a two-course sequence, the focus will be on the development of a health promotions program plan designed to apply course content to a real-life health issue. Concepts in community assessment, organization, and mobilization for the purpose of addressing identified public health concerns will serve as the foundation for the planning process.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 4133 - Health Education and Promotion Program Planning II
➢ **Subject, Prerequisite(s), Course Description, Other**
This course introduces students to additional theory and application of community-based program planning and evaluation. The second of a two-course sequence, the focus will be on program implementation, evaluation, and reporting of the health promotion plan developed during the prior semester. Students will gain first-hand experience in conducting an evaluation of community health education program.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 4134 - Research Methods and Evaluation in Health Education and Promotion
➢ **Subject, Prerequisite(s), Corequisite(s), Course Description, Other**
This course introduces the student to research methods used in health education and promotion. Examines the rationale and procedure to evaluate health education/promotion programs. Focuses on several topics including: research design, methods of program evaluation, planning research and evaluation, the politics and ethics of evaluation, measurement, sampling logistics, data analysis and the development of a student project.
JUSTIFICATION:
Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH).

Therefore, we are changing the subject, department code, and CIP code to align with public health.
Catalog description updated per Registrar's Office.

HLTH 4195S - International Studies Abroad in Health and Kinesiology
➢ **Subject, Title, Cross-List, Other**
This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad. Classroom instruction will be combined with on-site experiences to provide a realistic learning experience.
JUSTIFICATION:
   Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH).
   Therefore, we are changing the subject, department code, and CIP code to align with public health. This course will no longer be cross-listed.

HLTH 4230 - Maternal and Child Health
➢ **Subject, Course Description, Other**
This course will review the historical and contemporary maternal and child health trends and issues. The application of health behavior and education theories to understanding the health status of women and their children will be central to the course. Particular emphasis will be placed on promotion and education efforts designed to improve the health, well-being and quality of life for women and children in the United States.
JUSTIFICATION:
   Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH).
   Therefore, we are changing the subject, department code, and CIP code to align with public health.
   Catalog description updated per Registrar's Office.

HLTH 4231 - Health Aspects of Aging
➢ **Subject, Course Description, Other**
This course examines the aging process from a health education perspective. Students will become acquainted with the process of and problems associated with aging in order to effectively manage this important public health issue. Knowledge and understanding of biological, psychological, and sociological aspects of aging as related to health and wellness will also be addressed.
JUSTIFICATION:
   Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH).
   Therefore, we are changing the subject, department code, and CIP code to align with public health.
   Catalog description updated per Registrar's Office.

HLTH 4330 - Promotional Strategies for Health Programs
➢ **Subject, Prerequisite(s), Course Description, Other**
This course explores the application of social marketing and communication theory to the development of strategies to enhance health education and promotion programs.
JUSTIFICATION:
   Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH).
   Therefore, we are changing the subject, department code, and CIP code to align with public health.
   Catalog description updated per Registrar's Office.

HLTH 4618 - Senior Seminar in Health Education and Promotion
➢ **Subject, Course Description, Other**
This course provides senior level Health Education and Promotion majors with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, internships, development and growth and current research themes within the profession.
JUSTIFICATION:
   Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH).
   Therefore, we are changing the subject, department code, and CIP code to align with public health.
   Catalog description updated per Registrar's Office.

HLTH 4798 - Internship in Health Education and Promotion
➢ **Subject, Course Description, Other**
This course provides the senior level Health Education and Promotion majors with a practical experience in

an appropriate health setting. Students must complete all course work in the Health Education and Promotion major prior to enrolling in this course.

JUSTIFICATION:

Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

HLTH 4899 - Directed Individual Study
➢ **Subject, Course Description, Other**

This course provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor.

JUSTIFICATION:

Various HLTH courses are now under the Jiann-Ping Hsu College of Public Health (JPHCOPH). Therefore, we are changing the subject, department code, and CIP code to align with public health. Catalog description updated per Registrar's Office.

PUBH 5520 - Introduction to Public Health
➢ **Schedule Type**

JUSTIFICATION:

The schedule type is being updated so this course can be taught/offered face-to-face and/or online.

A Gregg/Wheaton motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Health Education and Promotion, B.S.H.S. *(REVISED PROGRAM)*

JUSTIFICATION:

We are proposing changing the name of the degree, Bachelor of Science in Health Sciences (BSHS) with a major in Health Education and Promotion to a Bachelor of Science in Public Health (BSPH) with a major in Health Education and Promotion. BSHS was housed in the College of Health and Human Science until July 2013 when it was moved to the Jiann-Ping Hsu College of Public Health (JPHCOPH). The four faculty members teaching in the BSHS program were also transferred to JPHCOPH. Since the curriculum for the BSHS was developed in cooperation with faculty from the JPHCOPH to meet the requirements of the accrediting agency of schools of public health (Council on Education for Public Health—CEPH), the curriculum will remain the same. We will only change the name of the degree and the course numbering prefix from HLTH to PUBH. No other changes in the program are anticipated.

Health Education and Promotion Minor *(REVISED PROGRAM)*
JUSTIFICATION:

Some of the HLTH prefixes are changing to PUBH.

Health Informatics Second Discipline Concentration *(REVISED PROGRAM)*
JUSTIFICATION:

Some of the HLTH prefixes are changing to PUBH. The name is changing to reflect the move to Public Health.

A Gregg/Wheaton motion to approve these program revisions was passed unanimously.

IX.   COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Items for consideration were presented by Dr. David Williams.

➢ **Department of Civil Engineering & Construction Management**
New Course(s)
CENG 2131 – Civil Engineering Fluid Mechanics

This course covers basic concepts of fluid mechanics, and the fundamentals and applications of ideal and real fluid flow. Topics include fluid statics, conservation principles, the Bernoulli equation, fluid flow in pipes, fluid flow measurement devices, open channel flow, and basic hydraulic structures.

JUSTIFICATION:
    Students enrolled in the Civil Engineering program currently take a general fluid mechanics lecture style course (ENGR 3235)   followed by a separate fluid mechanics laboratory (CENG 3311). While ENGR 3235 provides students with some of the fundamental concepts of fluid mechanics (fluid statics, pipe flow, flow measurement, and conservation principles), it lacks an appropriate coverage of open channel flow which is essential for several of the Civil Engineering courses including CENG 3131 (Environmental Engineering), CENG 3132 (Water and Wastewater Treatment) , CENG 4133 (Water Supply and Wastewater Collection), and CENG 4137 (Open Channel and Pumps). Likewise, requiring ENGR 3235 as a prerequisite to CENG 3311 limits the effectiveness of the laboratory expereience by not allowing students to supplement the material covered in lecture with a hands on learning experience during the same semester.

    The new course will combine both the classroom and laboratory learning activities within a single course. This will enhance the student learning experience by allowing students to connect concepts learned in the classroom with real-world applications practiced in lab. Combining the lecture and laboratory content will also minimize the problem of having students forget the lecture content the following semester when they take the laboratory.

CENG 4518 – Introduction to Senior Project
This course is the first component of the senior project series of two courses designed to aid the students in successful completion of the capstone project required for the civil engineering curriculum. This first course introduces students to contemporary civil engineering considerations and professional engineering practice in a global, economic, environmental, and societal context. The course prepares students to function on multi-disciplinary teams while completing preliminary tasks required for the senior project. The importance of life-long learning and professional licensure is also addressed.
JUSTIFICATION:
    Students enrolled in the Civil Engineering program currently take a Senior Project course (CENG 4539). Based on feedback from all program constituencies, including students, faculty and Professional Advisory Committee (PAC) members, there is a need for an introductory course to better prepare students to successfully complete a comprehensive senior project.

    This new course (CENG 4518, Introduction to Senior Project) will provide students and faculty with an opportunity to formally address two critical issues: (1) the need for additional time to successfully complete a comprehensive senior project; and (2) coverage of specific Student Learning Outcomes (SLOs). These include: (a) an ability to function on multidisciplinary teams; (b) an understanding of professional and ethical responsibility; (c) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; (d) a recognition of the need for, and an ability to engage in life-long learning; and (e) a knowledge of contemporary issues.

A Baker/Mitra motion to approve these new courses was passed unanimously.

Course Revision(s)
CENG 3132 – Introduction to Water and Wastewater Treatment
➢ **Prerequisite(s)**
JUSTIFICATION:
    Rather than have Civil Engineering students take a lecture style fluid mechanics course (ENGR 3235) followed by a separate fluid mechanics laboratory (CENG 3311), the CECM faculty decided to develop a new course (CENG 2131) which combines the lecture and laboratory components into one course. Both the lecture and lab components of CENG 2131 will contain an improved coverage of the open channel flow topics essential for many of the junior and senior level Civil Engineering courses.

CENG 4133 – Water Supply and Wastewater Collection Systems
➢ **Prerequisite(s)**
JUSTIFICATION:
    Rather than have Civil Engineering students take a lecture style fluid mechanics course (ENGR 3235) followed by a separate fluid mechanics laboratory (CENG 3311), the CECM faculty decided to develop a new course (CENG 2131) which combines the lecture and laboratory components into one course. Both

the lecture and lab components of CENG 2131 will contain an improved coverage of the open channel flow topics essential for many of the junior and senior level Civil Engineering courses.

CENG 4137 – Open Channels and Pumps
➢ **Prerequisite(s)**
JUSTIFICATION:

Rather than have Civil Engineering students take a lecture style fluid mechanics course (ENGR 3235) followed by a separate fluid mechanics laboratory (CENG 3311), the CECM faculty decided to develop a new course (CENG 2131) which combines the lecture and laboratory components into one course. Both the lecture and lab components of CENG 2131 will contain an improved coverage of the open channel flow topics essential for many of the junior and senior level Civil Engineering courses.

CENG 4539 – Senior Project
➢ **Prerequisite(s)**
This course is designed to be the culmination of the undergraduate civil engineering education experience. The course draws together diverse elements of the civil engineering curriculum to provide an integrating experience and to develop competence in focusing both technical and non-technical skills in solving problems. The senior project course involves design and analysis of a new or modified civil engineering project or system with demonstrated feasibility.
JUSTIFICATION:

The addition of the prerequisite course CENG 4518 eliminates the need for the previous listing of other prerequisite courses for this follow-up course in the curriculum. The course description was modified to replace sentence fragments with complete sentences.

A Baker/Mitra motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Civil Engineering, B.S.C.E. *(REVISED PROGRAM)*
JUSTIFICATION:

The department is developing a new course, CENG 4518 (an introductory course to the existing Senior Project course). The need for this new course was identified by program constituencies through continuous improvement assessment of the program. This one (1) credit hour course will replace the removed one (1) credit hour Fluid Mechanics Lab (CENG 3311) course in the curriculum, as shown on the attached Revised Catalog Program Page. Additionally the new proposed CENG 2131 (Civil Engineering Fluid Mechanics) will replace the ENGR 3235 (Fluid Mechanics) in the curriculum. The department is also inserting a note regarding approved elective courses "Or other appropriate topics approved by the Department Chair" in direct response to feedback from a program accreditation assessment and subsequent consultation with program constituencies.

A Baker/Mitra motion to approve this program revision was passed unanimously.

➢ **Department of Computer Sciences**
Selected Topics Announcement(s)
CSCI 5090 Applications of Parallel Computers
JUSTIFICATION:

XSEDE (eXtreme Science and Engineering Development Environment) is a multi-year program launched in 2012 by the NSF to stimulate large-scale science and engineering via computational science. XSEDE has coordinated the offering of a course on Parallel Programming with UC Berkeley, Cornell University, Ohio State University, and many others. The course will be delivered on-line and is based on material developed by Prof. Jim Demmel (UC Berkeley). Georgia Southern Computer Sciences Professor Dr. Juan Vargas has been involved with XSEDE since its developmental stage. As the Microsoft Director for the Parallel Programming Academic Program from 2009 to 2012, Dr. Vargas provided $10M funding for UC Berkeley and the University of Illinois. Dr. Vargas is intimately familiar with the course content and will be the local coordinator of the course for Georgia Southern.

Selected topics announcements are for information only.

Course Revision(s)
CSCI 1302 Programming Principles II
➢ **Co-requisite(s)**
JUSTIFICATION:
> This change is to correct an error. CSCI 1302 with a minimum grade of "C" is a prerequisite for CSCI 3236 and therefore, CSCI 3236 should not be listed as a co-requisite for this course.

A Gregg/Fung motion to approve this course revision was passed unanimously.

➢ **Department of Electrical Engineering**
New Course(s)
EENG 3421 – Advanced Engineering Analysis
This course offers introduction to systems and simualtion, mathematical and statistical modeling of systems, random numbers, random-variate generation, input modeling, verification and validation of simulation models, analysis of simulation data, comparison and evaluation of alternative system designs, simulation examples of electrical engineering systems.
JUSTIFICATION:
> This is a required course for the Electrical Engineering program. This course will focus on the advanced analysis of electrical engineering systems, and how to use simulation to model such systems.

EENG 5533 – Optical Fiber Communications
This course offers introduction to the physics of optical fiber communication components and the applications to communication systems. Topics include light and its behavior in the fiber, fiber attenuation, dispersion and nonlinear effects, laser modulation, photo detection and noise, receiver design, bit error rate calculations, and coherent communications. Graduate students will be required to complete an individual research project not required of undergraduate students
JUSTIFICATION:
> This is an elective course for Electrical Engineering program to provide students with concentration in Communications.

A Morris/Mitra motion to approve these new courses was passed unanimously.

Course Revision(s)
EENG 4610 – Senior Project I
➢ **Credit Hour(s), Lecture/Seminar Hour(s), Catalog Description, Number**
This course is the first sequence of a two-semester long capstone project with emphasis on project research, design and development under real engineering constraints. Topics include background and state-of-the-art research of the particular project, tasks scheduling, project management and research of ethical, environmental and sustainability issues related to the project. Students are required to work in teams, conduct research and start basic project design under the direction of a faculty advisor.
JUSTIFICATION:
> In order to expand on topics for project management, engineering ethics and sustainability, the lecture contact hours and credits should be increased.

EENG 4621 – Senior Project II
➢ **Prerequisite(s)**
JUSTIFICATION:
> EENG 4130 Engineering Economy and Project Management will be deleted from the EE program. The topics of Project Management taught in the EENG 4130 course will be included as part of the the EENG 4610 course. In order to make this possible, EENG 4610 is also being modified from a 1 credit to a 2 credit course, changing number, EENG 4610 to EENG 4620.

A Morris/Mitra motion to approve these course revisions was passed unanimously.

Course Deletion
EENG 4130 - Engineering Economy and Project Management
JUSTIFICATION:

EENG 4130 Engineering Economy & Project Management course (3 cr) will be deleted because the engineering economy portion of this course is very similar and repetitive to the material coverd in ECON 2105 Economics in Global Society. The project management portion in EENG 4130 will be included in EENG 4610 Senior Project I, that will change from 1 credit to 2 credits. The 2 credits left will be used to create a new course, EENG 3421 Advanced Engineering Analysis, that covers material that is required for ABET accreditation and that is not covered in any other course in the EE curriculum.

A Morris/Mitra motion to approve this course deletion was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Electrical Engineering, B.S.E.E. *(REVISED PROGRAM)*
JUSTIFICATION:

New elective course: EENG 5533 - Optical Fiber Communication (3), this new course in fiber optic communication will offer students a new elective senior level course that will provide knowledge on the state-of- the-art in modern communication systems.

New required course: EENG 3421 Advanced Engineering Analysis (2), this course has been added to satisfy ABET accreditation.   In order to maintain the EE program requirement of 132 credits, EENG 4130 Engineering Economy & Project Management (3), which is not required for ABET accreditation, will be removed from the EE program. The remaining 1 credit will be added to EENG 4610 Senior Project I to cover the project management portion of the deleted course. EENG 4610 is also being modified from a 1-credit hour seminar course to a 2-credit hour lecture/lab course to accommodate the additional project management content being added, which required a number change as well.

A Morris/Mitra motion to approve this program revision was passed unanimously.

➢ **Department of Mechanical Engineering**
   Course Revision(s)
   ENGR 3235 – Fluid Mechanics
   ➢ **Prerequisite(s)**
   JUSTIFICATION:
      MATH 3230 is added as a prerequisite course for MENG 3235, so that students can have a stronger math background and be better prepared for this course to help improve RPG in the program.

   MENG 2139 – Numerical methods in Engineering
   ➢ **Prerequisite(s)**
   JUSTIFICATION:
      ENGR 1731 is added as a prerequisite course for MENG 2139, so that students can have stronger computational knowledge in engineering, be better prepared for this course, and improve RPG in the program.

   MENG 3331 – Materials Science Studio
   ➢ **Prerequisite(s)**
   JUSTIFICATION:
      ENGR 3233 is proposed to be accepted as ether a prerequisite or concurrent course for MENG 3331. Both sophomore and junior students will have the opportunity to take this course and overrides for concurrent enrollment in the courses will be eliminated.

   MENG 3521 – Mechatronics Studio Laboratory
   ➢ **Prerequisite(s)**
   JUSTIFICATION:
      One of the pre-requisites for ENGR 2334 (Circuits Analysis) is ENGR 2341 (Introduction to Signal Processing). It does not fit the Mechanical Engineering curriculum. ENGR 2131 (Electronics & Circuits Analysis) is a more appropriate prerequisite course, and will provide stronger student background knowledge and preparation so students can be more successful in the course. This should also help improve RPG in the program.

MENG 5138 – Composite Material: Manufacturing, Analysis, and Design
  ➢ **Prerequisite(s)**
  JUSTIFICATION:
     Heat Transfer, MENG 3233, does not include any required prerequisite content that is necessary
     preparation for taking MENG 5138; therefore, it is being removed as a prerequisite for this course.

  A Morris/Mitra motion to approve these course revisions was passed unanimously.

  ➢ **College of Engineering and Information Technology**
     New Program Prospectus for B.S. in Manufacturing Engineering *(NEW PROGRAM)*

     A Fung/Alba/Flores motion to approve this new program was passed unanimously.

X. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

  ➢ **Department of Criminal Justice and Criminology**

     Items for consideration were presented by Dr. Christine Ludowise.

     Proposed New, Revised, or Deleted Program(s)
     Justice Studies, B.S.J.S.
     JUSTIFICATION:
         One of the HLTH prefixes is changing to PUBH.

     A Mitra/Wheaton motion to approve this program revision was passed unanimously.

  ➢ **Department of Music**

     Items for consideration were presented by Dr. Linda Cionitti.

     New Course(s)
     MUSC 3221 - Instrumentation for Music Educators
     This course is for Music Education majors - Instrumental emphasis. It explores the individual musical
     instruments and instrumental sections most commonly found in western ensembles, especially (although, not
     exclusively) in the symphonic band and the orchestra. Particular timbre features, ranges, and technical
     capabilities of each instrument, as well as appropriate notational considerations, will be studied. Common
     features of chamber and large instrumental ensembles and basic scoring techniques will also be covered in
     this course.
     JUSTIFICATION:
         This course is required for B.M. Music Education Instrumental Emphasis majors. The course is currently
         part of the degree as a three-credit course. There is a need to make a new two-credit course because (1)
         the three-credit course is still needed by another major (B.M. Music Composition), and (2) alumni
         interviews indicate and the jobs that most majors are employed in demand familiarity with leading a
         marching band. Some of the content in Instrumentation will be addressed in the revised Marching Band
         Techniques course, which makes it possible to reduce the credits for Instrumentation to two credits. A
         co-component of this new course is to use the 'gained' credit for a one-credit marching band techniques
         course.

     MUSE 3114 - Chamber Music Ensemble
     None. MUSE courses do not have course descriptions in the catalog.
     JUSTIFICATION:
         We need additional ensemble courses in the Bachelor of Music program. Students will study, rehearse,
         and perform chamber repertory under the direction of a faculty member. Having a specific number for
         this activity, rather than using a Special Problems number, will also facilitate effective coordination with
         DegreeWorks. This course will always be an elective in established music programs.

     MUSE 3511 - Electronic Music Ensemble

None. MUSE courses do not have course descriptions in the catalog.
JUSTIFICATION:

An electronic music ensemble was started several years ago under a Special Topics number to provide students in the Music Technology area with an opportunity to have a collaborative performing experience with electronic media. It also permits the students to compose music for the group. After having offered this ensemble for four semesters with great success, having a dedicated course number, rather than using a Special Topics number, will show its significance as an ongoing ensemble in the Music Department and will also facilitate effective coordination with DegreeWorks. This course is an elective for students in established music programs, particularly those with a minor in Music Technology.

A Morris/Alba-Flores motion to approve these new courses was passed unanimously.

Course Revision(s)
MUSA 2192 – Composition
➢ **Number, Prerequisite(s), Credit Hours**
Admission to an applied studio is by approval of the Music faculty. Instruction in various instruments and voice is offered. Undergraduate instruction is offered at preparatory, first, second, and third and fourth year levels.
JUSTIFICATION:

This change is to add Introduction to Composition as a prerequisite and to change the course number from MUSA 2192 to MUSA 2129. The course number was not in line with department policy and practice, requiring the numbers to indicate courses in a sequence. Furthermore, the number had to be changed because the course is two credit hours, not variable credit hours.

MUSA 3192 – Composition
➢ **Number, Title, Prerequisite(s), Credit Hours**
Admission to an applied studio is by approval of the Music faculty. Instruction in various instruments and voice is offered. Undergraduate instruction is offered at preparatory, first, second, and third and fourth year levels.
JUSTIFICATION:

The first change is to update the prerequisite for this course. The prerequisite has been changed to MUSA 2129 and students should have taken two semesters of it before registering for this course. The course number has been changed from 3192 to 3129 for two reasons. First, it was not in line with department policy and practice, requiring the numbers to indicate a sequence. Second, the course number had to be changed because the course is two credit hours, not variable credits. Finally, the name of the course has been changed to indicate a progression in the course requirements (e.g., MUSC 2129 - Composition and then MUSC 3129 - Intermediate Composition).

MUSA 4192 – Composition
➢ **Number, Title, Prerequisite(s), Credit Hours**
Admission to an applied studio is by approval of the Music faculty. Instruction in various instruments and voice is offered. Undergraduate instruction is offered at preparatory, first, second, and third and fourth year levels.
JUSTIFICATION:

The first change is to update the prerequisite for this course. The prerequisite has been changed to MUSA 3129 and students should have taken two semesters of it before registering for this course. The course number has been changed from 4192 to 4129 for two reasons. First, it was not in line with department policy and practice, requiring the numbers to indicate a sequence. Second, the course number had to be changed because the course is two credit hours, not variable credits. Finally, the name of the course has been changed to indicate a progression in the course requirements (e.g., MUSC 2129 - Composition, MUSC 3129 - Intermediate Composition, and then MUSC 4129 - Advanced Composition).

MUSC 1311 - Introduction to Composition
➢ **Other**
JUSTIFICATION:

This change is to add an extra contact hour - totaling two (2) contact hours - to the lecture, which is generally split between actual lecture time and group work for which the current duration of the class is

not enough. This change will not demand more work from the instructor or the students and so the class should remain at one (1) credit hour.

MUSC 4221 - Marching Band Techniques
➢ **Number, Corequisite(s), Credit Hours, Prerequisite(s), Catalog Description**
This course examines the development of marching band over time. Students are introduced to basic concepts in marching techniques, marching band administration, drill writing, and drumline. Students gain competence in drill writing software, developing a policy and procedures handbook, and administering color guard and majorette techniques.
JUSTIFICATION:
> The need for the course is demonstrated through alumni interviews and by comparing the current degree requirements to the actual job responsibilities of graduates. The degree Bachelor of Music in Music Education, Instrumental, leads to a job as a band teacher. For many of these jobs, teachers are required to lead or assist in leading the Marching Band. Currently, Georgia Southern has no course addressing this large topic. It receives two days of attention in MUSC 4532 - Secondary Methods, but that is far from sufficient.

> This course is in the catalog as a two-credit course. It is an elective course, however, because there is not enough room in the degree to require two additional credits. This one-credit revision of the course does not add to the degree credits, but it does give teacher candidates some background in teaching and administering marching band.

MUSC 4799 - Student Teaching in P-12 Music Education
➢ **Catalog Description**
Student Teaching in P-12 Music Education is a period of guided music teaching during which the candidate, under the direction of a clinical supervisor, takes increasing responsibility for leading the school music experiences of a given group of learners over a period of consecutive weeks. The candidate engages more or less directly in many of the activities which constitute the wide range of a music teacher's assigned responsibilities.
JUSTIFICATION:
> The catalog description is being updated to use "candidate" rather than "student" and "clinical supervisor" rather than "cooperating teacher." Candidate is the term used to identify the music education teacher candidate, and clinical supervisor is the term the COE and the Department of Music use now to identify a teacher in a partnering school who is providing supervision for candidates during their field experiences.

> Also, "P-12" is part of the official course title so it is being added in the first sentence of the catalog description.

MUSC 5530 - Recording Studio Techniques
➢ **Number, Prerequisite(s), Cross-List, Catalog Description**
This course focuses on the technical and creative investigation of current multi-track recording and mixing techniques. Technical aspects of essential signal processing techniques are covered and their aesthetic implications are actively explored. Students examine these topics through the creation of music in a recording studio using a variety of tools including hardware and software processors and multi-tracking software.
JUSTIFICATION:
> The prerequisite was inadvertently left out when a course description revision was submitted last year. Students will not have the necessary background skills to do the more advanced work in this course without this prerequisite. The course number is being changed because the graduate section number was changed last year and this course was inadvertently left as a 5000-level course. The "H" section is being uncrosslisted.

MUSC 5531 - MIDI Sequencing
➢ **Number, Prerequisite(s)**
This course covers essential synthesis techniques in the analog and digital domains. Students will examine the bits and bytes of the MIDI communication protocol. A variety of sequencing techniques are examined in several contexts including historical uses, current methods, and in combination with visual media. At the core of the course is an emphasis upon the application of technical knowledge through the creation of musical

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works.

JUSTIFICATION:

> The prerequisite was inadvertently left out when a course description revision was submitted last year. Students will not have the necessary background skills to do the more advanced work in this course without this prerequisite. The course number is being changed because the graduate section number was changed last year and this course was inadvertently left on the books as a 5000-level class.

A Morris/Alba-Flores motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Composition, B.M. *(REVISED PROGRAM)*

JUSTIFICATION:

> The number of two courses had to be changed from 5000-level to 4000-level because the graduate courses were changed last year. The necessary changes to these courses weren't discovered until the Department decided to add prerequisites to the courses.

Department of Music *(REVISED PROGRAM)*

JUSTIFICATION:

> The Music Department's Music Major Progression Requirements needed to be updated to clarify how many times a student may take or retake a course. Additionally, whether a student was removed from the Music Department or simply from the major program of study had been unclear. Our revised policy clarifies these important points.

Music Education, B.M. (Instrumental) *(REVISED PROGRAM)*

JUSTIFICATION:

> The changes to the B.M. Music Education (Instrumental) include:
> 1) The addition of MUSC 3217 - Woodwind Class and MUSC 3218 - Brass Class. In order to be consistent, all courses required of students need to be listed on the catalog page. The credits for these courses have been included in the credit towards degree count.
> 2) We are replacing MUSC 3331 (3 credits) with the new course MUSC 3221 (2 credits). The credit "gained" from this change will be used for the revised course MUSC 4211 - Marching Band Techniques. A complete rationale is provided for these changes in the revised course forms submitted with this program change form.

Music Second Discipline Concentration *(REVISED PROGRAM)*

JUSTIFICATION:

> The number of two courses had to be changed from 5000-level to 4000-level because the graduate courses were changed last year. The necessary changes to these courses weren't discovered until the Department decided to add prerequisites to the courses.

Music Technology Minor *(REVISED PROGRAM)*

JUSTIFICATION:

> The number of two courses had to be changed from 5000-level to 4000-level because the graduate courses were changed last year. The necessary changes to these courses weren't discovered until the Department decided to add prerequisites to the courses.

A Morris/Alba-Flores motion to approve these program revisions was passed unanimously.

➢ **Department of Writing and Linguistics**

Items for consideration were presented by Dr. Dan Bauer.

Selected Topics Announcement(s)

WRIT 2090 - Retellings and Retelling

JUSTIFICATION:

> Need for proposed course:
> In "Tradition and the Individual Talent" T.S. Eliot writes, "No poet, no artist of any art, has his complete

meaning along. His significance, his appreciation is the appreciation of his relation to the dead poets and artists. You cannot value him alone; you must set him, for contrast and comparison, among the dead." Here, Eliot points to the notion of intertextuality--the idea that all texts respond, in one manner or another, to other texts. Eliot, among other critics and scholars, poses the question, what is creativity and originality? And, more importantly, who owns it? In this course, students will explore these questions through both the critical examination of the art of retellings and creative practice of retelling.

Hollywood, with its recent trend toward remakes and sequels intended to tap into ready-made audiences, is just one place where the art of retellings is alive and well. Many authors, too, borrow upon earlier myths, fairytales, and stories; these literary retellings often serve to complicate the meaning of the original text. By retelling and recasting narratives, often from new perspectives or for different aims, these texts question, transform, explain, or otherwise attempt to alter the original. These retellings often serve to dismantle the notion of a Master Narrative and replace it with multiple competing narratives that explore questions of identity, gender, sexuality, race, and legitimacy.

In this course, students will explore the manner in which classic narratives have been reshaped, remixed, retold, or (re)appropriated by media, culture, and various authors. After undertaking the study of retellings as an art form and a cultural artifact, students will practice generating their own retellings in a workshop format with an emphasis on both craft and on the manner in which students are responding to a predecessor text with a clear intent and purpose. Finally, this course will explore issues regarding copyright, intellectual property, and fair use--and other ideas related to the "ownership" of originality.

However, this course will quickly move beyond fan fiction in order to study works of literature and film. Students will be asked to consider the nature and genealogy of retellings and the purpose of such works. Ultimately, this course will pose the important question, why retell? Students will first examine retellings that raise issues, review history, critique or "reread" predecessor texts, exert mastery upon the original text, clarify ambiguity, contribute to a "collective" truth, or to demonstrate a critical self-consciousness. After analyzing such works, students will practice the art of retelling through the generation of original prose and poetry. The ultimate goal is to help students become both creative writers who understand craft and critical thinkers who understand the purposefulness and usefulness of written texts.

Outcomes:
In a workshop setting, students will work to achieve the following outcomes: examine the intertextual relationship of narrative; practice the art of close and critical reading; practice writing within a particular form; identify conventions and terms appropriate to various genres and forms; engage in good writing practices; assess their own work and the work of their peers.

WRIT 2090 - Writing Queer in Cyberspace
JUSTIFICATION:
In this course, students will examine, and create, queer writing in cyberspace. Broadly, our focus will be queer life-writing and identity construction in cyberspace: if, as Heim claims, when online, "we break free, like monads, from bodily existence" (73), then how have mediated realities enabled GLBTQIA individuals to create, and recreate, cultural identities? Among other texts we will consider are virtual realities: what can we say about self-presentation, body image, and performance in those virtual worlds (RPGs, for instance)? To what extent do virtual bodies, when not contained by physical space, allow for unlimited possibilities of gender, race, size, and even species (Hastag.org)? How about self-disclosure: might such virtual realities provide a rehearsal for the coming-out process? We will also look at social networks, both queer- and straight-identified. What sorts of self-expressions and representations of self happen in the cyberworld? Do online communities allow individuals to carve out an identificatory space, and if so, how might that identification differ from the one expressed daily in the lived world? What about web texts such as webcomics and video blogs: how does the digitally-written life differ from the one written as a paper text? Please note that much of the subject matter of this course is about the examination of communities within which one may—or may not—be a member. The course, therefore, welcomes individuals with any sexual identificatory position.

We will use the above ideas to undergird our semester-long engagement with the practice of writing. This course will encourage forms of digital writing which will include the creation of blogs, remixed texts,

autobiographical comics, and multimodal writing, e.g. the inclusion of visual and audio materials and non-conventional prose forms. We will use the above referenced sites—virtual realities, online forums, and web texts—as models and prompts. Additionally, we will write and critique passages of digitized life-writing generated by participants during the semester. Students will be creating digital texts, writing analyses, and reflections, every workshop meeting. By the end of the class, each student should have a "portfolio" of digital writing demonstrating the student's understanding of these new media.

Course Outcomes and Assessments
In a workshop setting, students will achieve the following:
- Interrogate LGBTQIA sexualities as they are constructed and performed in online environments.
- Engage in productive, inclusive, and thought-provoking dialogue about the texts and theories inherent to LGBTQIA literature and theory
- Identify and employ conventions and terms appropriate to the genre of life-writing, especially in its queer contexts
- Be able to articulate, for multiple audiences, meaning-making capabilities of textual, graphic, auditory, and video modes
- Compose in multiple modes with intended rhetorical effects—particularly the performance of queerness as textual act—and articulate the steps taken to achieve those effects
- Evaluate multimodal writing and alternative modes of composition
- Write for inquiry and reflection
- Demonstrate competency in grammar, diction, and usage

These selected topics announcements are for information only.

XI. COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Chuck Harter.

➢ **Department of Information Systems**
New Course
CISM 4239 – Advanced Business Analytics with SAP HANA
This course covers advanced practices and concepts in the areas of business intelligence and business analytics. The course will emphasize more the data foundation required to support business intelligence and business analytics, rather than associated applications. Special emphasis will be given to the SAP HANA big data platform.
JUSTIFICATION:
Many companies have recognized the strategic and tactical importance of their data assets and have been investing heavily in technologies related to business intelligence, analytics, and big data. For many companies, these technologies are seen as transformative. Accordingly, we must equip our students to function in a future business environment in which these technologies will play an ever-increasing central role. In the view of McKinsey & Co (2011): "The United States alone could, by 2018, face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions." Building upon their prior studies in business intelligence, analytics, database, and enterprise resource management, this course will expose students to emerging business-focused big data analytics platforms and advanced business analytical technologies. In order to deliver to students a competitive advantage in the marketplace, this course will feature both traditional, as well as 'bleeding edge' technologies. Already, this course was the first in the world to teach the HANA big-data curriculum developed by SAP, a leading provider of enterprise solutions. While 'analytics' may be approached from an application-specific viewpoint (e.g., supply chain analytics), this course will focus more on the data provising aspects of business analytics. Notwithstanding, all concepts will be presented in terms of: why should business care about these technologies?

This course will attract those students wishing to pursue careers in business intelligence, big data, data science, managing advanced analytical technologies associated with other business majors, or who wish to build and/or manage the next generation of business analytics technologies.

This course will be an elective course for the general BBA -- Information Systems major, and a required course in the BBA - Information Systems emphasis areas (Business Intelligence). Some students enrolled in the B.S.I.T. may also be interested in taking this course.

A Chamblee/Wheaton motion to approve this new course was passed unanimously.

Course Deletions
CISM 3235 - Application Development with COBOL
CISM 3236 - Web Database Development
CISM 4234 - Application Development with Objects
CISM 4331 - Point-of-Sale Technologies
CISM 5131 - Fundamentals of Computer Forensics
JUSTIFICATION:
> These courses have not been offered over the last few semesters due to low interest, and also no longer reflect the focus of the department.

A Chamblee/Wheaton motion to approve these course deletions was passed unanimously.

Course Revisions
CISM 3331 – Principles of Enterprise Information Systems Security
➢ **Prerequisite(s)**
JUSTIFICATION:
> Students do not have to necessarily complete CISM 3135 to take this course. This brings the prerequisite for this course into line with the prerequisites for other courses within the B.B.A. (with an emphasis in Enterprise Security).

CISM 4134 – Database Management
➢ **Prerequisite(s)**
JUSTIFICATION:
> CISM 4134 is becoming a gateway course to the proposed minor in Business Analytics and IS emphasis in Business Intelligence. This prerequisite change enables students to complete CISM 4134 earlier in their studies, and therefore entering advanced studies in analytics and BI earlier.

CISM 4136 – Global Information Resource Management
➢ **Prerequisite(s)**
JUSTIFICATION:
> The prerequisites have been removed to give students more flexibility to take this course. However, BBA status / 55 hours will be required.

CISM 4237 – Business Intelligence
➢ **Prerequisite(s), Catalog Description**
This course is an introduction to business intelligence and business analytics. Students will be exposed to recent technological developments in these areas, as well as best practices. Business students must meet the requirements for BBA status and have earned a minimum grade of "C" in ACCT 2101. Students with declared majors in other colleges must have a minimum grade of "C" in CISM 2530 OR IT 3233. Concurrent enrollment in or prior completion of CISM 4334 is recommended.
JUSTIFICATION:
> CISM 4237 is becoming an early course within an expanded curriculum with a focus on Business Analytics and Business Intelligence. With changing content, knowledge from completing CISM 4334 (the intro to ERP course) has become non-essential, but will remain a recommended completion. With continuing strong interest from BSIT degree students who wish to take this course, the change in prerequisites for non-business students now remove the need to over-ride students into the course who are completing the Information Management specialization in the BSIT degree, in which CISM 4237 is a required course.

CISM 4334 – ERP Systems Using SAP
➢ **Prerequisite(s)**

JUSTIFICATION:
> We are bringing the prerequisites into line with COBA standards to ensure students enrolled   in this course are declared business majors or minors.

CISM 4335 – Advanced Business Applications Programming (ABAP) for the SAP/ERP System
➢ **Prerequisite(s)**
JUSTIFICATION:
> Allow students enrolled in BSIT and BS Computer Science who have completed/ are completing their discipline's database course to enroll in this course.

CISM 4436 – SAP TERP10 Review
➢ **Prerequisite(s)**
JUSTIFICATION:
> This is a de facto capstone course for students in the BBA IS ERP emphasis. Because student success on the TERP10 certification exam requires indepth knowledge of how ERP systems are configured to support integrated processes, prior completion of both CISM 4334 and CISM 4434 is needed to position students for success in CISM 4436.

CISM 4790 – Internship in Information Systems
➢ **Prerequisite(s)**
JUSTIFICATION:
> This change will ensure compliance with COBA's internship requirements.

A Chamblee/Wheaton motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Programs
B.B.A., Information Systems *(REVISED PROGRAM)*
JUSTIFICATION:
> The program was updated to reflect course deletions. Also, this revision incorporates a change in the name of MGNT 3130 - Management and Organizational Behavior.

B.B.A., Information Systems (Emphasis in Accounting IS) *(REVISED PROGRAM)*
JUSTIFICATION:
> This revision incorporates a change in the name of MGNT 3130 - Management and Organizational Behavior.

B.B.A., Information Systems (Emphasis in Business Intelligence) *(REVISED PROGRAM)*
JUSTIFICATION:
> * incorporates a change in the name of MGNT 3130 - Management and Organizational Behavior.
> * reflects several courses dropped from the emphasis arising from a re-design of this emphasis.
> * incorporated new BI Emphais course - CISM 4239 - Advanced Business Analytics with SAP HANA.
> * reflects course deletions.

B.B.A., Information Systems (Emphasis in Electronic Commerce) *(REVISED PROGRAM)*
JUSTIFICATION:
> * incorporates a change in the name of MGNT 3130 - Management and Organizational Behavior.
> * incorporates a change of a CEIT course name & number that affects a cross-listed course that students can elect to take from CEIT.
> * adds CISM 4790 to the emphasis electives.
> * Corrects a course title - CISM 4435.

B.B.A., Information Systems (Emphasis in ERP Systems) *(REVISED PROGRAM)*
JUSTIFICATION:
> * incorporates a change in the name of MGNT 3130 - Management and Organizational Behavior.
> * reflects several courses added/dropped from the emphasis arising from a re-design of this emphasis.
> * CISM 4434 has become a required course.
> * Corrects a course title - CISM 4435

B.B.A., Information Systems (Emphasis in Enterprise Security) *(REVISED PROGRAM)*
JUSTIFICATION:
* incorporates a change in the name of MGNT 3130 - Management and Organizational Behavior.
* incorporates a change of a CEIT course name & number that affects a cross-listed course that students can elect to take from CEIT.
* reflects course deletions.
* IT 5433 is added as an elective.

B.B.A., Information Systems (Emphasis in Logistics IS) *(REVISED PROGRAM)*
JUSTIFICATION:
This revision incorporates a change in the name of MGNT 3130 - Management and Organizational Behavior.

A Chamblee/Wheaton motion to approve these program revisions was passed unanimously.

Business Analytics Interdisciplinary Minor *(NEW PROGRAM)*
JUSTIFICATION:
Business Analytics is an emerging area of study driven by a clear trend within industry (see quote) for students who are comfortable working within an analytical and data-intensive work environment. In the view of McKinsey & Co (2011): "The United States alone could, by 2018, face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions."[1] Similar to McKinsey, the Georgia Department of Labor predicts that from 2010-2020 the labor market segment in the Atlanta region that will add the most jobs will be in the Professional, Scientific and Technical Services industry.[2] At a broader geographic footprint, the "Georgia's Hot Careers to 2020" document lists job titles the Department of Labor predicts will experience significant growth in Georgia until the end of this decade. Several of the position titles in that list directly relate to Big Data opportunities including Computer and Information Systems Managers, Computer Systems Analysts, Database Administrators, Financial Analysts, Logisticians, Management Analysts, Market Research Analysts, Network & Computer Systems Administrators, among others.[3]

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[1] See http://www.mckinsey.com/insights/business_technology/big_data_the_next_frontier_for_innovation
[2] See http://explorer.dol.state.ga.us/gsipub/index.asp?docid=386
[3] See http://explorer.dol.state.ga.us/mis/current/hot_careers_current.pdf.

Enterprise Resources Planning (ERP) Systems Minor *(NEW PROGRAM)*
JUSTIFICATION:
The IS Dept. has experienced strong demand from non-IS students for Enterprise Systems education. While we acknowledge that many of these students prefer to enroll in other majors, offering an ERP minor will provide many of these students an opportunity to complete studies in ERP and receive clear recognition for doing so. Currently, non-IS students wishing to study ERP usually enroll in the IS minor, which provides less recognition that the student has completed substantial studies within the ERP area.

A Chamblee/Wheaton motion to approve these new programs was passed unanimously.

➢ **Department of Marketing and Logistics**
Course Revisions
LOGT 3232 – Business Logistics
➢ **Title, Prerequisites**
JUSTIFICATION:
This course has always included a large amount of SCM. The title change will help students demonstrate to employers a broader understanding of the SCM process. Also, it will allow future flexibility to broaden the material if determined by the market place and the faculty. The pre-req change is to support the Asst. Dean's request to ensure students don't bypass the 2.5 GPA requirement to enter COBA by taking the course without following the intent of the catalog.

An Alba-Flores/Wheaton motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Programs
B.B.A., Logistics and Intermodal Transportation *(REVISED PROGRAM)*
JUSTIFICATION:
    The change is to reflect title changes in required courses.

An Alba-Flores/Wheaton motion to approve this program revision was passed unanimously.

➢ Department of Management
Course Revisions
HNRM 2333 – Introduction to Hotel and Restaurant Management
➢ **Number, Title**
An introduction to the history of services management, the organizational forms and professional opportunities in the hospitality industry.
JUSTIFICATION:
    The new name and number will more accurately reflect the material covered in the course.

HNRM 3336 – Hotel Operations
➢ **Prerequisites**
JUSTIFICATION:
    This prereq change will adjust for a course number change to HNRM 3331.

HNRM 3337 – Promoting the Hospitality Industry
➢ **Prerequisites**
JUSTIFICATION:
    This prereq change will adjust for a course number change to HNRM 3331.

HNRM 3338 – Hospitality Management
➢ **Title, Prerequisites**
JUSTIFICATION:
    The new title will more accurately reflect the material covered in the course.

HNRM 4334 – Food and Beverage Operations
➢ **Prerequisites**
JUSTIFICATION:
    This prereq change will adjust for a course number change to HNRM 3331.

HNRM 4335 – Restaurant Management
➢ **Prerequisites**
JUSTIFICATION:
    This prereq change will adjust for a course number change to HNRM 3331.

HNRM 4336 – Hospitality Issues and Perspectives
➢ **Prerequisites**
JUSTIFICATION:
    This prereq change will adjust for a course number change to HNRM 3331.

MGNT 4438 – Operations in Supply Chains
➢ **Title, Course Description**
The growing tendency of firms to focus on their core competences, and the resulting vertical disintegration of activities, has required a more holistic and global view of operations functions. Firms have increasingly extended their operations beyond firm and home country boundaries, forming webs of interdependent interactions across the world. This course will cover and integrate concepts and topics related to the role of operations management in the design and management of global supply chains.
JUSTIFICATION:

Course title and description changes are needed to more explicitly indicate that the course provides a global business perspective to managing operations in supply chains.

An Alba-Flores/Wheaton motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Programs
Hospitality Management Minor *(REVISED PROGRAM)*
JUSTIFICATION:
This will allow more flexibility for students obtaining a Minor in Hospitality Management.

Management Minor *(REVISED PROGRAM)*
JUSTIFICATION:
The changing specification of courses will allow additional flexibility for students pursuing a Minor in Management.

B.B.A., Management *(REVISED PROGRAM)*
JUSTIFICATION:
These modifications will remove the requirement of BUSA 3134 and add 3 credit hours to the management electives of the curriculum. This will allow students greater flexibility in choosing courses within their major that meet their individual goals. In addition the change will aid in outcomes assessment for acreditation purposes. Students will be permitted to take upper division electives from other programs in COBA at the discretion of the Management Department head.

B.B.A., Management (Emphasis in Entrepreneurship/Small Business) *(REVISED PROGRAM)*
JUSTIFICATION:
This modification will remove the requirement of BUSA 3134 and add these 3 credit hours to the the management electives of the curriculum. This will add an additional course outside of the emphasis area to strengthen the management aspect of the BBA in Management. In addition the change will aid in outcomes assessment for accreditation purposes.

B.B.A., Management (Emphasis in Hospitality Management) *(REVISED PROGRAM)*
JUSTIFICATION:
This modification will remove the requirement of BUSA 3134 and add these 3 credit hours to the the management electives of the curriculum. This will add an additional course outside of the emphasis area to strengthen the management aspect of the BBA in Management. In addition the change will aid in outcomes assessment for accreditation purposes.

B.B.A., Management (Emphasis in Human Resource Management) *(REVISED PROGRAM)*
JUSTIFICATION:
This modification will remove the requirement of BUSA 3134 and add these 3 credit hours to the the management electives of the curriculum. This will add an additional course outside of the emphasis area to strengthen the management aspect of the BBA in Management. In addition the change will aid in outcomes assessment for accreditation purposes.

B.B.A, Management (Emphasis in Operations Management) *(REVISED PROGRAM)*
JUSTIFICATION:
This modification will remove the requirement of BUSA 3134 and add these 3 credit hours to the the management electives of the curriculum. This will add an additional course outside of the emphasis area to strengthen the management aspect of the BBA in Management. In addition the change will aid in outcomes assessment for accreditation purposes.

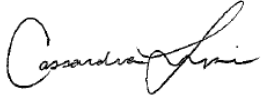*An Alba-Flores/Wheaton motion to approve these program revisions was passed unanimously.*

XII.   OTHER BUSINESS

None

XIII. ADJOURNMENT

There being no further business to come before the committee, a Ziegler/Wheaton motion to adjourn the meeting at 4:18 p.m. passed unanimously.

Respectfully Submitted,

Cassandra Lumpkin
Recording Secretary

NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
February, 2014

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

There are two items to report.

1.   The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University Student-Athletes:
http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html

2. Team GPA's for Fall Semester, 2013 are as follows:

Baseball – 3.13
Men's Basketball – 2.59
Women's Basketball – 3.25
Football – 2.40
Men's Golf – 3.03
Rifle – 3.14
Men's Soccer – 2.97
Women's Soccer – 3.40
Softball – 3.50
Swimming & Diving – 3.34
Men's Tennis – 3.21
Women's Tennis – 3.39
Track - 2.94
Volleyball – 3.37

Overall Male – 2.67
Overall Female – 3.28

Overall Department – 2.92 (tied for highest fall term GPA recorded)

From Fall 2013:
211 scholar athletes (earned 3.0 or higher)
63 Dean's List recipients
39 President's List

FACULTY SENATE LIBRARIAN'S REPORT

MARCH 2014

Meeting of the Academic Standards Committee, November 7, 2013

9:30am-10:30am

Summary

Subject: impact of the current Academic Standing Policy.

Dr. Diana Cone presented the data on undergraduate exclusions and readmissions from fall 2007 to summer 2013 (See documents attached). There are basically two major concerns:

1. The auto appeal process. The "old" policy did not count the auto appeal towards the only appeal students had, so it was a "freebie". The new policy does count it, so if a student took advantage of the auto appeal and failed to bring the overall GPA up to 2.0 and get excluded, he/she used all the appeals available (side note, these students are informed that the auto appeal is their only appeal, but they are not dropped from their classes and they do not have to file any paperwork for a formal appeal process). The Provost office has seen about 18 students who "appealed the appeal", something that was not seen before. Of these students, an exception was made for 9 students who had a 1.98 or 1.99 GPA and the Provost office approved the exception of E2 (5 year exclusion, during this time students cannot go to another public school) since they were close to graduating and the consensus was that these students can make it to a 2.0. They also have to do certain additional things to make sure they get their GPA to a 2.0. Three of them will be graduating this fall and the rest in the Spring.

* the auto appeal category includes students who: a) are 10 points away from 2.0 or had a 2.0 for the last 2 semesters, but overall GPA is below a 2.0

2. Loss of students overall. In fall 2012 (the first batch of students under the new policy) 742 students were in the E1 and E2 category (about 24% of undergraduate student population, which is about the same percentage we saw before the new policy). Of these, about 111 had a GPA of 1.95-1.99. Only 10% came back after the exclusion, so GSU is "losing" students. Also, of the students who got a notice that a current semester is their last semester at GSU due to GPA requirements, 38% opted to leave GSU and transfer to another institution.

After a short discussion at the meeting, the consensus was that the committee would like to look further into the following:

1. Differentiate between the "auto appeal group" and the rest of the students. For ex: instead of going on Exclusion 1, place auto appeal students on continuous probation for may be another 2 semesters, but develop clearly defined goals/expectations for them, so that we do not keep allowing these students back in, if there is no way they can reach a 2.0 and graduate. The idea is to develop/create a formula of "continuing increase'' specifying what GPA they need to reach during each semester (possibly based on the amount of hours students have taken so far). Need math people for this.

2. Look at other 4-year peer institutions and see how they handle this group of students and find out more about policies like "academic forgiveness" or "academic bankruptcy". Most members agree that there are students, who chronically don't study or do their best, but there is a group of students who come in their first semester and drop to a very low GPA, however, they get serious later when bringing up a 0.1 or .2 GPA to a 2.0 is not possible in 2 semesters.

A working group of volunteers (4-5 committee members, with math/statistics faculty) will be formed to look into the issues outlined above. A call for volunteers will be send by email.

Meeting of the Academic Standards Committee, January 8, 2014

Summary

Since we did not have enough volunteers to create a working group (subcommittee), the decision was made to distribute the workload among all members of the committee. Each member was assigned 1-2 peer institutions or aspiring peer institutions (list attached) and was asked to examine the Academic Standing Policy at these institutions, if there are any special policies for students who are 10 points or less below a 2.0 as it compares to the GSU academic standing policy. Once all policies are available, the committee will convene a meeting before the spring break for a discussion about the Academic Standing Policy.

Academic Standards Committee assignment

Deborah Allen	CHHS	Ball State University Bowling Green State University
Christopher Kadlec	CEIT	East Carolina University Illinois State University
Aniruddha Mitra	CEIT	Indiana University of Pensylvania James Madison University
Santanu Majumdar	CLASS	Middle Tennessee State University Sam Houston State University
Hemchand Gossai	CLASS	University of North Carolina at Wilmington California Polytechnic State University, San Luis Obispo
John King	COBA	College of Charleston Miami University of Ohio
John Brown	COBA	Texas State University-San Marcos University of Northern Iowa
Susan Franks	CoE	University of West Florda Western Washington University
Sally Brown	CoE	The Citadel Davidson College
Michelle Cawthorn	COSM	Elon University Furman University
Marshall Ransom	COSM	Samford University
Renee Hotchkiss	JPHCOPH	University of North Carolina-Greensboro University of Tennessee -Chatanooga
Robert Vogel	JPHCOPH	Appalachian State
Lori Gwinett	LIB	Western Carolina University Wofford College
Katrina Jackson	LIB	University of Georgia Athens Georgia Tech

Academic Standards Committee met on January 6, 2014.

Present at the January 6th meeting were Deborah Allen (CHHS), John Brown (COBA), Sally Brown (COE), Diana Cone (Provost), Katrina Jackson (LIB), Christopher Kadlec (CEIT), Marshall Ransom (COSM), Wayne Smith (REG), Diana Sturges (CHHS), Robert Vogel (JPHCOPH)

Not present at the January 6th meeting were Michelle Cawthon (COSM), Susan Franks (COE), Hemchand Gossai (CLASS), Lori Gwinett (LIB), Renee Hotchkiss (JPHCOPH), John King (COBA), Santanu Majumdar (CLASS), Aniruddha Mitra (CEIT), Connie Murhpey (FIN AID)

Appeals for January 6, 2014
TALLY

Automatic* 10 pts down or less	69	Approved by Dean	48**
Automatic Autos-2.0 or better for past 2 terms* List	49	Denied by Dean	55
Denied by Committee*	100		
Approved by Committee*	10		
Total Appeals*	228		103**

**Three approved appeals for the Spring 2014 were approved by the Dean were from students who were denied by the ASC at the August 14, 2013 meeting for Fall 2013. Two were approved in October 2013 and one in November 2013.

Academic Standards Committee met on January 8, 2014.

Present at the January 8th meeting were John Brown (COBA), Michelle Cawthon (COSM), Christopher Kadlec (CEIT), Marshall Ransom (COSM), Wayne Smith (REG), Diana Sturges (CHHS), Robert Vogel (JPHCOPH)

Not present at the January 8th meeting were Deborah Allen (CHHS), Sally Brown (COE), Diana Cone (Provost), Susan Franks (COE), Hemchand Gossai (CLASS), Lori Gwinett (LIB), Renee Hotchkiss (JPHCOPH), Katrina Jackson (LIB), John King (COBA), Santanu Majumdar (CLASS), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID)

Appeals for January 8, 2014
TALLY

Automatic* 10 pts down or less	0	Approved by Dean	6
Automatic Autos-2.0 or better for past 2 terms* List	0	Denied by Dean	16
Denied by Committee*	22		
Approved by Committee*	0		
Total Appeals*	**22**		**00**

Georgia Southern University Faculty Research Committee (2013-14)
February 17, 2014, 1308 Henderson Lib
Minutes

I. The meeting was called to order by Bob Fernekes at 3:35 PM

II. The agenda was approved as read
      i. Motion to approve: Janice Steirn
      ii. Second: Gulzar Shah
      iii. The committee voted unanimously to approve as read.

III. Minutes of the January 30, 2014 were approved as read
      i. Motion to approve: Janice Steirn
      ii. Second: Onyile Onyile
      iii. The committee voted unanimously to approve as read.

IV. Roll Call:

Member	Attendance	Rotate off in July of ( )
Bob Fernekes – Library - Chair (FRC elected)	P	2014
Li Li - CHHS	A	2015
Kymberly Drawdy - COE	P	2015
Onyile Onyile - CLASS	P	2015
Gulzar Shah - JPHCOPH	P	2014
Mohammad Ahad - CEIT	P	2014
Jun Liu – COBA	A	2015
Shijun Zheng - COSM	P	2014
Janice Steirn - Senate Appointed	P	2014
Ele Haynes– VPRED	P	Appointed

V. **Committee Work**

    A. **Calendaring**

        i. The next committee meeting will be March 3, 2014 at 3:30 – 5:30 PM in Henderson Library 1308.
        ii. The same time block will be reserved on calendars as (FRC RESERVE) to accommodate subsequent meetings.
        iii. The meeting purpose will be:
            1. To begin the narrowing process for Scholarly Pursuit and Seed applications for funding. 60 applications were received for a total request of just less than $360,000.

    A. **Award for Excellence in Research**
      i. The committee members presented their round 3 review reports. Based upon reviews and discussion the final 4 candidates were ranked 1 through 4.
      ii. The top 2 candidate names will be forwarded to the Provost for recognition at commencement.
      iii. The remaining 2 candidates will be held in reserve as alternates in the event one of the award recipients leaves GSU prior to completing their term. In such event, the 3rd runner up and then the 4th will be provided as alternates without further committee input.

    B. **Faculty Research Seed Internal Funding Award - Informational**
      i. Deadlines
          1. March 3, 2014 – Round 1 assignments are due
            a. Rank round 1 assignments as either Priority to Fund, Potential to funding or Not recommended to fund.
            b. All proposals ranked not recommended to fund should be accompanied by review comments for improvement in future submissions.
          2. May 1, 2014 – Current year spending deadline for awardees.

    C. **Faculty Research Scholarly Pursuit Internal Funding Award - Informational**
      i. Deadlines
          3. March 3, 2014 – Round 1 assignments are due
            a. Rank round 1 assignments as either Priority to Fund, Potential to funding or Not recommended to fund.
            b. All proposals ranked not recommended to fund should be accompanied by review comments for improvement in future submissions.
          1. May 1, 2014 – Current year spending deadline for awardees.

D. **Grant Writing Workshop Update –**
    i. Bob Lucas of the Institute for Scholarly Productivity will present "Breaking through the Barriers to Writing Proposals"
    ii. Nominations from College Deans were collected and all 28 spaces in the workshop have been filled
    iii. The workshop will begin February 24 at 8:30 with breakfast.
    iv. Mohammad Ahad will represent the committee at this workshop.

E. **Current Calendar**
    i. March 3, 2014 at 3:30 – 5:30 PM in Henderson Library Room 1308

VI.   **Adjourn –**5:20 PM

February GECC Meeting Minutes

Present: Lucy Green, Alan Woodrum, Jody Langdon, Michelle Cawthorn, Rebecca Ziegler, David Shirley, Delena Gatch, Diana Cone, June Joyner, Lisa Smith, Ellen Hendrix, Helen Bland, Amy Ballagh, Evans Afriyie-Gyawu
Absent: Elizabeth Carr Edwards, Linda Mullen, Aniruddha Mitra, Ruth Whitworth, Gustavo Maldonado

1. **Michelle Cawthorn updated on Assessment Subcommittee's Work**:
1. Reviewed minutes from the February GECC
   a. Re-presenting outcomes to better present learning outcomes versus values
   b. Lucy Green mentioned having measures for digital citizenship and information literacy
2. Review the Core Review Process
   a. David and Delena share how the new process may be beneficial in terms of gathering all information
      i. Review courses in the core
      ii. Way to improve the form:
         1. Look at streamlining
         2. Measurement tools (drop-down)
         3. Matrix for student learning outcomes
         4. See where we can ask targeted questions
         5. Prior action plans on top of new action plan
   b. Will want to send to program coordinators or course coordinators
   c. Consider Adobe PDF format
   d. Have all core information in by Fall
   e. Core revision, trying to involve colleagues from the departments for the courses that may need to be removed.
   f. Trying to include the Honors College in terms of the Core Review
   g. Helen brought up the voting on the instrument and the Process. We will probably want to split the voting between the instrument and the process.
   h. Updated form will be shared

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – February 13, 2014

Due to the university campus closing on Thursday, February 13th, the Graduate Committee meeting was canceled. In lieu of rescheduling this meeting the decision was made to request electronic approval en masse for the February agenda items.

I. CALL TO ORDER

The committee did not meet face-to-face, so there was no need to call the meeting to order.

II. APPROVAL OF AGENDA

The committee electronically approved the agenda as written, with the exception of tabling both program revisions submitted by the College of Liberal Arts and Social Sciences and the minor edit for the College of Education.

III. DEAN'S UPDATE - No Dean's Update was provided.

IV. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEW

The Chair's Remarks below were electronically distributed to the committee, per Dr. Bob Fernekes request.

"Soon you will be receiving the graduate program review documentation. In a nutshell, this effort involves all members including alternates since each program review requires a completed CPR Rubric and Program Review Report to be approved by the Graduate Committee and submitted to the Provost's Office by April 25, 2014. I organized the Graduate Committee into teams to facilitate this process and get the program review documentation to you upon receipt. Basically, it is one program per committee member or you can complete as a team. Tracy Linderholm is the resource person for COE program reviews. The following files are attached: (1) Program Review Flow; (2) Team Cross Reference to Programs; (3) CPR Rubric Template; (4) 2013 CPR Guidelines; and (5) MSAE Completed Report and Rubric (as an example). Please contact me if you have any questions."

V. NEW BUSINESS

A. College of Education

Department of Curriculum, Foundations, and Reading
Proposed New, Revised, or Deleted Program:
Curriculum Studies, Ed.D
JUSTIFICATION:
This proposal revises the certification fields language at the end of the program catalog page. The Georgia Professional Standards Commission approved the Georgia Southern University Ed.D. in Curriculum Studies to upgrade all teacher certification levels to 7 once the degree is completed. The current program page lists certification fields eligible for upgrade, but it is not comprehensive to all teaching fields eligible for certification upgrades.

Dr. Tracy Linderholm requested a minor edit be made to spell out the acronym "PSC" in the Curriculum Studies catalog page revision. The wording will read "Professional Standards Commission".

MOTION: With no objections, the committee electronically approved the Program Revision submitted by the College of Education, with the understanding that the minor edit be made to the catalog page.

B. College of Engineering and Information Technology

Proposed New, Revised, or Deleted Program:
Master of Science in Applied Engineering, MSAE
JUSTIFICATION:
The present minimum acceptance criteria contains very restrictive language and does not allow for extenuating circumstances, particularly in the case of meeting unique university needs. The acceptance criteria language will be altered to maintain high standards yet allow for exceptional

circumstances. (Note: This revision is submitted upon the advice of the Dean of the College of Graduate Studies.)

MOTION: With no objections, the committee electronically approved the Revised Program submitted by the College of Engineering and Information Technology.

C. **College of Liberal Arts and Social Sciences**

Department of History
New Course(s)
HIST 5236G - Religion, Empire, and Revolution in the Eighteenth Century
JUSTIFICATION:
This course will broaden our course offerings, providing an additional upper-division elective, in an area that has undergone revolutionary change in the past 20 years: the study of the eighteenth-century Enlightenment, Revolution, and Atlantic World. As proposed, this 5000-level comparative course would serve both advanced undergraduates and graduate students in an area of historical study that is addressed by major research institutions nationwide. This class fulfills a curricular need in addition to appealing to the interest of our student body in such significant scholarly issues as gender, slavery, religious history, the French Revolution, and the American Revolution.

Course Deletion(s)
HIST 5331G - The Age of Chivalry
JUSTIFICATION:
The Department has not taught HIST 5331G-The Age of Chivalry in years. The Department is deleting this course because it no longer has faculty trained in this era.

Course Revision(s)
HIST 5339G - Modern Britain
➢   Title, Catalog Description
JUSTIFICATION:
This change will give the course a broader chronological breadth and better emphasize Britain's interactions with the rest of the world, in line with the strengths of current faculty. Student learning outcomes and the role of this course in the curriculum remain unchanged.

Institute for Public and Nonprofit Studies
Proposed New, Revised, or Deleted Program(s)
Certificate in Public and Nonprofit Management
JUSTIFICATION:
This change clarifies the transfer process for students who complete the Certificate in Public and Nonprofit Management and elect to continue into the Master of Public Administration (MPA) program. Students completing the Certificate program are permitted to transfer into the MPA program as "regularly" admitted students. The 15 hours earned as part of the Certificate count towards completion of the MPA degree. Language is being added to the program page to clarify that completion of the Certificate will satisfy all of the requirements necessary for "regular" admission into the MPA program.

Public Administration, M.P.A.
JUSTIFICATION:
This change clarifies the transfer process for students who complete the Certificate in Public and Nonprofit Management and elect to continue into the Master of Public Administration (MPA) program. Students completing the Certificate program are permitted to transfer into the MPA program as "regularly" admitted students. The 15 hours earned as part of the Certificate count towards completion of the MPA degree. Language is being added to the program page to clarify that completion of the Certificate will satisfy all of the requirements necessary for "regular" admission into the MPA program.

Dr. Charles Patterson, VP for Research and Economic Development and Dean of the College of Graduate Studies, insisted that the committee table the program revisions submitted by the Institute for Public and Nonprofit Studies. He stated the "request on Page 27 [and 31] asks to allow certificate-seeking (non-degree) students that have completed the certificate program for Public and Non-profit Management to be allowed to transferred into the MPA program as regular, degree seeking students. It appears that the MPA program is wishing to change the language for the program only, which is fine in principle. However, in

doing so, this places the program's language of allowing transfer into the MPA program as regular, degree seeking status (without first applying to the MPA program) in direct contradiction of the larger COGS policy, which applies to all programs and prevents direct transfer from a certificate (non-degree) program to a regular, degree-seeking status. In short, as the overarching COGS policy now stands, all applicants (whether or not currently enrolled at GSU) must first apply to be enrolled in any degree program.

Given that we are unfortunately requesting email approval of the motions within the GC agenda, this format is not conducive to discussion of policy and any need/desire to broadly modify COGS policies to be congruent to the MPA's desire for direct transfer into degree-seeking status. As such, we need to table this item and can take this issue up for discussion at the March meeting."

MOTION: The committee electronically agreed to table both program revisions submitted by the Institute for Public and Nonprofit Studies. With no objections, the committee electronically approved the New Course, Course Deletion and Course Revision submitted by the Department of History.

    D. College of Business Administration

    Finance & Economics Department
Course Revision(s)
ECON 7030/7030S – Special Topics
    ➢ Prerequisite
ECON 7110 – Math for Applied Economics
    ➢ Prerequisite
ECON 7131 – Microeconomics
    ➢ Prerequisite
ECON 7132 – Macroeconomics
    ➢ Prerequisite
ECON 7133 – International Economics
    ➢ Prerequisite
ECON 7232 – History of Economic Thought
    ➢ Prerequisite
ECON 7331 – Applied Econometrics I
    ➢ Prerequisite
ECON 7332 – Applied Econometrics II
    ➢ Prerequisite
ECON 7431 – Regional Economic Development
    ➢ Prerequisite
ECON 7531 – Industrial Organization
    ➢ Prerequisite
ECON 7631 – Advanced Financial Economics
    ➢ Prerequisite
ECON 7632 – Financial Economics and Risk
    ➢ Prerequisite
ECON 7890 – Individual Research
    ➢ Prerequisite

Listed below are the prerequisite changes for the College of Business Administration:

Course Revision(s)
ECON 7030/7030S – Special Topics
    ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.
ECON 7110 – Math for Applied Economics
    ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.
ECON 7131 – Microeconomics

- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7132 – Macroeconomics
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7133 – International Economics
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7232 – History of Economic Thought
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7331 – Applied Econometrics I
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7332 – Applied Econometrics II
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Chair of Finance and Economics, for non-majors and MGNT 7339.

ECON 7431 – Regional Economic Development
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7531 – Industrial Organization
- ➢ Prerequisite(s): A minimum grade of "C" in ECON 7131 or the approval of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7631 – Advanced Financial Economics
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7632 – Financial Economics and Risk
- ➢ Prerequisite(s): Admission to the Master of Science in Applied Economics program or permission of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 7890 – Individual Research
- ➢ Prerequisite(s): Permission of the Chair of Finance and Economics.

JUSTIFICATION:
These changes relate to reorganization in COBA. The name of the Department has changed so they are changing all references to the department in the catalog to reflect that.

MOTION: With no objections, the committee electronically approved the Course Revisions submitted by the College of Business Administration.

- **VI. OLD BUSINESS –** There was no old business to discuss.

- **VII. ANNOUNCEMENTS –** No announcements were made.

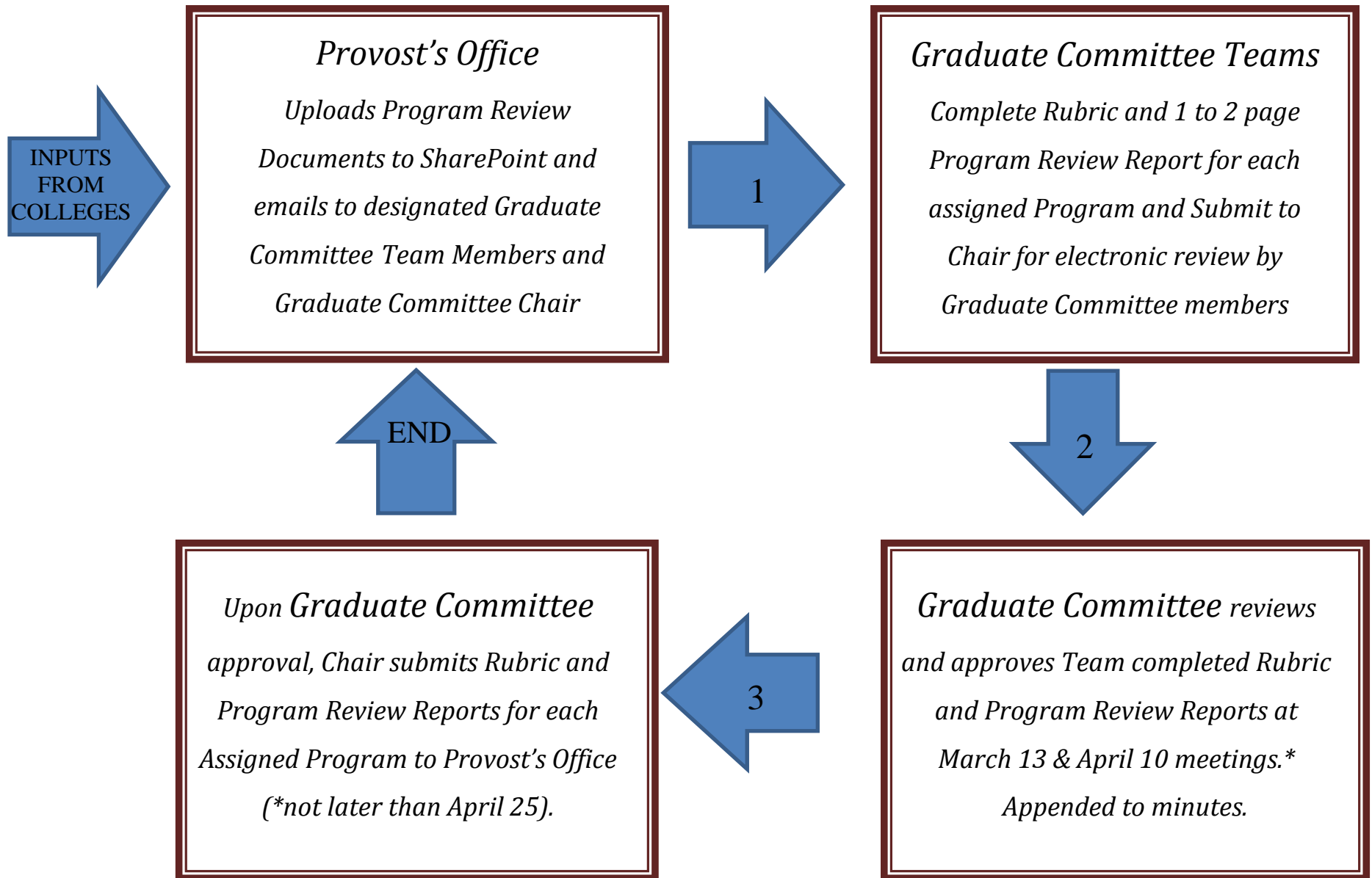- **VIII. ADJOURNMENT -** Committee did not meet face-to-face, so there was no need for adjournment.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 24, 2014 by electronic vote of Committee Members

Documents referenced in the Chair's Update are below.

University-Level Program Review:
Graduate Committee - 2014

INPUTS FROM COLLEGES

Provost's Office

Uploads Program Review Documents to SharePoint and emails to designated Graduate Committee Team Members and Graduate Committee Chair

1

Graduate Committee Teams

Complete Rubric and 1 to 2 page Program Review Report for each assigned Program and Submit to Chair for electronic review by Graduate Committee members

2

END

Upon Graduate Committee

*approval, Chair submits Rubric and Program Review Reports for each Assigned Program to Provost's Office (*not later than April 25).*

3

Graduate Committee reviews

and approves Team completed Rubric and Program Review Reports at March 13 & April 10 meetings. Appended to minutes.*

University-Level Graduate Program Reviews – 2014
Teams Cross-Referenced to Program Reviews

| MEd Early Childhood Education |
| MEd Middle Grades Education |
| MEd Secondary Education |
| MEd Special Education |

COE MEd Team (used to be MEd Teaching and Learning):
 Frank Goforth; fgoforth@georgiasouthern.edu
 Yong Zhu; yzhu@georgiasouthern.edu
 Mujibur Khan; mkhan@georgiasouthern.edu
 Bob Fernekes; fernekes@georgiasouthern.edu

| EdS Early Childhood Education |
| EdS Middle Grades Education |
| EdS Reading Education |
| EdS Secondary Education |
| EdS Special Education |

COE EdS Team (used to be EdS in Teaching and Learning):
 Amanda King; aking@georgiasouthern.edu
 Camille Rogers; cfrogers@georgiasouthern.edu
 Cheryl Metrejean; cmetrejean@georgiasouthern.edu
 Manouch Tabatabaei; mtabatab@georgiasouthern.edu
 Dawn Tysinger; dtysinger@georgiasouthern.edu

| MEd Educational Leadership |
| EdS Educational Leadership |
| EdD Educational Leadership |
| MEd Higher Education Adm |

COE Educational Leadership & Higher Ed Team
 Debbie Allen; debbieallen@georgiasouthern.edu
 LiLi; lili@georgiasouthern.edu
 Marc Mitchell; marcmitchell@georgiasouthern.edu
 Lina Soares; lbsoares@georgiasouthern.edu

| MEd School Psychology |
| EdS School Psychology |
| MEd Counselor Education |
| EdS Counselor Education |

COE School Psychology / Counselor Education Team
 Simone Charles; scharles@georgiasouthern.edu
 Hani Samawi; hsamawi@georgiasouthern.edu
 Raymona Lawrence; rlawrence@georgiasouthern.edu
 Daniel Linder; dflinder@georgiasouthern.edu

| MEd Instructional Technology |
| EdS Instructional Technology |

COE Instructional Technology Team
 Rebecca Ziegler; rziegler@georgiasouthern.edu
 Jocelyn Poole; jpoole@georgiasouthern.edu

| MAT Master of Arts in Teaching |
| MEd Curriculum and Instruction |
| EdD Curriculum Studies |
| MEd Reading Education |

COE Teaching, Curriculum, and Reading Team
 Michelle Davis McGibony; mdavis@georgiasouthern.edu
 Jonathan Copeland; copeland@georgiasouthern.edu
 Sze-man Ngai; smngai@georgiasouthern.edu
 Dustin Anderson; danderson@georgiasouthern.edu

| MAcc Accounting |
| MBA Business Administration |
| WebMBA Business Administration |

COBA Business Team

 Bob Fernekes; fernekes@georgiasouthern.edu
 Devon Jensen; devonjensen@georgiasouthern.edu
 Cheryl Metrejean; cmetrejean@georgiasouthern.edu

| MHA Healthcare Administration |

JPHCOPH Health Team
 Debbie Allen; debbieallen@georgiasouthern.edu
 Hani Samawi; hsamawi@georgiasouthern.edu
 Ming Fang He; mfhe@georgiasouthern.edu

Tracy Linderholm, tlinderholm@georgiasouthern.edu is the resource person for COE program reviews.

Comprehensive Program Review Rubric

Degree/Major (Program)

Date of Review

Scoring System
25 – 30 = exceeds expectations
16 – 24 = meets expectations
10 – 15 = below expectations

Review Committee ☐ **Undergraduate Committee** ☐ **Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve <u>more than one criterion</u> in a specific category, the next lower designation should be assigned.

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	• Provides an informative description of the general scope and purpose of the program, including the catalog description. • Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. • Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. • Demonstrates how and why the program has improved since the last review, citing specific evidence. • Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2).	• Provides an informative description of what the program seeks to accomplish. • Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. • Generally delineates program strengths and weaknesses, citing evidence. • Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. • Identifies strategies for improvement based on the results of the self-study (Section 2).	• Description of program lacks detail. • Evaluation of program goals does not reflect the evidence provided. • Vaguely delineates program strengths and weaknesses. • States that the program has improved since the last review but offers little, if any, evidence. • Areas of strategic focus are not connected or only vaguely connected to self-study results.	

Georgia Southern University
University-Level Comprehensive Program Review

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	• Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. • Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. • Describes a strategic process used for conducting program evaluation (assessment plan) **aligned with program and SMART goals.** • Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. • Identifies specific programmatic improvements implemented based on assessment results.	• Provides a list of program goals that are generally aligned with mission statement or conceptual framework. • Outcomes support student learning and stated program goals but lack one or more SMART qualities. • Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. • Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. • Identifies general improvements implemented or specific programmatic changes planned based on assessment results.	• Program goals are not aligned with mission statement or conceptual framework. • Stated outcomes do not meet SMART criteria. • No strategic process for program evaluation is identified, or planned process does not reflect program goals. • Analysis of assessment results or discussion of anticipated results is vague or unsupported. • Changes made or planned are not addressed or do not reflect assessment results.	
Curriculum	• Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. • Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. • Identifies curriculum improvements implemented based on findings from previous program review.	• Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. • Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. • Identifies curriculum changes made or planned as a result of previous or current program review.	• Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. • Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. • Fails to identify curriculum changes made or planned as a result of previous or current program review.	

Revised University Level CPR Review Rubric 11-17-11.doc

Georgia Southern University
University-Level Comprehensive Program Review

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	• Describes how the quality of students is measured in terms of **academic achievement** and documents how student quality has changed over time. • Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. • Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. • Cites evidence to demonstrate how student diversity has changed since last review. • Describes the results of past/present efforts to recruit and retain a diverse student population.	• Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. • Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. • Describes diversity of students in program, citing evidence. • Describes how student diversity has changed over time, citing evidence. • Identifies past/present program efforts to recruit and retain a diverse student population.	• The process for evaluating student quality is unclear or unlikely to yield useful student data. • Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. • Diversity of students is not clearly described or unsupported by data. • Changes in student diversity are not addressed or not supported by evidence. • Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population.	

Revised University Level CPR Review Rubric 11-17-11.doc

Georgia Southern University
University-Level Comprehensive Program Review

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	• Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is **clearly aligned** with the program's mission, goals, and outcomes. • Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. • Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes	• Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. • Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. • Describes how the quality of teaching, scholarship/creative activities, and service has improved over time.	• Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. • Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. • Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time.	
Faculty and Staff	• Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. • Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. • Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results.	• Documents the diversity of the faculty and staff by race, gender, and tenure status. • Documents how faculty and staff diversity has changed over time, citing evidence. • Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population.	• Diversity of faculty is unclear or unsupported. • Fails to document how faculty and staff diversity has changed over time. • Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population.	

Revised University Level CPR Review Rubric 11-17-11.doc

Georgia Southern University
University-Level Comprehensive Program Review

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	• Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim.	• Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals.	• Professional development activities are not clearly described, or professional development activities are not related to program goals.	
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	• Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. • Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. • Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future, identifying shortfalls and sources of additional funding.	• Explains how faculty and staff resources may be enhanced to support program goals and outcomes. • Documents how current budgetary resources are utilized to meet program goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. • Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future.	• Does not describe how faculty and staff resources may be used to support program goals and outcomes. • Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. • Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated • Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. • Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.	

Revised University Level CPR Review Rubric 11-17-11.doc

Georgia Southern University
University-Level Comprehensive Program Review

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	• The external review includes the department chair's and the dean's **one-page** summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*. • Both the department chair's and the dean's overall assessment of the program is **clearly aligned** with the evidence provided in the self-study.	• The external review includes the department chair's and the dean's summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*.	• External review was not submitted.	
Appendix	Provides an appendix identifying all attachments. Attaches copies of all data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study.	Fails to attach copies of all data referenced in the self-study.	
	▭ **Exceeds Expectations**	▭ **Meets Expectations**	▭ **Below Expectations**	

Comments:

Revised University Level CPR Review Rubric 11-17-11.doc

Georgia Southern University

Guidelines for Comprehensive Program Review

Purpose

At Georgia Southern University, comprehensive program review is intended to facilitate a thoughtful and thorough review of the academic degree program by its faculty and relies upon analysis of data to determine how the quality of a program can be improved. While each academic program is formally reviewed on a seven-year cycle, programs should be conducting an annual, ongoing program self-assessment process. The value of the annual process is the opportunity afforded to a program for a continuous review of its efforts to improve the overall programmatic quality.

Self-Study Review Process

1. Program faculty, in consultation with the department chair, complete a self-study for each degree/major (e.g., the BA with a major in Political Science is one self-study; the BS with a major in Political Science is a second self-study), noting in their overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*.

2. The completed self-study is forwarded to the department faculty and chair for approval.

3. When approved at the department level, the department chair forwards the self-study along with a **one-page summary memorandum** to the college committee and dean for approval. The chair's summary memorandum includes an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*.

4. When approved at the college level, the dean forwards the self-study along with the department chair's comments and the **dean's one-page summary memorandum** to the Provost's Office by March 1st. The dean's summary memorandum includes an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*.

5. The Provost's Office forwards the entire packet to the chair of the Undergraduate Committee or the Graduate Committee as appropriate. Each of these committees will provide a formal response to the program, indicating whether the program *falls below expectations, meets expectations, or exceeds expectations*. These committees will also provide a report to the Faculty Senate.

Self-Study Report

The self-study report is organized into two sections. Section one is an executive summary, which answers five key questions.

Section One: General Description of Program
- What is it this program strives to accomplish?
- How well does it meet its goals?
- What are the strengths and weaknesses of the program?
- How has the program improved since the last review cycle?
- What has the program identified as the strategic areas of focus as a result of the self-study?

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Section two is a narrative based upon data provided to the program as well as other data the program may have which addresses the following questions. The entire report should be 5-10 pages. Please attach all data in an Appendix.

Section Two: Questions for Consideration

Program Goals and Outcomes
- How are the program's goals and outcomes assessed?
- What has analysis of the data on the program's goals and outcomes yielded? What are the findings of the assessments?
- What changes have been implemented to improve the program's goals and outcomes?

Curriculum
- How is the program's curriculum characterized?
- How is the curriculum sequenced to support attainment of the student learning outcomes?
- What are the current trends in the discipline and field? How are the trends reflected in the curriculum?
- What changes have been made in the curriculum since the last self-study?

Students
- What is the quality of the students in the program? How is this measured?
- What are the programs efforts and successes in retaining and graduating students?
- How can the program improve its efforts?
- How would you describe the diversity of the students enrolled in the program? How does this description compare to the students enrolled in the program at the time of the last self-study?
- What does the program do to recruit and retain a diverse student population?

Faculty Teaching, Scholarship/Creative Activities, and Service
- How are the three areas evaluated?
- What is the quality of teaching, scholarship/creative activities, and service in the program?
- How has the quality of teaching, scholarship/creative activities, and service been improved?

Faculty and Staff
- How would you describe the diversity of the faculty and staff? How does this description compare to the description of faculty and staff at the time of the last self-study?
- What does the program do to recruit and retain a diverse faculty and staff?

Professional Development
- How has engagement in professional development activities enhanced the program?

Resources
- How may faculty resources be enhanced to support the program's goals and outcomes?
- How may staff resources be enhanced to support the program's goals and outcomes?
- How are the current budgetary resources utilized to meet the program's goals and objectives?
- What other revenue streams have been pursued to support the program's goals and objectives? What additional funding has been generated to support the program?
- How are decisions made to allocate the current resources?
- How may budget resources be enhanced to support the program's goals and objectives?

*Accreditation or External Review** *Note: The most recent program accreditation report may substitute for the external review.*
*The external review of the self-study may be conducted in one of two ways:

1. The unit recommends the names of three reviewers external to the University to the dean. The dean submits the self-study to one of the names for review.

2. The unit recommends the names of five reviewers external to the department, but from within the college and University to the dean. The dean submits the self-study to two of the names for review— one within the college and one outside of the college.

The external reviewers return their comments to the dean who then incorporates them into his or her cover letter for the program.

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Appendices: Information Considered in the Program Review

The following data facilitate the program review. Programs are asked to review these data carefully and use them to inform their analysis of the program. Please be sure to indicate in the narrative where discrepancies or disagreements with the data exist so that these may be addressed. Programs are welcome to include other departmental data as relevant to the review.

- A crosswalk of the program's goals and outcomes, where these outcomes are addressed in the curriculum, and their relationship/alignment to the departmental, college, and University missions. *[Data Source: Department]*

- Course Data by Degree Program/Major *[Data Source: Office of Strategic Research and Analysis; data to be provided to departments by December 31, 2013]*

For 2012-2013 AYR	List each course taught in the major	Note the number of course sections	Note whether course is lower-division (LD), upper-division (UD), service, or graduate	Mode of delivery – traditional (T); online (O); blended or hybrid (H) and if blended % offered online
Totals			LD: UD: Service: Graduate:	T: O: H:

For 2011-2012 AYR	List each course taught in the major	Note the number of course sections	Note whether course is lower-division (LD), upper-division (UD), service, or graduate	Mode of delivery – traditional (T); online (O); blended or hybrid (H) and if blended % offered online
Totals			LD: UD: Service: Graduate:	T: O: H:

For 2010-2011 AYR	List each course taught in the major	Note the number of course sections	Note whether course is lower-division (LD), upper-division (UD), service, or graduate	Mode of delivery – traditional (T); online (O); blended or hybrid (H) and if blended % offered online
Totals			**LD:** **UD:** **Service:** **Graduate:**	**T:** **O:** **H:**

- Total number of student credit hours per semester for each of the previous three academic years.
- Total number of student credit hours for major courses per semester for each of the previous three academic years.
- Total number of student credit hours for service courses per semester for each of the previous three academic years.

- Perceived Quality of the Curriculum *[Data Source: Department]*
  - Summary of Student Ratings of Instruction for the past five academic years.
  - Program accreditation, if applicable.
  - External reviewers' comments.
  - Comparison of the program to other similar programs outside of Georgia (e.g., top 10 programs and how Georgia Southern's program compares).

- Student Demographical Information by Total Enrollment, Part-time Enrollment, Full-time Enrollment, Race, Ethnicity, Age, and Gender *[Data Source:* http://em.georgiasouthern.edu/osra/student-enrollment-data/cpr/*]*

- Student Retention and Graduation Data for the Program and the University
  - Retention rate for each of the previous three academic years. *[Data Source:* http://em.georgiasouthern.edu/osra/cpr-ret/*]*
  - Graduation rate for each of the previous three academic years. *[Data Source:* http://em.georgiasouthern.edu/osra/rpg_deg/*]*
  - Number of graduates for each of the previous three academic years. *[Data Source:* http://em.georgiasouthern.edu/osra/cpr-deg/*]*
  - Number seeking certification, licensing, etc. for the previous three academic years. *[Data Source: Department]*
  - Pass rate for certifications, licenses, etc. for the previous three academic years. *[Data Source: Department]*

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- Number of students pursuing graduate studies (if applicable) for the previous three academic years. *[Data Source: Department]*
- Number of students pursuing employment for the previous three academic years. *[Data Source: Department]*
- Types of employment sought for the previous three academic years. *[Data Source: Department]*

- Affiliated Degree Program Staff Demographical Information by Race, Ethnicity, Gender, and Employment Classification *[Data Source: Department]*

- Affiliated Degree Program Faculty Demographical Information by Race, Ethnicity, and Gender and by Rank, Tenure-Status, Terminal Degree, Relevant Certifications and Gender *[Data Source: Department]*

For 2012-2013 AYR	List each course taught in the major	Identify faculty member teaching course (name)
Totals		

- Amount and Source of External Funding Awarded to Support Teaching, Scholarship/Creative Activities, and Service *[Data Source: Department]*

- Number, Types, and Quality of Other Scholarship/Creative Activities (e.g., publications, presentations) *[Data Source: Department]*

- Number and Source of Faculty Awards for Teaching Excellence, Scholarly Excellence, and Excellence in Service *[Data Source: Department]*

- Number and Percentage of Faculty and Staff Engaged in Professional Development by Activity *[Data Source: Department]*

- Student/Faculty Ratios *[Data Source: Office of Strategic Research and Analysis; data to be provided to departments by December 31, 2013]*
  - For the previous three academic years
  - Per student credit hour

- Staff/Faculty FTE *[Data Source: Department]*

- Support Resources *[Data Source: Department]*
  - Library resources available to the program
  - Technological resources available to the program
  - Facilities available to the program

Definitions

Falls Below Expectations — assessment of the academic program reveals that it is not consistently achieving its overall objectives.

Meets Expectations — assessment of the academic program reveals that it is accomplishing its overall objectives.

Exceed Expectations — assessment of the academic program reveals that it is accomplishing its overall objectives and going beyond these objectives.

MS Applied Economics Graduate Committee 2012 Program Review Report
Program Meets Expectations

Executive Summary

The committee thinks that the MS in Applied Economics (MSAE) meets expectations as it provides a unique program that is fully online. The strengths of the program include its increasing student enrollment, productive and diverse faculty, and the added certification program. The biggest challenge appears to be the insufficient number of faculty to support the MSAE and the undergraduate program, and weak financial contributions from alumni and businesses. As a new program, these challenges are understandable. Efforts are underway to make necessary adjustments to this already successful program.

I. Strengths

- Perhaps the greatest strength inherent in the MSAE program is the introspective approach to self-correction and improvement of this program in its fourth year of operations. While the program has been successful in many respects, the program director and faculty been vigilant in their efforts to improve the program and promote its success.

- As noted in Dean Shiffler's report and the program review document, student enrollment in this program is a strength and an indication of the program's success. Student enrollment data show an upward trend. The design and implementation of the program attract candidates, as fully online programs provide great flexibility to students. Consequently, the program is able to attract professionals who continue their education while maintaining their full time jobs.

- Another strength concerns the program faculty who has been recognized for excellence in teaching at both college and university levels. The faculty has sought additional training to master teaching in the online environment. Moreover, the program faculty is very active in scholarship and service efforts.

- Although the MSAE program is quite new, program level decisions by the program faculty have been made to improve student retention and progression. More specifically, a math refresher course was added to the program as a proactive measure to prevent future problems with student success in the program. Program faculty has made other decisions based on available data and program needs to improve the sequence of courses and student needs. For example, MNGT 7339 was replaced with ECON 7331 to reflect the priorities of the program in implementing the econometrics sequence.

- Another strength is the graduate certificate in applied economics program that was added to respond to demands by current students and prospects.

- The degree has been accredited by AACSB.

II. Areas Identified for Improvement

The report identified insufficient faculty, inadequate faculty compensation, and weak financial contributions by alumni and businesses as weak areas. Dean Shiffler added challenges faced by faculty in making the transition from face-to-face courses to fully online courses. Based on our reading of the report and data therein, we also noted additional challenges and areas of

improvement concerning a needed method (strategy) to recruit diverse students, student advisement, career guidance, and candidates' preparation to work with diverse communities.

III. Use of Assessment Findings to Effect Change

- Based on data collected and faculty discussions, the program added a math refresher course target students' inadequate math preparation.

- Program faculty has made decisions based on available data and program needs to improve the sequence of courses and student needs. For example, MNGT 7339 was replaced with ECON 7331 to reflect the priorities of the program in implementing the econometrics sequence.

- In addition, student evaluation information has provoked additional training from the Center for Online Learning to improve the level of faculty engagement in the online learning environment.

IV. Strategic Areas of Focus

The report noted the following as strategic areas of focus:

- Changing admission requirements to include a math refresher course for all students with an option to test-out,

- Improving the measurement of program objectives, and

- Recruitment of faculty based on identified weak areas of expertise in the program.

V. Need for Additional Information/Suggestions/Comments

We applaud the MSAE program for creating a high quality program in a short time. The effort put forward by the program faculty to learn about effective online teaching is notable. We have one content-related and one format-related suggestion:

- The program should describe a specific plan to address the weaknesses identified in this program review. What will the program do to enhance career guidance, advisement, and preparation to work with diverse communities? Additionally, what is the plan for recruiting diverse students?

- Although the program report includes information regarding the extent and quality of program faculty's scholarship, service, and teaching, some of this information is not placed in correct place in the report. For example, one subheading in the report reads *"What is the quality of teaching, scholarship, and service in the program?"* Although this section includes detailed information about the quality of teaching, there is no reference to scholarship and service. Information on scholarship and service is included in the "Strengths of the Program" section.

Georgia Southern University
University-Level Comprehensive Program Review

Comprehensive Program Review Rubric

Degree/Major (Program): **Master of Science in Applied Economics (MSAE)**
Date of Review: **April 2012**

Scoring System
25 – 30 = exceeds expectations
16 – 24 = meets expectations
10 – 15 = below expectations

Review Committee   ☐ **Undergraduate Committee**   ☒ **Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve <u>more than one criterion</u> in a specific category, the next lower designation should be assigned.

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	• Provides an informative description of the general scope and purpose of the program, including the catalog description. • Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. • Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. • Demonstrates how and why the program has improved since the last review, citing specific evidence. • Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2).	• Provides an informative description of what the program seeks to accomplish. • Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. • Generally delineates program strengths and weaknesses, citing evidence. • Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. • Identifies strategies for improvement based on the results of the self-study (Section 2).	• Description of program lacks detail. • Evaluation of program goals does not reflect the evidence provided. • Vaguely delineates program strengths and weaknesses. • States that the program has improved since the last review but offers little, if any, evidence. • Areas of strategic focus are not connected or only vaguely connected to self-study results.	2

Georgia Southern University
University-Level Comprehensive Program Review

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	• Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. • Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. • Describes a strategic process used for conducting program evaluation (assessment plan) **aligned with program and SMART goals.** • Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. • Identifies specific programmatic improvements implemented based on assessment results.	• Provides a list of program goals that are generally aligned with mission statement or conceptual framework. • Outcomes support student learning and stated program goals but lack one or more SMART qualities. • Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. • Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. • Identifies general improvements implemented or specific programmatic changes planned based on assessment results.	• Program goals are not aligned with mission statement or conceptual framework. • Stated outcomes do not meet SMART criteria. • No strategic process for program evaluation is identified, or planned process does not reflect program goals. • Analysis of assessment results or discussion of anticipated results is vague or unsupported. • Changes made or planned are not addressed or do not reflect assessment results.	2
Curriculum	• Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. • Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. • Identifies curriculum improvements implemented based on findings from previous program review.	• Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. • Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. • Identifies curriculum changes made or planned as a result of previous or current program review.	• Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. • Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. • Fails to identify curriculum changes made or planned as a result of previous or current program review.	2

Georgia Southern University
University-Level Comprehensive Program Review

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	• Describes how the quality of students is measured in terms of **academic achievement** and documents how student quality has changed over time. • Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. • Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. • Cites evidence to demonstrate how student diversity has changed since last review. • Describes the results of past/present efforts to recruit and retain a diverse student population.	• Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. • Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. • Describes diversity of students in program, citing evidence. • Describes how student diversity has changed over time, citing evidence. • Identifies past/present program efforts to recruit and retain a diverse student population.	• The process for evaluating student quality is unclear or unlikely to yield useful student data. • Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. • Diversity of students is not clearly described or unsupported by data. • Changes in student diversity are not addressed or not supported by evidence. • Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	• Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is **clearly aligned** with the program's mission, goals, and outcomes. • Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. • Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes	• Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. • Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. • Describes how the quality of teaching, scholarship/creative activities, and service has improved over time.	• Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. • Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. • Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time.	1
Faculty and Staff	• Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. • Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. • Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results.	• Documents the diversity of the faculty and staff by race, gender, and tenure status. • Documents how faculty and staff diversity has changed over time, citing evidence. • Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population.	• Diversity of faculty is unclear or unsupported. • Fails to document how faculty and staff diversity has changed over time. • Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	• Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim.	• Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals.	• Professional development activities are not clearly described, or professional development activities are not related to program goals.	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	• Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. • Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. • Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future, identifying shortfalls and sources of additional funding.	• Explains how faculty and staff resources may be enhanced to support program goals and outcomes. • Documents how current budgetary resources are utilized to meet program goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. • Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future.	• Does not describe how faculty and staff resources may be used to support program goals and outcomes. • Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. • Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated • Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. • Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	• The external review includes the department chair's and the dean's **one-page** summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations.* • Both the department chair's and the dean's overall assessment of the program is **clearly aligned** with the evidence provided in the self-study.	• The external review includes the department chair's and the dean's summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations.*	• External review was not submitted.	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of all data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study.	Fails to attach copies of all data referenced in the self-study.	1
	☐ **Exceeds Expectations**	☒ **Meets Expectations**	☐ **Below Expectations**	20

Comments:

Revised University Level CPR Review Rubric 11-17-11.doc

UNDERGRADUATE COMMITTEE
<u>MINUTES</u>
February 4, 2014
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I.   CALL TO ORDER

➢ **Voting Members Present:** Dr. Aniruddha Mitra, Dr. Bettye Apenteng, Dr. Greg Chamblee, Dr. Joe Ruhland, Dr. Karelle Aiken, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Maria Alba-Flores, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Ms. Ruth Baker and Dr. William Amponsah,

➢ **Non-Voting Members Present:** Ms. Candace Griffith, Ms. Cassandra Lumpkin, Ms. Doris Mack, and Mr. Wayne Smith

➢ **Visitors:** Dr. Adam Bossler, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. David Dudley, Dr. Kathleen Comerford, and Dr. Stephen Rossi

➢ **Absent with Alternate in attendance:**

➢ **Absent:** Dr. Biswanath Samanta, Dr. Bruce McLean, Dr. Ellen Hamilton, Dr. Helen Bland, Dr. Isaac Fung, Dr. James Stephens, Dr. James Woods, Dr. Jiehua Zhu, Dr. Levi Ross, Mrs. Lisa Smith, Ms. Lisa Yocco, Dr. Marla Morris, Mr. Paolo Gujilde, Dr. Rami Haddad, Dr. Stephen Elisha, Dr. Susan Franks and Dr. Ellen Hamilton

Dr. Kathy Thornton called the meeting to order at 3:33 p.m.

II.   ANNOUNCEMENTS

Dr. Patrick Wheaton announced the proposal of adding MMC 3234 to the agenda. He will submit both a Course Reactivation and a Course Revision form for MMC 3234. It was mistakenly deleted in 2013.

III.   APPROVAL OF AGENDA

A Ziegler/Apenteng motion to approve the agenda was passed unanimously.

IV.   COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Items for consideration were presented by Dr. Christine Ludowise.

➢ **CLASS Dean**
Course Deletion(s)
IRSH 3431 - England since 1603
JUSTIFICATION:
    The Department of History is changing the title of the course. The Irish Studies program has been systematically un-crosslisting courses as they are submitted through the curriculum process. The goal is to have students who are earning the minor in Irish Studies take Irish Studies courses outside of their major discipline. Deleting the IRSH prefix cross-list makes monitoring this much easier and ensures that students are truly getting an interdisciplinary minor.

A Ziegler/Alba-Flores motion to approve this course deletion was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Irish Studies Interdisciplinary Minor (*REVISED PROGRAM*)
JUSTIFICATION:
    The Department of History deleted a course and changed the title for another course that is included in the Irish Studies Interdisciplinary Minor. The Department of Literature and Philosophy added a course on the Irish Philosophical Tradition. In addition, language that contradicted the requirements for interdisciplinary minors has been deleted from the minor program description.

A Ziegler/Alba-Flores motion to approve this program revision was passed unanimously.

➢ **Department of Communication Arts**

Items for consideration were presented by Dr. Patrick Wheaton.

Course Reactivation(s)
MMC 3234 – Directing For Screen
JUSTIFICATION:
 In the revision of the BS programs in Journalism and Multimedia Communication processed and approved by the UGC in October 2013, this course was inadvertently deleted. The course should have been revised to change it from MMC 3234 to MMFP 3234 in the new curriculum. This reactivation will then allow for the course revision to be completed.

A Gregg/Baker motion to approve this course reactivation was passed unanimously.

Course Revision(s)
MMC 3234 – Directing For Screen
➢ Subject, Prerequisite(s)
Students will learn the techniques for working with actors for screen performance with particular focus on film acting. Auditioning, screen tests, and casting will also be discussed. Students will direct a minimum of three individual scenes for video.
JUSTIFICATION:
 The course prefix and prerequisite must be changed to correspond with the change in the major program in which this course is located, and the prerequisite must be changed to correspond with the new course prerequisite prefix.

A Gregg/Baker motion to approve this course revision was passed unanimously.

➢ **Department of Criminal Justice and Criminology**

Items for consideration were presented by Dr. Adam Bossler.

New Course(s)
CRJU 3535 - Family Violence
This course provides an examination of family violence with a specific focus on child abuse, intimate partner violence, and elder abuse. It focuses on the nature, prevalence, causes, and consequences of each form of family violence, as well as explores the social services and criminal justice systems' response to family violence.
JUSTIFICATION:
 The course will serve as an upper-level elective within the major. The issue of family violence is an important topic that affects all aspects of the criminal justice system and impacts millions of citizens per year. Our Department has wanted to offer a course on this topic for a long period of time but has not had the personnel to do so. We currently do. The course is being offered this semester and next as a special topics and has strong enrollment. The Department faculty unanimously voted to add this to our list of upper-level electives.

CRJU 3536 - School Violence
This course provides an examination of school violence, focusing on the school as the location for various forms of violence that result in the victimization of students, teachers, and school administrators. Specifically, the course will focus on several forms of school violence including physical bullying, indirect forms of bullying such as teasing and ostracism, cyber-bullying, and forms of mass violence in schools such as "school shootings." Administrative and criminal justice responses to the various forms of school violence and the consequences of these responses will also be examined.
JUSTIFICATION:
 The course will serve as an upper-level elective within the major. Many univerisities have offered courses on school violence for the last 20 years. Considering rates of school bullying and high-profile school shootings, a course on this topic is necessary for our program to sufficiently cover topics that should be covered within a crimial justice program. Our Department has wanted to offer a course on this topic for a long period of time but has not had the personnel to do so. We currently do. This course will have high enrollments. The Department faculty voted unanimously to add this course as an upper-level elective.

CRJU 3537 - Communities and Crime
This course focuses on the impact of crime, particularly violence, and criminal justice interventions on local communities. The topics covered in the course include the origins of violence in the community, how the police interact with citizens, how punishment and sentencing strategies impact communities, and the effects of law and policy on communities.

JUSTIFICATION:

The course will serve as an upper-level elective. Students generally only think about the causes of crime and policies aimed at addressing those crimes at the individual level. Scholars have noted for a century that the causes of crime are rooted in the community. In addition, most criminal justice policies are created for communities rather than individuals. Although a couple of courses briefly address the community contexts of crime, our program currently lacks a course that exclusively focuses on these issues. "Communities and Crimes" courses are popular within criminology programs across the country. Adding this course is important to improve the criminology aspect of our program. We have wanted to add this course for a few years and currently have a few faculty trained to teach this course. The Department faculty voted unanimously to add this course as an upper-level elective.

A Wheaton/Apenteng motion to approve these new courses was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Justice Studies, B.S.J.S. (REVISED PROGRAM)
JUSTIFICATION:

The Department has continued to assess its course offerings to stay current in the field, provide more and better options for our students, and to directly improve student learning outcomes for our program. In order to do that, our Department voted unanimously to make the following changes to the program. First, we voted to add three courses as upper-level electives (CRJU 3535-Family Violence, CRJU 3536-School Violence, and CRJU 3537-Communities and Crime) that will strengthen the criminology component of our program as well as strengthen student learning outcomes one, two, and five. Second, our annual assessment suggested that we needed to improve student learning outcome six which deals with students conducting original research. In order to address this, the Department voted unanimously to require students to only take CRJU 4231-Research Methods and not allow SOCI 3434-Research Methods or POLS 2130-Methods. Finally, to provide students more options in the multidisciplinary section of our program, the Department voted unanimously to add LSTD 4633-Forensic Interviews to the Human Behavior section.

A Wheaton/Apenteng motion to approve this program revision was passed unanimously.

➢ **Department of History**

Items for consideration were presented by Dr. Kathleen Comerford.

New Course(s)
HIST 3235 - History of Modern Cuba
This course will examine the economic, political, social, and cultural history of Cuba from the nineteenth century to the present day. We will explore the island's unique past as it transformed from being a Spanish colony to a neocolonial U.S. protectorate, then an independent nation, and finally a socialist state. We will discuss the question of national identity, the politics of race and gender, economic changes, and the role of what historian Louis A. Perez, Jr. has called the "ties of singular intimacy" between Cuba and the United States. We will also pay specific attention to the national and international popularity of Cuban music and culture, the origins and legacies of the Cuban Revolution of 1959, the difficulties and uncertainties brought on by the dissolution of the Soviet Union, and the future of Cuba in a post-Castro era.
JUSTIFICATION:

This course will provide History majors with a course for their non-Western course requirement as well as an additional elective option. When taught as a Special Topics course (Spring 2012, Fall 2013), the course has been well received by students.

HIST 5236 - Religion, Empire, and Revolution in the Eighteenth Century
This course will follow the so-called long eighteenth century -- an era of great historical change and globalization -- through the many religious, intellectual, and scientific achievements associated with the rise and fall of European empires in the Atlantic World from c. 1650-1815. This era culminated in revolutionary movements that included the American, French, Haitian, and the Latin American Revolutions, events which arguably influenced much of nineteenth-, and twentieth-century global history. This course proceeds through an examination of various topics associated with this important crucible of global modernity: such topics may include religious change and the Enlightenment, imperial competition and absolutism, debates over race, slavery and gender equality, slavery in the Enlightenment, and the Age of the Democratic and Atlantic Revolutions. Graduate students will be given an extra assignment determined by the instructor which undergraduates will not be required to do.
JUSTIFICATION:

This course will broaden our course offerings, providing an additional upper-division elective, in an area that has undergone revolutionary change in the past 20 years: the study of the eighteenth-century Enlightenment, Revolution, and Atlantic World. As proposed, this 5000-level comparative course would serve both advanced

undergraduates and graduate students in an area of historical study that is addressed by major research institutions nationwide. This class fulfills a curricular need in addition to appealing to the interest of our student body in such significant scholarly issues as gender, slavery, religious history, the French Revolution, and the American Revolution.

A Ziegler/Alba-Flores motion to approve these new courses was passed unanimously.

Course Deletion(s)
HIST 3430 - History of England to 1603
HIST 4333 - The Colonial Experience I: Europe
HIST 5231 - Legal History of the U.S.
HIST 5331 - The Age of Chivalry
JUSTIFICATION:
> The Department has not taught the following courses in years:
> HIST 3430-History of England to 1603
> HIST 4333-The Colonial Experience I: Europe
> HIST 5331-The Age of Chivalry
> The Department is deleting these courses because it no longer has faculty trained in these particular eras.
>
> HIST 5231-Legal History of the U.S. has not been taught in years and the subject matter overlaps too much with HIST 3133- U.S. Constitutional History.

A Ziegler/Alba-Flores motion to approve these course deletions was passed unanimously.

Course Revision(s)
HIST 3431 - England since 1603
➢ **Title, Catalog Description, Cross-List**
This comprehensive survey of the political, economic and cultural history of the British Isles and British Empire covers the period from the end of the Wars of the Roses in 1485 to the present era of devolved sovereignty in Scotland and Wales and the partial independence of Ireland.
JUSTIFICATION:
> This change will give the course a broader chronological breadth, and the expansion of the descriptor from "England" to "Britain" also widens its coverage in line with the strengths of current faculty. Student learning outcomes and the role of this course in the curriculum remain unchanged.
>
> The cross-listed course, IRSH 3431, is being deleted.

HIST 4635 - Senior Seminar
➢ **Prerequisite(s)**
JUSTIFICATION:
> Student performance likely will be improved by requiring that HIST 2630-Historical Methods, the gateway course to the major, is taken prior to HIST 4635-Senior Seminar, the capstone course in the major.

HIST 5339 - Modern Britain
➢ **Title, Catalog Description**
This course focuses on the diplomatic, economic, colonial, environmental or cultural relationships between the British Isles and the broader world since 1485. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.
JUSTIFICATION:
> This change will give the course a broader chronological breadth and better emphasize Britain's interactions with the rest of the world, in line with the strengths of current faculty. Student learning outcomes and the role of this course in the curriculum remain unchanged.

A Ziegler/Alba-Flores motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Classical and Medieval Studies Interdisciplinary Minor (REVISED PROGRAM)
JUSTIFICATION:
> The Department of History is deleting HIST 3430 and HIST 5531. The program page has been edited to reflect these changes.

History, B.A. (REVISED PROGRAM)
JUSTIFICATION:

The Department of History has changed some course titles to better reflect course content. The Department is also adding some courses. Finally, the portfolio required of all History majors is being added to the catalog page.

A Ziegler/Alba-Flores motion to approve these program revisions was passed unanimously.

➢ **Department of Literature and Philosophy**

Items for consideration were presented by Dr. David Dudley.

<u>New Course(s)</u>
PHIL 4433 - The Irish Philosophical Tradition
This course focuses on the history of Irish Philosophy, from the Irish Augustine, a seventh-century monk, to contemporary philosophers working in Ireland today. Special emphasis is placed on the Irish contribution to Empiricism in the work of Robert Boyle, William Molyneux, and George Berkeley.
JUSTIFICATION:
> This course is intended to be an elective that complements the philosophy program's strength in the history of philosophy, as well as our Irish Studies minor, by focusing on an important but negelected area: Ireland's contribution to the history of philosophy. Ireland has a rich philosophical heritage that is only now becoming appreciated. Advanced courses in the history of philosophy that go beyond our required survey courses help prepare our students for graduate study.

PHIL 4534 - Philosophy in Film
This course investigates philosophical issues that are raised in film, as well as the effectiveness of film as a philosophical medium. Films are analyzed for their philosophical content. This content is then investigated in further detail.
JUSTIFICATION:
> This course is intended to be an elective that explores the use of film to raise philosophical questions and explore philosophical issues. Philosophy of Film is a popular and rapidly-growing branch of philosophy. Most philosophy programs at universities of our size offer undergraduate and graduate Philosophy of Film courses, and some programs offer entire degrees. There is a strong student demand for the course, and the course attracts new majors. This course has been offered as a special topics course.

RELS 3235 - Male, Female, and Religion
This course explores an understanding and appreciation of the complex and varied roles of males and females in the context of Religion. We will examine a variety of situations found in religious texts, ancient and contemporary interpretations and in everyday life. While an essential part of the course will take the form of lectures, a major component will consist of discussion and co-inquiry.
JUSTIFICATION:
> As the Religious Studies Interdisciplinary Mminor grows, we have added faculty to help meet the demands of a popular and important subject. We are also adding new courses to help meet student interest and need. This course, Male, Female, and Religion, will give students historical and theoretical frameworks in which to study and understand the relationship between gender and religion as that complex interrelationship works itself out in various religious traditions. Students from different religious traditions are already familiar with the ways in which gender is treated and how it determines roles and what is acceptable and unacceptable behavior and participation in religious activities. This course will give them opportunity to examine the why's of these realities and show them how the issues are not unique to their own experience but have affected countless numbers of people across the millennia.

RELS 3237 - Genesis and Human Relations
This course will focus on a detailed and careful reading of the text of the book of Genesis, with two primary aims in mind: 1) an understanding of the narratives, within the historical context and more importantly the theological nexus of the narrative; and 2) the implications and applications for contemporary society and the issues we face.
JUSTIFICATION:
> As the Religious Studies Interdisciplinary Minor grows, we are adding new courses to satisfy student interest and need. While we offer a general course entitled "Introduction to the Hebrew Bible," we do not yet have courses dealing with specific themes in the Hebrew Bible, arguably (along with the Christian New Testament) the most influential text in Western civilization. This proposed course, while treating human relationships specifically in the Book of Genesis, will give students a framework in which to study and comprehend human relationships in other religious texts, as well. So while its subject matter is admittedly focused, the training in interpretation students will receive can be applied by them to other texts in other religious traditions.

RELS 3239 - Human Suffering and the Bible
This course will help students explore, interpret, and understand the many and varying contexts in which human

suffering is presented in the Bible. The course treats questions such as the role God plays in human suffering, freedom of choice, the causes and effects of suffering, and the concept of "theodicy"--how human beings strive to reconcile suffering and the notion of a loving, merciful God. Students will look at personal, communal, and national suffering in the Bible and in present-day society.

JUSTIFICATION:

As the Religious Studies Interdisciplinary Minor continues to grow, we should add new courses to give students a greater variety from which to choose. More students mean a wider diversity of interests and backgrounds, and we should recognize and accommodate them. We have already begun to address this issue by creating courses in Asian religions and the diversity of American religious experience; the hiring of Drs. Karapanagiotis and Curtis, whose expertise lies in those areas, reflects our commitment to increasing the variety of RELS course offering. This proposed course, Human Suffering and the Bible, addresses one of the oldest and thorniest of all theological questions: the problem of suffering, especially innocent suffering. Although this course focuses on the issue in the Bible, the most widely-influential text in Western Civilization, the topic is also examined in all the other great world religions; students who study the issue in its biblical context may then take their insights into their study of how other religious traditions deal with the same subject.

A Wheaton/Gregg motion to approve these new courses was passed unanimously.

Course Revision(s)
PHIL 3333 - Introduction to Ethics
➢ **Number, Catalog Description**

This course is an introduction to the main concepts of philosophical ethics such as virtue, duty, utility, rights, and liberty. The course also introduces philosophers whose ethical theories have been historically the most influential, such as Aristotle, Kant, and Mill.

JUSTIFICATION:

The course numbering change has been mandated by the Board of Regents' Academic Advisory Committee for Philosophy.

A Wheaton/Gregg motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Philosophy, B.A. *(REVISED PROGRAM)*
JUSTIFICATION:

The Department is adding two upper-division Philosophy electives to the program of study. In addition, there is a mandate from the University System of Georgia to add five to nine hours of lower division philosophy courses to Area F, since Area F is intended to be an introduction to the major. Georgia Southern is now the only program not in compliance with this mandate.

Religious Studies Interdisciplinary Concentration *(REVISED PROGRAM)*
JUSTIFICATION:

The Religious Studies program has proposed three new courses. The changes to the program page reflect the addition of the proposed courses.

Religious Studies Interdisciplinary Minor *(REVISED PROGRAM)*
JUSTIFICATION:

The Religious Studies program has proposed three new courses. The changes to the program page reflect the addition of the proposed courses.

A Wheaton/Gregg motion to approve these program revisions was passed unanimously.

V.   PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS

Items for consideration were presented by Dr. Christine Ludowise.

➢ **Center for International Studies**
Proposed Revised Program
Global Citizen Certificate *(REVISED PROGRAM)*
JUSTIFICATION:

The Department of History has deleted three courses and changed the titles of two others that are listed on the Global Citizen Certificate catalog page. These changes affect the course listings in History and in Irish Studies. The program page now reflects those changes.

VI. COLLEGE OF HEALTH AND HUMAN SCIENCES

Items for consideration were presented by Dr. Stephen Rossi.

➢ **School of Nursing**
Course Deletion(s)
NURS 3332 – Pathophysiology
JUSTIFICATION:
   Course is being removed from the BSN program page. We do not need this course any longer and it is being deleted.

An Alba-Flores/Baker motion to approve this course deletion was passed unanimously.

Course Revision(s)
NURS 3111 – Professional Practice Competencies
➢ **Number, Title, Credit Hours, Catalog Description, Corequisite**
The primary focus of this course is to prepare the professional nurse in the acquisition of safe and competent basic to advanced therapeutic nursing skills. The framework is based on the Essentials of Baccalaureate Nursing Education for Professional Practice. The course is designed to build upon a liberal education in order to develop a generalist nurse capable of delivering safe, high quality patient care as an autonomous or interdependent healthcare team member. Professional, legal, and ethical values are maintained and health care policies, cost containment, and regulatory standards are maintained. The preparation and implementation required in the delivery of care operates from a holistic perspective that is mindful of therapeutic communication strategies, population diversity, lifespan changes, patient learning styles, and the health-illness continuum. Course experiences will expose students to a range of patient care technologies such as assessment or monitoring devices and medication administration systems. Proper documentation of patient data will be addressed from the standpoint of confidentiality as well as the ethical and legal issues related to the use of information technology. A functional use of medical terminology is also included as a practice compentency.
JUSTIFICATION:
   The changes are being made because the course number and credit hour change. We are adding 3 corequisites.

NURS 3150 – Introduction to Professional Practice
➢ **Number, Credit Hours, Corequisite, Prerequisite**
JUSTIFICATION:
   The changes are being made because the course credit hour and number change. We are adding 3 corequisites.

NURS 3221 – Pharmacologic and Integrative Therapeutics I
➢ **Number, Credit Hours, Corequisite**
JUSTIFICATION:
The changes are being made because the course credit hour and number change. We are adding 3 corequisites.

NURS 3230 – Health Assessment across the Lifespan
➢ **Corequisite**
JUSTIFICATION:
   The changes are being made because the course co-requiste number s are changing and one course was deleted.

An Alba-Flores/Baker motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Nursing, B.S.N. <mark>(REVISED PROGRAM)</mark>
JUSTIFICATION:
   The program is being revised to incorporate changes in area D of the core curriculum. All nursing majors are
   required to take a chemistry sequence as of Fall 2014.
An Alba-Flores/Baker motion to approve this program revision was passed unanimously.

➢ **Health and Kinesiology**
New Course(s)
KINS 2533 – Pathophysiology
This course introduces abnormal physiological health transitions across the lifespan incorporating evidence-based interaction in professional practice. Disorders affecting cells, organs, and systems involved in the regulation of structure

and function within the human organism are examined. How diseases affect the structures, functions, and systems of the human organism are explored. The influence of genetics, ethnicity, environment, and age are incorporated.

JUSTIFICATION:

 This course is a requirement for the Nursing students.

An Alba-Flores/Baker motion to approve this new course was passed unanimously.

VII. COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler.

➢ **Geology and Geography**
 <u>Course Reactivation(s)</u>
 GEOL 1121 – Introduction to the Earth
 JUSTIFICATION:

 Introduction to the Earth (GEOL 1121) had been renumbered as GEOL 1141 when the lecture and lab were combined. When the equivalent change was subsequently made to General Historical Geology (GEOL 1122) it was approved by the Board of Regents on the condition that both courses be numbered as GEOL 1121 and GEOL 1122, to stay consistent with Common Core. Appropriate course revision forms were subsequently submitted to show the other changes but keep the course numbering. However, GEOL 1121 had already been deactivated, so this course reactivation form is needed to formally process those course revisions approved earlier.

A Mitra/Amponsah motion to approve this course reactivation was passed unanimously.
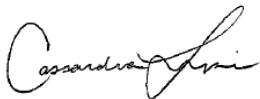
VIII. OTHER BUSINESS

None

IX. ADJOURNMENT

There being no further business to come before the committee, an Amponsah/Mitra motion to adjourn the meeting at 3:59 p.m. passed unanimously.

Respectfully Submitted,

Cassandra Lumpkin
Recording Secretary

NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
March, 2014

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

There are 4 items to report.

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University Student-Athletes:
    http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html

2. An article of interest: "How Should Big-Time College Sports Change?" http://chronicle.com/article/How-Should-Big-Time-College/144637/

3. The NCAA is in the midst of restructuring its governance structure. Below is the text of a letter sent to the Chair of the NCAA Division I Board of Directors (Wake Forest University President Nathan O. Hatch) from the FARA (Faculty Athletic Representative Association) stating the position of the FARA and, by extension, faculty.

February 11, 2014
Nathan O. Hatch
President, Wake Forest University
Chair, NCAA Division I Board of Directors

Dear President Hatch, and Members, Governance Review Steering Committee:

The Faculty Athletics Representative Association (FARA) is comprised of FARs from all three NCAA divisions and is dedicated to advancing the work of FARs in the areas of institutional control, academic integrity, and student-athlete well-being. The FARA Executive Committee has been carefully following and providing input at each stage of the Division I Governance Review. Most recently, the Division I members of the FARA Executive Committee attended both Governance Dialogue sessions at the NCAA Convention. The comments below stem from our observations during that time.

We were pleased to see that the draft governance system design maintains University President and Chancellor membership at the highest level. It is essential that the leaders of the Division I member institutions are the leaders of this membership organization. These CEOs have ultimate responsibility for what takes place on their own campuses therefore they should have the top level of input as to how Division I athletics are managed. Further, the voting members at the Board of Directors level need to have equal voting power, without weighted voting; especially if autonomy is provided to particular conferences in the new governance system.

FARA strongly believes in an inclusive and balanced governance structure. We are concerned that having more "day to day practitioners" involved in the next highest level of the proposed governance design, the Council, is focused mainly on the addition of athletic department personnel and conference commissioners. However, issues that will come before the Council will require expertise not only in athletic matters but also in academic integrity and student-athlete well-being concerns. The maintenance of varied expertise on the Council by including numerous FARs and students will better serve our student-athletes and affirm our commitment to the collegiate model embraced by the NCAA. If FARs are not well-represented in the new governance structure at the Council level and

below, our concern is that the collegiate model's credibility will be severely weakened or lost. Therefore, we strongly recommend that FARs be present in significant number in all governance deliberations and votes to ensure the promotion of student-athlete academic well-being and the maintenance of the collegiate model. It is particularly important to FARA's Executive Committee that FARs, as academic leaders, be sufficiently represented on the Council along with athletic and student leaders to represent all aspects of collegiate athletics.

The FARA Executive Committee thanks the Governance Review Steering Committee for its thoughtful and inclusive process in redesigning the governance system of Division I. At this important time in Division I governance revision, it is essential that the voices of all constituencies be heard and considered.

Sincerely,
Frank Webbe
FARA President
Florida Institute of Technology

4. GSU Student-Athlete Brittney Benzio has been nominated for Southern Conference Post-Graduate Scholarship. Please join me in wishing her good luck in this process.

5. Team GPA's for Fall Semester, 2013 are as follows:

Baseball – 3.13
Men's Basketball – 2.59
Women's Basketball – 3.25
Football – 2.40
Men's Golf – 3.03
Rifle – 3.14
Men's Soccer – 2.97
Women's Soccer – 3.40
Softball – 3.50
Swimming & Diving – 3.34
Men's Tennis – 3.21
Women's Tennis – 3.39
Track - 2.94
Volleyball – 3.37

Overall Male – 2.67
Overall Female – 3.28

Overall Department – 2.92 (tied for highest fall term GPA recorded)

From Fall 2013:
211 scholar athletes (earned 3.0 or higher)
63 Dean's List recipients
39 President's List

FACULTY SENATE LIBRARIAN'S REPORT

APRIL 2014

Faculty Development Committee

April 11, 2014, 2:30.

Henderson Library, 1303.

1. Discussion of annual allocations. Allocations are consistent with prior years: Total annual fund less the Award for Excellence in Instruction amount; then the net amount is divided by five so that one-fifth is allocated to each of the five awards over the academic year.

2. Review of Summer travel applications. Awarded fifteen applicants for a total of $18,329 in travel grants.

3. Review of Summer development of instruction applications. Awarded seven applicants for a total of $18,670 in instructional grants.

4. Discussion of format for the presentation of Excellence in Instruction award. The Provost's office asked the committee to discuss options in order to enhance the attendance. Options were discussed and suggestions were assembled for the Provost.

5. The Committee expressed appreciation to Patricia Hendrix for her significant and critical work in supporting the FDC.

6. New Chairs for the 2014-2015 academic year were chosen. Co-chairs are Padmini Shankar and Abid Shaikh.

Meeting adjourned.

Georgia Southern University Faculty Research Committee (2013-14)
March 3, 2014, 1308 Henderson Lib
Minutes

I.   The meeting was called to order by Bob Fernekes at 3:40 PM

II.   The agenda was approved as read
- i.   Motion to approve: Gulzar Shah
- ii.   Second: Janice Steirn
- iii. The committee voted unanimously to approve as read.

III.   Minutes of the February 17, 2014 were approved by email and submitted to the librarians monthly report

IV.   Roll Call:

Member	Attendance	Rotate off in July of ( )
Bob Fernekes – Library - Chair (FRC elected)	P	2014
Li Li - CHHS	P	2015
Kymberly Drawdy - COE	A - Travel	2015
Onyile Onyile - CLASS	P	2015
Gulzar Shah - JPHCOPH	P	2014
Mohammad Ahad - CEIT	P	2014
Jun Liu – COBA	P	2015
Shijun Zheng - COSM	P	2014
Janice Steirn - Senate Appointed	P	2014
Ele Haynes– VPRED	P	Appointed

V.   **Committee Work**

   A.   **Calendaring**

      i.   The next committee meeting will be March 6, 2014 at 3:30 – 5:30 PM in Henderson Library 1308.
         1.   The meeting purpose will be: Complete Round 1 funding application pool screening
      ii. An additional scheduled committee meeting will be March 24, 2014 at 3:30 – 5:30 PM in Henderson Library 1308.
         1.   The meeting purpose will be: Begin Round 2 funding application evaluation

   B.   **Faculty Research Seed Internal Funding Award**

      i.   The committee presented their completed recommendations. For all applications that contained 3 complete reviews the committee advanced applications with 3 fund recommendations to round 2 and placed those with 3 maybe recommendations in a holding status. If the final fund count exceeds the total amount of funding available the maybe category will not advance to Round 2.

      ii.   Deadlines
         1.   March 6, 2014 – Round 1 assignments not completed on time are due.
            a.   Rank round 1 assignments as either Priority to Fund, Potential to funding or Not recommended to fund.
            b.   All proposals ranked not recommended to fund should be accompanied by review comments for improvement in future submissions.
            c.   Applications receiving 2 Not Fund recommendations will not be moved to round 2.
         2.   May 1, 2014 – Current year spending deadline for awardees.

   A.   **Faculty Research Scholarly Pursuit Internal Funding Award - Informational**

      i.   The committee presented their completed recommendations. For all applications that contained 3 complete reviews the committee advanced applications with 3 fund recommendations to round 2 and placed those with 3 maybe recommendations in a holding status. If the final fund count exceeds the total amount of funding available the maybe category will not advance to Round 2.
      ii.   Deadlines
         1.   March 6, 2014 – Round 1 assignments not completed on time are due.
            a.   Rank round 1 assignments as either Priority to Fund, Potential to funding or Not recommended to fund.
            b.   All proposals ranked not recommended to fund should be accompanied by review comments for improvement in future submissions.
            c.   Applications receiving 2 Not Fund recommendations will not be moved to round 2.
         2.   May 1, 2014 – Current year spending deadline for awardees.

   B.   **Grant Writing Workshop Update –**
      i.   Bob Lucas of the Institute for Scholarly Productivity will present "Breaking through the Barriers to Writing Proposals" was presented on February 24. 30 faculty members attended the full day session. The evaluations were very positive. Dr. Bob Lucas was a success. We will retain his name on or return speaker list.

   C.   **Current Calendar**
      i.   March 6, 2014 at 3:30 – 5:30 PM in Henderson Library Room 1308
      ii.   March 24, 2014 at 3:30 – 5:30 PM in Henderson Library Room 1308

VI.   **Adjourn –**5:00 PM

Georgia Southern University Faculty Research Committee (2013-14)
March 6, 2014, 1308 Henderson Lib
Minutes

I.   The meeting was called to order by Bob Fernekes at 3:30 PM

II.   The agenda was approved as read
   i.   Motion to approve: Li Li
   ii. Second: Janice Smith
   iii. The committee voted unanimously to approve as read.

III. Minutes of the March 3, 2014 are out for approval by email

IV.   Roll Call:

Member	Attendance	Rotate off in July of ( )
Bob Fernekes – Library - Chair (FRC elected)	P	2014
Li Li - CHHS	P	2015
Kymberly Drawdy - COE	P	2015
Onyile Onyile - CLASS	A - Travel	2015
Gulzar Shah - JPHCOPH	P	2014
Mohammad Ahad - CEIT	A - Excused	2014
Jun Liu – COBA	P	2015
Shijun Zheng - COSM	A	2014
Janice Steirn - Senate Appointed	P	2014
Ele Haynes– VPRED	P	Appointed

V.   **Committee Work**

   A.   **Calendaring**

      i.   No additional meetings are scheduled at this time.

   B.   **Faculty Research Seed Internal Funding Award and Scholarly Pursuit Award**

      i.   The remaining committee members presented their completed recommendations.
      ii. The committee reviewed the 53 eligible applications. The committee elected to fund 14 proposals applications for a total of $106, 406 in funding.
      iii. The committee also funded two Excellence Award stipends for a total of $9,594 with fringe and the publication fund at $5379.29.
      iv. Individual comments for not funded projects are unlikely to assist applicants in future submissions and may not reflect the ranking process for the project. Motion: Letters sent back to applicants that were not funded will be uniform without individualized comments.
         1. Motion: Li Li;
         2. Second: Gulzar Shah

      v.   Deadlines
         1. May 1, 2014 – Current year spending deadline for awardees.

   C.   Research Symposium
      i.   April 15 – Faculty and Student Research will be highlighted; Steven Chu will be the Keynote speaker in the evening session.
      ii. April 16 – NSF Biological Directorate will present grant submission workshops.
      iii. Registration is open to all faculty and students.
      iv. Committee members are eligible to participate
      v.   https://secure.georgiasouthern.edu/cogs/symposium/

VI.   **Adjourn –**5:00 PM

GE&CC Meeting
3/26/14
Professional Development Center

Meeting led by Michelle Cawthorn

Members present: Rebecca Ziegler, June Joyner, Ellen Hendrix, Diana Cone, Elizabeth Carr Edwards, Lisa Smith, Ruth Whitworth

Goal for the meeting:

Vote for core review form passed, so today members were to fill out sheet to indicate which entities will be contacted in which colleges and departments to get the core review forms completed. Group will identify who will serve as the GE&CC contact and then identify who the best person is to complete the form.

Some courses on the list have already have been assessed; largely the CLASS courses have not.

Concerns:

- Why are ENG 1101 and 1102 on the list? They're mandated by the BOR.
- Not sure if form can be completed without doing some research
- Does each language have to do it, or can they do it as a foreign language *program?*

Decisions:

- Chairs should be responsible and let them pass it on to appropriate people in the department
- Diana meeting with associate deans Thursday and will be happy to pass on that this is coming.
- Timeline? Need completed by April 16th. Diana will let them know that an e-mail is forthcoming from Jody Langdon, and they can distribute as appropriate.
- April 16th may not be entirely feasible, but this is not that onerous. Associate Deans will receive electronically (Qualtrix form); easy to fill out quickly, at most 20 minutes (if they include comments); form has been streamlined considerably.
- If cooperation becomes an issue, Diana can address in next Dean's Council meeting.
- Jody will cc: Diana when e-mails are sent, including explanation of what's being requested and why, so Diana can respond to any questions her office might receive.

Next meeting: April 16, 2014

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – March 13, 2014

Present: Dr. Deborah Allen, CHHS; Dr. Dustin Anderson, CLASS; Dr. Amanda King, COBA; Dr. Dawn Tysinger, COE; Dr. Michele McGibony, COSM; Dr. Rebecca Ziegler, Library; Dr. Li Li, CHHS; Dr. Devon Jensen, COE; Dr. Hani Samawi, JPHCOPH, Dr. Bob Fernekes, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Emerson Christie, GSO Student Representative; Ms. Azell Francis, SGA Student Representative; Dr. Dick Diebolt, COGS; Mrs. Melanie Reddick, COGS; Mrs. Naronda Wright, COGS; Mrs. Audie Graham, COGS

Guests: Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Juan Vargas, CEIT; Dr. David Williams, CEIT

Absent: Dr. Frank Goforth, CEIT; Dr. Simone Charles, JPHCOPH; Dr. Yong Zhu, CEIT; Dr. Marc Mitchell, CLASS; Dr. Camille Rogers, COBA; Dr. Jonathan Copeland, COSM

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, March 13, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Hani Samawi made a motion to approve the agenda as written. A second was made by Dr. Li Li and the motion to approve the agenda was passed.

III. DEAN'S UPDATE

In Dr. Charles Patterson's absence, Dr. Dick Diebolt provided an update on the following information items:
- Fall registration will begin on March 24th. He asked everyone to encourage their students to register early.
- Summer enrollments are being watched very carefully by senior administrators. As of today, summer enrollment is at 840. He said last year at this same time the enrollment was at 862 and the final enrollment at the end of summer 2013 was 1845 graduate students. Overall enrollment is down 354 institutionally.
- Spring Deadlines:
    April 9 – Final date to hold terminal or comprehensive examinations, theses or dissertation defenses
    April 16 – Deadline to submit Electronic Theses or Dissertation for final format check
    May 9 – Deadline to submit verified (approved) Electronic Theses or Dissertation
- The Graduate Commencement ceremony will be held May 9th in the Hanner Fieldhouse at 1 p.m. Jemelleh Coes will be the commencement speaker. Ms. Coes is the 2014 Georgia Teacher of the Year and she is a Special Education English Language Arts teacher at Langston Chapel Middle School in Statesboro.
- Catalog copy is due to the Registrar's Office on May 9.
- Dr. Diebolt said the College of Graduate Studies has scholarships that are being used for recruitment purposes and they are very specific to graduate students in certain disciplines. Dr. Diebolt said if you are considering students who are applying in the fall semester please contact Mr. Tristam Aldridge, regarding information on the scholarships.
- Nominations for the Averitt Awards are still being accepted. One award is for instruction and the other is for research. Awardees will receive a $1,000 cash award and an eagle sculpture. Recommendations should be forwarded to Mrs. Marla Bruner by March 21st.
- Research Symposium is scheduled April 15th-16th. The Research Symposium and Presentations will be held on April 15th. Event information has been sent out by Mrs. Bruner. Abstract submissions were due March 7th, and March 19th is the notification deadline for acceptance to participants. Dr. Steven Chu, former Secretary of Energy, will be the Keynote Speaker at the event on April 15th. There will also be a workshop for the National Science Foundation: Biological Sciences Directorate held on April 16th. Please contact Mrs. Bruner if you have any questions regarding the symposium.
- There has been some discussion regarding promotional activities. In the past, the College of Graduate Studies has developed individual viewbooks for each of the colleges. A new consolidated viewbook will be designed to represent all graduate programs. Information will be coming out soon for this and many faculty/administrators will be involved to recommend suggested changes and edits. This

1

viewbook will be used as a promotional item. Mrs. Naronda Wright stated the new viewbook will be 32 pages long. She said there will also be an entire print media campaign that will include the consolidated viewbook; flyers and postcards will also be sent out to students at the prospect level, inquiry level, applicant level, and accepted level.

IV. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEW

Dr. Fernekes thanked the College of Education for submitting the program reviews in a timely manner to the Provost Office. The Provost Office was then able to send out the documents to the committee based on the team list. Dr. Fernekes said he has made contact with each team member and received a commitment to include all the alternates in the program review process.

Dr. Fernekes asked Dr. Tracy Linderholm to discuss the rationale for the College of Education's program reviews groups. Dr. Linderholm stated the first group consists of four M.Ed. programs (Early Childhood, Middle Grades, Secondary and Special Education) that were previously under an umbrella program called the M.Ed. in Teaching and Learning. Due to PSC requirements the College of Education had to pull these apart and make them separate degree programs. Dr. Linderholm stated there is a lot of overlap in the reports and there is only one year of data since they were new programs effective fall 2012. The same rationale was used for the grouping of Ed.S. programs (Early Childhood, Middle Grades, Reading, Secondary and Special Education). They were all under an umbrella program called the Ed.S. in Teaching and Learning, and because of state rules set by the PSC the College had to pull them apart and make them separate degree programs effective fall 2012. She added that all programs that were effective fall 2012 went online. There is only one year of data for this Ed.S. group as well.

All Educational Leadership programs are grouped together. Faculty in these programs specialize in two generally different areas: educational leadership for preschool to twelfth grade school leaders and the other track is for school leaders in higher education settings. The M.Ed. and Ed.S. in Educational Leadership focuses on preschool to twelfth grade. The Ed.D. has two separate tracks: one for higher education and one for preschool to twelfth grade. The M.Ed. in Higher Education focuses on higher education.

The next grouping is focused on human development programs (M.Ed. & Ed.S. School Psychology and M.Ed. & Ed.S. Counselor Education). The M.Ed. and Ed.S in School Psychology are listed as separate programs, but they are actually one program. Dr. Linderholm explained that the Ed.S. in School Psychology is a degree students have to take in order to become a certified school psychologist, and the program offers an interim M.Ed. in School Psychology to students who elect to take it. They do not have separate goals or separate data for these programs. Because they are listed as two programs, the Board of Regents requested two separate reports. The College agreed with the Provost Office to write to separate reports, but they are actually the same report but they have different labels. The review committee will only be required to write one review for the M.Ed. and Ed.S. School Psychology program. The M.Ed. and Ed.S. Counselor Education programs are in fact two separate programs and they will each require their own review.

The M.Ed. and Ed.S. Instructional Technology programs are in one group and they are both separate programs.

The remaining programs are all unique and do not fit together neatly.

The MAT is one program and there will only be one program review required. The program wanted to write three separate reports for each of the three concentrations.

Dr. Deborah Allen asked if each team member should review the reports and rubrics of their fellow team members, if they choose to split the program reviews up. Dr. Fernekes said yes, each team member should review their team's documents. He stated minor edits may be made to reports after the Graduate Committee approves them, to provide consistency. No content will be changed after the committee provides their approval, and each program will go forward to the Provost Office in one PDF file.

Five program reviews were presented for discussion and approved:
- Ed.S. Educational Leadership – presented by Dr. Bob Fernekes (for Dr. Lina Soares)
- Ed.S. School Psychology – presented by Dr. Hani Samawi

- M.Ed. Educational Leadership – presented by Dr. Li Li
- M.Ed. Reading Education – presented by Dr. Dustin Anderson
- MHA Healthcare Administration – presented by Dr. Hani Samawi

Dr. Linderholm suggested the review team edit the report for the Ed.S. School Psychology to mention that the interim M.Ed. School Psychology is part of the Ed.S. program.

When presenting the M.Ed. Educational Leadership review, Dr. Li stated he was not sure if there was a need for this program. He said most of the students in the program are current employees from high schools. Dr. Li said as the state law regulations changed this program no longer satisfies promotion. Dr. Linderholm explained that in the past, in order to become a school principal certification was achieved at the master's level and in 2008 or 2009 the certification was changed to the Ed.S. level. Dr. Linderholm said the College still has people interested in getting a M.Ed. for a variety of reasons, mostly to prepare to go into the Ed.S. program. She said there is a new certification area that will fall under this degree title that could strengthen this program and allow it to increase to previous enrollment numbers. Dr. Thomas Koballa stated the Professional Standards Committee (PSC) has charged a committee to review information related to this degree program and new goals for it. Dr. Koballa said he thinks the PSC has recognized the limitations in what was proposed several years ago and that there is potential for the M.Ed. in Educational Leadership to grown in enrollments in the future.

When presenting the M.Ed. Reading Education rubric, Dr. Dustin Anderson stated the ratings were largely due to inconsistency on the report, rather than a reflection of the program itself. Dr. Fernekes suggested Dr. Anderson's team add a statement in the comment section of the rubric to make that clear. Dr. Linderholm agreed and said the program has strengthened their efforts to market this program.

The chair commended those reviewers who had completed their program reviews for presentation at the meeting. In separate emails, Graduate Committee members and alternates were encouraged to complete their reviews by April 1 (to be distributed with the April 10 meeting agenda), and all remaining program reviews received before the meeting will be emailed to the Graduate Committee. It is essential that these program reviews are discussed and approved at the April 10 meeting. This still allows time for minor editing (typos & clarification) before the program review files are appended to the minutes for committee approval of the minutes, and submission to the Provost's Office. Thanks for your assistance in this effort.

Completed program reviews consist of two MS Word files: (1) Program Review Report; and (2) completed CPR Rubric. Use the following headings in all completed Program Review Reports (1 to 2 pages each): Title . . . . Graduate Committee 2014 Program Review Report

Executive Summary
I. Strengths
II. Areas Identified for Improvement
III. Use of Assessment Findings to Effect Change
IV. Strategic Areas of Focus
V. Need for Additional Information/Suggestions/Comments

MOTION: Dr. Devon Jensen made a motion to approve the program reviews submitted by the team members, with the understanding that any suggested revisions discussed during the meeting be made and any editorial changes. A second was made by Dr. Samawi. The motion to approve program reviews discussed was passed.

The approved program reviews are appended at the end of the minutes.

   V. NEW BUSINESS

   A. College of Science and Mathematics

   Dr. Michele McGibony presented the agenda items for the College of Science and Mathematics.

   <u>New Course(s):</u>
   CHEM 7334 - Polymer Materials
   JUSTIFICATION:

This course will be an elective in the Materials and Coating Concentration in the Master of Science in Applied Physical Science program.

CHEM 7335 - Coatings Technology
JUSTIFICATION:
This course will be an elective in the Materials and Coating Concentration in the Master of Science in Applied Physical Science program.

CHEM 7531 - Chemistry of Biomolecules I
JUSTIFICATION:
This course is an elective for the Pharmaceutical Concentration of the Master of Science in Applied Physical Science degree.

CHEM 7532 - Chemistry of Biomolecules II
JUSTIFICATION:
This course is an elective for the Pharmaceutical Concentration of the Master of Science in Applied Physical Science degree.

CHEM 7895 - Research
JUSTIFICATION:
This course is an elective course for the Material & Coating Science Concentration of the Master of Science in Applied Physical Science degree.

Proposed New, Revised, or Deleted Program(s):
Master of Science in Applied Physical Science, M.S.A.P.S.
JUSTIFICATION:
All changes made to the program were approved by the MS in Applied Physical Science Graduate Committee and chairs of the Chemistry and Physics Departments. Minor changes were made for clarification and repair of typographical errors in the program page.

Several changes were made to update the admissions requirements of the program.
1. Degree type of acceptable applicants can now be any recognized STEM field from an accredited university since the concentrations of study in this program are interdisciplinary and may attract students from a wide variety of fields.

2. The GPA requirement was lowered to a 2.75 in order to encourage more applicants and to bring it more in line with other MS programs in our College and University.

3. Since the degree type is more inclusive and the GPA is lower, a statement was added to reflect that meeting the minimum requirements does not guarantee admission. This was added in order to maintain and improve quality of students in the program while simultaneously diversifying the type of student that could apply.

4. The addition of a provisional admission status was added in order to allow students with marginal grades but suitable potential as indicated by letters of reference a place in the program and to maintain consistency with other MS programs in COSM. The addition of non-degree students was added for students interested in the content of the graduate coursework and to maintain consistency with other MS programs in COSM.

The addition of the Grades clause was added to the program page to bring attention to and clarify for all students in the program the COGS policy of good academic standing and that failing grades will not be tolerated in this program. This addition is consistent with several MS degrees across the University.

Dr. Michele McGibony said after discussions with Mr. Tristam Aldridge the department has decided to remove the red statement added to Item #3 of the admission requirements section of the Master of Science in Applied Physical Science program page, which reads "Official GRE Report showing competitive subtest scores by the start of the first semester of graduate course." Dr. McGibony will work with Dr. Brain Koehler to revise the program page.

Dr. Amanda King stated there is a typo on Item #2 of the program page. "A" should be "An".

Dr. Diebolt asked Dr. McGibony if she discussed the Non-Degree issue with Mr. Aldridge. Dr. McGibony said she did and they are going to keep the GPA at 2.75 and require a statement of purpose, but not include a GRE score or letters of recommendations.

Dr. Diebolt asked if a policy has been created regarding the "F" issue listed on the program page. Dr. McGibony said the information is listed in the M.S.A.P.S. graduate student handbook that all students have access to. Dr. Diebolt suggested the department remove the "at the discretion of the graduate committee" statement under the Grade section. He recommended leaving the sentence as "Students earning grades of "F" will also be excluded from the program". Dr. McGibony will discuss the suggested revisions with her department and will submit a revised program page.

MOTION: Dr. Samawi made a motion to approve the agenda items submitted by the College of Science and Mathematics, with the understanding that the program page be revised to include the suggested edits. A second was made by Dr. King. The motion to approve the New Courses and Program Revision was passed.

The revised program pages are below.

Georgia Southern University *Revised - 11/7/12*

Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: ☐ **Undergraduate Committee (UGC)**	*(Date Format: mm/dd/yy)* **UGC/GC Meeting Date:**	03/13/14
☒ **Graduate Committee (GC)**	*(Date Format: mm/dd/yy)* **Date Submitted:**	02/03/14
	(Term Format: 201108) **Proposed Effective Term:**	201508
	(CIP Code Format: 123456) **Classification of Instructional Program (CIP) Code:**	_____

College Code: 15 - COSM   **Department Code:** ____   **Department:** ____

Type of Change: This is a <u>Revised</u> Program

Current Name of Program: Master of Science in Applied Physical Science

Proposed New or Revised Name of Program:

1. **Consistent with goals of: (check all that apply)**
   ☒Accreditation   ☒College   ☒Department   ☒State/Regional Needs   ☐University Strategic Plan

2. **Type:** *(Choose <u>One</u> from the following)*
   ☐ New Preliminary Proposal (Attach in Regents' required format)
   ☐ Formal Proposal (Attach in Regents' required format)
   ☐ Revision to Existing Program (Attach in Regents' required format)
   ☒ Other Program Proposals or Revisions that do not require Regents' approval

   (Regents' format can be found at: <u>http://www.usg.edu/academic_affairs_handbook/</u>*)*

3. **Proposal for:** <u>Graduate Major</u>   **Other:**
   If Certificate,
   - **Indicate Type:** <u>Drop-down</u>
   - **Is Certificate Program recommended for Financial Aid?** ☐ **Yes**   ☐ **No**

4. **Degree:** <u>MS</u> **Other:**

5. **Program Delivery Method:** <u>Face-to-Face On Campus</u>

6. **Proposed Tuition Type, if <u>not</u> Standard Tuition:** <u>Drop-down</u>
   If "Other", indicate <u>one</u> of the following:
   - **Tuition per credit hour:**
   - **Tuition per Program:**

If online or new tuition rate is proposed for program, complete the *Request for Differential e Tuition Rate Form* (*http://services.georgiasouthern.edu/controller/files/DifferentialeTuitionRateRequest.pdf*).

7. **Is this a change in credits (for Revisions only)?** ☐ **Yes** ☒ **No** *(NOTE: If the answer is No, you may skip question 8.)*

8. **Total Credit Hours Required:**

9. **Target Group of Students:** Students holding BS or BA degrees in any of the STEM fields.

10. **Additional Resources Needed: (check all that apply)**
    ☐Computer Needs ☐Distributed Learning Support ☐Equipment ☐Facilities
    ☐Faculty ☐Library Resources ☐Staff Support
    ☐Other

11. **Is it possible this change could affect Enrollment Strategies of the University?** <u>No</u>
    - **If Yes, has this change been approved by or submitted to the Enrollment Management Council?** <u>Drop-down</u>

12. **Does this course revision affect another Department or College?** <u>No</u>
    If yes, the signature page <u>MUST</u> be signed by Dean of College affected.

(New, Revised, or Deleted Program Form - Page Two)

12. **A New or Revised Catalog Program Page must be attached.**
    NOTE: For Revised Catalog Program Pages:
    - ALL changes should be made in **RED**.
    - Deletions should be in ***BOLD*** with a **strikethrough**.
    - Additions should be in ***BOLD ITALICS***.
    - Refer to *Sample Program Catalog Page Revisions* for layout format.

13. **Provide the Justification/Rationale for New, Revised, or Deleted Programs.**
    All changes made to the program were approved by the MS in Applied Physical Science Graduate Committee and chairs of the Chemistry and Physics Departments. Minor changes were made for clarification and repair of typographical errors in the program page.

    Several changes were made to update the admissions requirements of the program.
    1. Degree type of acceptable applicants can now be any recognized STEM field from an accredited university since the concentrations of study in this program are interdisciplinary and may attract students from a wide variety of fields.

    2. The GPA requirement was lowered to a 2.75 in order to encourage more applicants and to bring it more in line with other MS programs in our College and University.

    3. Since the degree type is more inclusive and the GPA is lower, a statement was added to reflect that meeting the minimum requirements does not guarantee admission. This was added in order to maintain and improve quality of students in the program while simultaneously diversifying the type of student that could apply.

    4. The addition of a provisional admission status was added in order to allow students with marginal grades but suitable potential as indicated by letters of reference a place in the program and to maintain consistency with other MS programs in COSM. The addition of non-degree students was added for students interested in the content of the graduate coursework and to maintain consistency with other MS programs in COSM.

    The addition of the Grades clause was added to the program page to bring attention to and clarify for all students in the program the COGS policy of good academic standing and that failing grades will not be tolerated in this program. This addition is consistent with several MS degrees across the University.

APPLIED PHYSICAL SCIENCE
M.S., 30 HOURS (THESIS TRACK)
36 HOURS (NON-THESIS TRACK)

Total Hours: Non-Thesis Track 33 + 3 internship hours
Total Hours: Thesis Track 24 + 6 thesis hours

Advising: College of Science and Mathematics, Department of Chemistry and Department of Physics, Dr. Michele McGibony, Georgia Southern University, P.O. Box 8064 Statesboro, GA 30460, (912) 478-5919, E-mail: mdavis@georgiasouthern.edu

Admission

Students are selected for the Master of Science in Applied Physical Science degree program on a competitive basis. Meeting minimum requirements does not guarantee admission.

Admission Requirements
Regular
1. B.S. or B.A. degree in chemistry, or physics, or related degree from an appropriate regionally accredited college or university, or an equivalent degree from a recognized foreign college or university. Official TOEFL scores (not more than two years old) required for international students.
2. A An overall minimum cumulative GPA of 2.75 3.0 on a 4.0 scale or at the discretion of the graduate admission committee.
3. Official GRE Report showing competitive subtest scores.
4. 2 Letters of Recommendation from individuals familiar with the applicant's potential to complete successful graduate work.
5. Applicant's Statement of Purpose & Research Experience, which must address (1) the student's preparation and research experiences for graduate study, (2) the student's goals for the graduate program, potential concentration area, and possible advisor (for thesis option), & (3) the student's professional goals following completion of the M.S. program
6. the The applicant must have the appropriate undergraduate preparation for the area of concentration. This requires meeting the general M.S. requirements and the prerequisites listed for the particular concentration area.

Provisional
None Applicants who do not meet the admission requirements may be admitted provisionally. To be converted to regular status, provisional students must take any appropriate undergraduate courses as recommended by the graduate committee and must earn a "B" or higher in their first 9 hours of coursework approved by the graduate director.

Non-Degree
None Non-degree students are accepted on an individual basis as space is available. Applicants must have a minimum cumulative GPA of 2.75 on a 4.0 scale and submit a Statement of Purpose and Research Experience.

Grades
Students are required to maintain a cumulative GPA of at least 3.0 to remain in good academic standing and to be eligible to graduate. In the event the cumulative GPA falls below 3.0, the student will be placed on academic probation. Students have 9 semester credits to elevate the cumulative GPA to at least 3.0 or will be excluded from the program. Students earning grades of "F" will also be excluded from the program.

Program Concentrations
The Master of Science in Applied Physical Science degree program provides concentrations in Environmental Science, Pharmaceutical Science, or Materials and Coatings Science.

A maximum of 12 credit hours at the 5000 level are allowed for the Master of Science in Applied Physical Science degree.

Environmental Science Concentration
Non-Thesis Track .... **36 Hours**
Core Requirements
    CHEM 6130 - Industrial Science (3)
    CHEM 6230 - Scientific Inquiry and Ethics (3)
    CHEM 6730 **OR** PHYS 6730 - Master of Science in Physical Science Internship (3)
    CISM/MGNT 7431 - Project Management (3)
    MGNT 7330 - Leadership and Motivation (3)
    PUBH 6541 - Biostatistics (3) **OR** STAT 5531G - Statistical Methods I (3) **OR** ACCT 7134 - Financial Reporting and Analysis (3)
    WRIT 5930G - Technical Writing (3)
Concentration Requirements
    CHEM 5233G - Environmental Chemistry (3)
    Concentration Elective courses (12) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator
Thesis Track .... **30 Hours**
Core Requirements
    CHEM 6130 - Industrial Science (3)

CHEM 6230 - Scientific Inquiry and Ethics (3)
CHEM 7610 **OR** PHYS 7610 - Graduate Seminar (3)
CHEM 7999 **OR** PHYS 7999 - Thesis (6)
PUBH 6541 - Biostatistics (3) **OR** STAT 5531G - Statistical Methods I (3)
Concentration Requirements
CHEM 5233G - Environmental Chemistry (3)
Concentration Elective courses (9) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Pharmaceutical Science Concentration
Non-Thesis Track .... **36 Hours**
Core Requirements
CHEM 6130 - Industrial Science (3)
CHEM 6230 - Scientific Inquiry and Ethics (3)
CHEM 6730 **OR** PHYS 6730 - Master of Science in Physical Science Internship (3)
CISM/MGNT 7431 - Project Management (3)
MGNT 7330 - Leadership and Motivation (3)
PUBH 6541 - Biostatistics (3) **OR** STAT 5531G - Statistical Methods I (3) **OR** ACCT 7134 - Financial Reporting and Analysis (3)
WRIT 5930G - Technical Writing (3)
Concentration Requirements
PHYS 7330 - Principles and Practice of Pre-clinical Drug Development (3)
Concentration Elective courses (12) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator
Thesis Track .... **30 Hours**
Core Requirements
CHEM 6130 - Industrial Science (3)
CHEM 6230 - Scientific Inquiry and Ethics (3)
CHEM 7610 **OR** PHYS 7610 - Graduate Seminar (3)
CHEM 7999 **OR** PHYS 7999 - Thesis (6)
PUBH 6541 - Biostatistics (3) **OR** STAT 5531G - Statistical Methods I (3)
Concentration Requirements
PHYS 7330 - Principles and Practice of Pre-clinical Drug Development (3)
Concentration Elective courses (9) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Material and Coatings Science Concentration
Non-Thesis Track .... **36 Hours**
Core Requirements
CHEM 6130 - Industrial Science (3)
CHEM 6230 - Scientific Inquiry and Ethics (3)
CHEM 6730 **OR** PHYS 6730 - Master of Science in Physical Science Internship (3)
CISM/MGNT 7431 - Project Management (3)
MGNT 7330 - Leadership and Motivation (3)
PUBH 6541 - Biostatistics (3) **OR** STAT 5531G - Statistical Methods I (3) **OR** ACCT 7134 - Financial Reporting and Analysis (3)
WRIT 5930G - Technical Writing (3)
Concentration Requirements
PHYS/CHEM 6131 - Solid State Materials (3)
Concentration Elective courses (12) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator
Thesis Track .... **30 Hours**
Core Requirements
CHEM 6130 - Industrial Science (3)
CHEM 6230 - Scientific Inquiry and Ethics (3)
CHEM 7610 **OR** PHYS 7610 - Graduate Seminar (3)
CHEM 7999 **OR** PHYS 7999 - Thesis (6)
PUBH 6541 - Biostatistics (3) **OR** STAT 5531G - Statistical Methods I (3)
Concentration Requirements
PHYS/CHEM 6131 - Solid State Materials (3)
Concentration Elective courses (9) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Thesis
Each Candidate for the Master of Science in Applied Physical Science degree, thesis track, must complete a thesis on a subject approved by the graduate thesis committee. The major professor supervises the research, directs the writing of the thesis, and approves the thesis in its final form. Prior to the final approval, the thesis is read by the thesis committee. One member, termed the second reader, has the responsibility for an intensive and rigorous criticism of the thesis, and a third member of the thesis committee has the responsibility of an "editorial reader." Both second and third readers must report all comments to the major professor. The thesis must be defended in an oral examination before the graduate committee prior to final approval and sign-off.

The style and format for the completed thesis shall follow that prescribed by the Director for the Master of Science in Applied Physical Science degree. Procedural steps in the preparation of the thesis are as follows:
• The prospectus for the thesis shall be submitted to the major professor and thesis committee for approval.

- The student must prepare the thesis for electronic submission following the latest version of the Electronic Thesis and Dissertation (ETD): Student Guide to Preparation and Processing manual.
- The thesis must be electronically submitted to the ETD site for format check by the ETD format check submission deadline as stated in the University Calendar.
- The final corrected thesis must be electronically submitted to the ETD site by the ETD format check submission deadline as stated in the University Calendar. The final document must be electronically approved by the Thesis Committee.

See the Thesis and Dissertation Student Guide to Preparation and Processing for additional Thesis information.

B. College of Education

Dr. Devon Jensen presented the agenda items for the College of Education.

Department of Leadership, Technology, and Human Development
Course Revision(s):
EDLD 7530 – The Democracy-Centered School Leader
  ➢ Title, catalog description
JUSTIFICATION:
This change is necessary to align coursework, which was initially developed only for Educational Leaders, to meet the requirements of the new Teacher Leadership concentration and endorsement.

EDLD 7531 – Legal and Ethical Issues in School Leadership
  ➢ Title, catalog description
JUSTIFICATION:
This change is necessary to align coursework, which was initially developed only for Educational Leaders, to meet the requirements of the new Teacher Leadership concentration and endorsement.

EDLD 7533 – Mobilizing Communities
  ➢ Catalog description
JUSTIFICATION:
This change is necessary to align coursework, which was initially developed only for Educational Leaders, to meet the requirements of the new Teacher Leadership concentration and endorsement.

EDLD 7535 – Using Data in Leadership for Learning
  ➢ Title, catalog description
JUSTIFICATION:
This change is necessary to align coursework, which was initially developed only for Educational Leaders, to meet the requirements of the new Teacher Leadership concentration and endorsement.

EDLD 7738 – Supervised Field Experience II
  ➢ Catalog description
JUSTIFICATION:
This change is necessary to align coursework, which was initially developed only for Educational Leaders, to meet the requirements of the new Teacher Leadership concentration and endorsement.

New Course(s):
EDLD 7536 – Developing Professional Learning Communities
JUSTIFICATION:
This content specific course is needed in the M.Ed. in Educational Leadership Program to satisfy requirements specific to the Concentration in Teacher Leadership.

Proposed New, Revised, or Deleted Program(s):
Teacher Leadership Endorsement
JUSTIFICATION:
The M.Ed. in Educational Leadership was originally designed to provide educators with the tools to become formally certified school leaders. Since that time, the Georgia Professional Standards Commission (PSC) has changed the rules regarding certification and pay for educational leaders. Educational Leadership Certification no longer occurs at the Master's level in this field, but occurs at the Ed.S. level. In addition, students who pursue the M.Ed. in Educational Leadership currently do not receive a pay upgrade unless they are serving in a formal leadership role.

In 2011, the PSC developed standards for Teacher Leadership Educator Preparation and created opportunities for Teacher Leadership Certification and for a Teacher Leadership Endorsement. Candidates with a bachelor's degree and three years of teaching experience can complete a Master's program for Teacher Leadership Certification. (Separate documentation is being submitted to update COE's M.Ed. in Educational Leadership program to include a Concentration in Teacher Leadership which leads to Teacher Leadership Certification.) The rationale for creating a stand alone Teacher Leadership Endorsement program is to meet the needs of candidates who already hold a master's degree in a teaching field and to align COE's offerings with PSC's rules for Teacher Leaders.

Educational Leadership, M.Ed.
JUSTIFICATION:
The M.Ed. in Educational Leadership was originally designed to provide educators with the tools to become formal certified school leaders. Since that time, the Georgia Professional Standards Commission (PSC) has changed the rules regarding certification and pay for educational leaders. Initial Educational Leadership Certification no longer occurs at the master's level in this field, but occurs at the Ed.S. level. In addition, students who pursue the master's in educational leadership do not receive a pay upgrade unless they are serving in a formal leadership role.

In 2011, the PSC developed standards for Teacher Leadership Educator Preparation to prepare individuals to serve in teacher leader roles in grades P-12. This revised program proposal updates the M.Ed. in Educational Leadership program to include a Concentration in Teacher Leadership. Candidates completing the degree program with the new Concentration in Teacher Leadership will be eligible to apply for PSC's Teacher Leadership Certification.

Dr. Tracy Linderholm stated that the Teacher Leadership Endorsement is not a new degree; it is a new concentration under the M.Ed. Education Leadership. She said if this is approved by the Graduate Committee, the next step is to go through the formal approval process of the PSC. The College will not offer this program until fall 2015.

Dr. Linderholm confirmed that a student could enter as a non-degree seeking student and pick up the endorsement. Another option would be for the student to go through the M.Ed. concentration to be eligible for the Teacher Leadership Endorsement.

Dr. Diebolt asked who would determine the three year teaching experience requirement. Dr. Linderholm said that would be handled by the program and the three years is a PSC requirement.

MOTION: Dr. Li made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Samawi. The motion to approve the Course Revisions, New Course and New/Revised Programs was passed.

VI.   **OLD BUSINESS –** Dr. Koehler asked what the status is on the Early Access program. He was not sure if their College should begin advertising for this. Dr. Diebolt said the program has not been completely approved by Dean's Council and has not been through Undergraduate Committee or Graduate Committee for approval. Dr. Diebolt said at this point he does not anticipate that students will be able to enroll in this program in fall 2014.

VII. **ANNOUNCEMENTS –** Dr. Diebolt requested if faculty have students who would like to participate in the Research Symposium, for them to please consider excusing them from class. Dr. Diebolt also stated the College of Graduate Studies (COGS) encourages departments to complete evaluations on their graduate assistants and if they would please forward a copy of the evaluation to Mrs. Marla Bruner. Dr. Samawi said he will ask Mrs. Sarah Peterson to send all GA evaluations to COGS.

VIII. **ADJOURNMENT**

There being no further business, the meeting was adjourned on March 13, 2014 at 10:07 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved April 3, 2014
by electronic vote of Committee Members

**Ed.S. Educational Leadership (EDLD) Program
Graduate Committee 2014 Program Review Report
Program Meets Expectations**

Executive Summary
The committee finds the Ed.S. in Educational Leadership (EDLD) meets expectations as it provides a unique program that prepares educational leaders for careers in Leadership in P-12 instruction at the departmental, school, district, regional, and state levels. The EDLD Ed.S. program has two tracks: one is the degree-seeking with certification track; the other is a certification only track. One overall program strength is the current mean GPA of 3.8, indicating a high level of academic achievement for candidates in this program. The biggest challenge for this program appears to be the issue that school Superintendents make the decision as to whom enters the program and these decisions may sometimes be based on factors that do not necessarily predict academic success. This presents a less-than-ideal situation for faculty who sometimes find it challenging to work with students who may lack the skills, knowledge, and dispositions of a graduate student in a leadership program.

I. Strengths
- One of the greatest strengths of the program is the results of the Key Assessment data. The results indicate that candidates demonstrate thorough preparation to assume leadership roles by meeting or exceeding standards set forth by Georgia Professional Standards Commission (GPSC).
- As noted in Dean Koballa's report, the EDLD Ed.S. program received accreditation from the Georgia Professional Standards Commission (GPSC, 2013), having met or exceeded all standards set forth for educational leadership in Georgia, and received continued accreditation from the National Council for Accreditation of Teacher Education (NCATE, 2013) at the "Advanced Preparation" level.
- Based on candidate feedback from an end-of-program survey, the candidates responded that the performance-based nature of the program, the 1-year long Residency, and the action research project are the most rewarding experiences that they believe will benefit them for many years to come.
- Having co-developed a performance coach training course has alleviated many of the concerns surrounding the lack of trained coaches to serve on candidates' Beginning Leader Support Teams (BLST's).

II. Areas Identified for Improvement
It is important to note that this program is a newly-designed program based on revised standards for leadership preparation across the United States, and the new standards-based program was introduced in August 2008. As a new program, there were several minor revisions required in order to more closely align assignments with Key Assessments based on standards.

- One necessary improvement noted by the Georgia Professional Standards Commission (GPSC) was the manner in which key assessments were recorded. Faculty would often grade an assignment as sub-par, and, following feedback from the professor, allowed the student to revise and resubmit the assignment. However, only the second submission was assessed. According to the Georgia Professional Standards Commission, Key Assessment data must be based on the first submission of the assignment.
- The GPSC continually revises its criteria for admission into and completion of certification programs in Georgia. Keeping abreast of these changing criteria is challenging for faculty and staff.

III. Use of Assessment Findings to Effect Change

- As noted, the Georgia Professional Standards Commission required all Key Assessment data be entered based on the first submission of the assignment, and this change has been put into effect.
- As of 2008, a program handbook was developed, and a program orientation was initiated. Since that time, revisions to the handbook and orientation have been made in order to better meet students' needs.
- Difficulties encountered with finding (appropriate) coaches for candidates' Beginning Leader Support Teams (BLSTs) has been a tremendous problem potentially negatively affecting program fidelity. Through working with a former human resource director in one of the service districts, several faculty were able to develop a Coaches Training program. This has alleviated the problem completely and has resulted in a much better outcome for EDLD Ed.S. candidates.

IV. Strategic Areas of Focus

- As stated previously, candidates continue to struggle with academic writing. As such, the program has integrated a writing component into all core courses in the program. This effort was initiated in Fall 2013, which means that no data are currently available to support the outcome of this effort.
- As noted, Superintendents decide which candidates enter the program (assuming that candidates can meet the application requirements). This external decision-making process creates a less-than-ideal situation for faculty who sometimes find it challenging to work with students who may lack the skills, knowledge, and dispositions of a regularly admitted graduate student in a leadership program. However, inroads are being made with superintendents' understanding of the importance of recognizing appropriate candidates for leadership preparation. Over the past two years, the program has seen an increase in GACE scores and GPA.

V. Need for Additional Information/Suggestions/Comments

The committee applauds the EDLD Ed.S. program for creating a high quality program with a strategic plan to continue to meet program goals and identify areas for improvement. The committee has one faculty-related and one student-related suggestion:

- The program is **grossly** understaffed, and the commitment to maintain a high quality program could be in **jeopardy** without sufficient personnel.
- The program should **collaborate closely** with state Superintendents to address the lack of student diversity.

Comprehensive Program Review Rubric

Degree/Major (Program): **EdS in Educational Leadership**

Date of Review: March, 2014

Review Committee   ☐ **Undergraduate Committee**   ☐ **X Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve <u>more than one criterion</u> in a specific category, the next lower designation should be assigned.

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	• Provides an informative description of the general scope and purpose of the program, including the catalog description. • Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. • Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. • Demonstrates how and why the program has improved since the last review, citing specific evidence. • Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2).	• Provides an informative description of what the program seeks to accomplish. • Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. • Generally delineates program strengths and weaknesses, citing evidence. • Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. • Identifies strategies for improvement based on the results of the self-study (Section 2).	• Description of program lacks detail. • Evaluation of program goals does not reflect the evidence provided. • Vaguely delineates program strengths and weaknesses. • States that the program has improved since the last review but offers little, if any, evidence. • Areas of strategic focus are not connected or only vaguely connected to self-study results.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	• Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. • Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. • Describes a strategic process used for conducting program evaluation (assessment plan) **aligned with program and SMART goals.** • Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. • Identifies specific programmatic improvements implemented based on assessment results.	• Provides a list of program goals that are generally aligned with mission statement or conceptual framework. • Outcomes support student learning and stated program goals but lack one or more SMART qualities. • Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. • Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. • Identifies general improvements implemented or specific programmatic changes planned based on assessment results.	• Program goals are not aligned with mission statement or conceptual framework. • Stated outcomes do not meet SMART criteria. • No strategic process for program evaluation is identified, or planned process does not reflect program goals. • Analysis of assessment results or discussion of anticipated results is vague or unsupported. • Changes made or planned are not addressed or do not reflect assessment results.	2
Curriculum	• Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. • Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. • Identifies curriculum improvements implemented based on findings from previous program review.	• Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. • Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. • Identifies curriculum changes made or planned as a result of previous or current program review.	• Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. • Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. • Fails to identify curriculum changes made or planned as a result of previous or current program review.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	• Describes how the quality of students is measured in terms of **academic achievement** and documents how student quality has changed over time. • Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. • Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. • Cites evidence to demonstrate how student diversity has changed since last review. • Describes the results of past/present efforts to recruit and retain a diverse student population.	• Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. • Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. • Describes diversity of students in program, citing evidence. • Describes how student diversity has changed over time, citing evidence. • Identifies past/present program efforts to recruit and retain a diverse student population.	• The process for evaluating student quality is unclear or unlikely to yield useful student data. • Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. • Diversity of students is not clearly described or unsupported by data. • Changes in student diversity are not addressed or not supported by evidence. • Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	• Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is **clearly aligned** with the program's mission, goals, and outcomes. • Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. • Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes	• Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. • Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. • Describes how the quality of teaching, scholarship/creative activities, and service has improved over time.	• Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. • Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. • Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time.	2
Faculty and Staff	• Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. • Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. • Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results.	• Documents the diversity of the faculty and staff by race, gender, and tenure status. • Documents how faculty and staff diversity has changed over time, citing evidence. • Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population.	• Diversity of faculty is unclear or unsupported. • Fails to document how faculty and staff diversity has changed over time. • Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	• Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim.	• Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals.	• Professional development activities are not clearly described, or professional development activities are not related to program goals.	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	• Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. • Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. • Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future, identifying shortfalls and sources of additional funding.	• Explains how faculty and staff resources may be enhanced to support program goals and outcomes. • Documents how current budgetary resources are utilized to meet program goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. • Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future.	• Does not describe how faculty and staff resources may be used to support program goals and outcomes. • Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. • Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated • Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. • Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	• The external review includes the department chair's and the dean's **one-page** summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*. • Both the department chair's and the dean's overall assessment of the program is **clearly aligned** with the evidence provided in the self-study.	• The external review includes the department chair's and the dean's summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*.	• External review was not submitted.	2
Appendix	Provides an appendix identifying all attachments. Attaches copies of all data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study.	Fails to attach copies of all data referenced in the self-study.	2
	☐ **Exceeds Expectations**	☐ **X Meets Expectations**	☐ **Below Expectations**	20

Comments:

Ed.S. School Psychology
Graduate Committee 2014 Program Review Report
Program Meets Expectations

Executive Summary
The committee believes that the Ed.S. School Psychology meets expectations. The program provides a practice based degree through focus on preparation and field experience required for the program's graduates to deliver the highest quality comprehensive school psychological services as a certified school psychologist. The program complements the university's mission by bridging theory to "practice, extends the learning environment beyond the classroom and promotes student growth and success." It is the only Ed.S. (non-doctoral) NASP approved, nationally recognized program in Georgia. Some of the challenges facing the program are the lack of diversity among faculty and students. This program lacks the necessary senior faculty to provide mentoring to junior faculty in research. However, the college recognized the need and efforts are underway to overcome those issues.

I.   **Strengths**
 • Based on key assessment data (including admissions, GPA, percentage of GA/RAs in program, feedback form Field Supervisors, publications of faculty, presentations at the state and national level, and SLO data) the program produces high quality students.
 • The program is the only competitive Ed.S. (non-doctoral) NASP approved, nationally recognized program in Georgia.
 • Student enrollment data show stability.
 • The data provided show excellence in teaching from the faculty. In addition, the data shows peer mentoring programs for students, publications with faculty, and presentations with the faculty at the state and national level.
 • Although the program is a new program in the college, the retention rate is good, and the faculties have undertaken plans to continue to improve student retention.
 • NCATE and GPSC report notes that all standards have been met.
 • Although the headcount was reduced, the credit hour production has remained consistent.

II.   **Areas Identified for Improvement**
The program identified some weakness in addition to insufficient faculty, especially in the lack of senior faculty to provide mentoring (particularly in the research role) to the junior faculty:

 • Students are required to produce a research project as a capstone of the Ed.S. in School Psychology. While most students finish the program in 3 years, those students undertaking this research project typically require an additional year to complete research project (which is challenging for inexperienced researchers).
 • The program needs to enhance diversity among faculty and students.
 • The program needs to continue adopting processes to assess student learning beyond examining course grades and cumulative GPAs by using the Key Assessments Findings and External Evaluator Findings.
 • The program needs to consider developing a doctoral program to recruit more students.

III.   **Use of Assessment Finding to Effect Changes**
Based on the ongoing assessment of the program, the self-study noted the following changes:

 • The Ed.S. in School Psychology program has undergone significant changes since the

Fall semester of 2007.
- The program has been completely restructured to meet the highest quality of professional standards. The program is currently a 78-credit Specialist program. It was a M.Ed. (36) and Specialist (33) program of 69 total credits (the specialist degree being required for certification and practice for a school psychologist).
- All of the School Psychology courses were changed to embrace the national standards.
- Additional skill-based courses were added to address the comprehensive roles and function of a school psychologist.
- The 69-credit curriculum that took students 4 years to complete (full-time) was redesigned to a 78-credit cohort program that takes only 3 years to complete (full-time).
- The quality of the students, the connection to program, the quality of the graduates, the students' progression through the program, and the students' graduation rates have all increased.
- In addition to these positive gains, the program's graduates are viewed as exceptional practitioners, and many have become leaders in the state professional association. The exceptional quality of this program has been verified by several external reviews from the professional organizations noted above.

IV.   Strategic Area of Focus
The report identified the following as strategic areas of focus:

- Based on the self-study finding no changes to the curriculum are suggested.
- The focus of the program should be on having two research tracks, which may improve student progression through the program: one track will be for students planning to go into a doctoral program, or who are very interested in research (students on that track will complete an action research project along the lines of a strong thesis); the second track would be for students interested in being practitioners. As the self-study suggests, this change would require a program evaluation project (e.g. pre-test, post-test on psycho-educational group conducted by the student) or a single case-study design (e.g. individual behavioral modification project).

V.   Additional Information/Suggestions/Comments
We commend the effort put forward by the program faculty and the college for continue improving Ed.S. in School Psychology program based on collected data of student learning and the need of workforce in this area. We suggest the program continues with annual assessments to further improve the Ed.S. in School Psychology program to meet the goals and the mission the college.

Comprehensive Program Review Rubric

Degree/Major (Program): **Ed.S. School Psychology**

Date of Review: March, 2014

Scoring System
25 – 30 = exceeds expectations
16 – 24 = meets expectations
10 – 15 = below expectations

Review Committee ☐ **Undergraduate Committee** ■ **Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve <u>more than one criterion</u> in a specific category, the next lower designation should be assigned.

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	• Provides an informative description of the general scope and purpose of the program, including the catalog description. • Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. • Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. • Demonstrates how and why the program has improved since the last review, citing specific evidence. • Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2).	• Provides an informative description of what the program seeks to accomplish. • Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. • Generally delineates program strengths and weaknesses, citing evidence. • Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. • Identifies strategies for improvement based on the results of the self-study (Section 2).	• Description of program lacks detail. • Evaluation of program goals does not reflect the evidence provided. • Vaguely delineates program strengths and weaknesses. • States that the program has improved since the last review but offers little, if any, evidence. • Areas of strategic focus are not connected or only vaguely connected to self-study results.	2

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Curriculum	• Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. • Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. • Identifies curriculum improvements implemented based on findings from previous program review.	• Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. • Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. • Identifies curriculum changes made or planned as a result of previous or current program review.	• Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. • Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. • Fails to identify curriculum changes made or planned as a result of previous or current program review.	2

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21	☐ **Exceeds Expectations**	■ **Meets Expectations**	☐ **Below Expectations**	21

Comments:

M.Ed Educational Leadership (EDLD) Program
Graduate Committee 2014 Program Review Report
Program Meets Expectations

Executive Summary
The committee finds that the M.Ed. in Educational Leadership (EDLD) meets expectations as it provides a unique program that has served the local educational leadership needs for a considerable amount of time. The strengths of the program include recently passing both national and state certifications, and having a productive and diverse faculty. The most serious challenges appear to be declining student enrollment, and the insufficient numbers of faculty to support the field work.

I. Strengths
- The program, in Spring 2013, passed the National Council for Accreditation of Teacher Education (NCATE) review, which noted that " …the program meets all standards and there were no areas noted for improvement."
- The program successfully accommodated the changes implemented by Georgia Professional Standards Commission, specifically the relocation of the initial certification to the Ed.S. level.
- The program has maintained consistent quality and standards to provide students with foundations in leadership concepts, research, and theory.
- The program has developed a new concentration and endorsement program in Teacher Leadership, which will help teachers wishing to enhance their leadership skills. This concentration will meet Georgia Professional Standards Commission requirements.

II. Areas Identified for Improvement
- The report notes that there are declining enrollments due to certification rule changes by Georgia Professional Standards Commission to move the certification to the Ed.S. level.
- The program needs to develop more ways to address the aforementioned challenge, and to continue to recruit students.
- More clinical faculty are needed for field work supervision.
- Student academic writing needs to be improved.

III. Use of Assessment Findings to Effect Change
- The program has used direct feedback from leading areas of graduate placement to improve their program.
- Key Assessment data has been used to compare the graduates' preparedness to the standards set forth by Georgia Professional Standards Commission in order to ensure that program graduates meet or exceed the requirements set forth by the GPSC.

IV. Strategic Areas of Focus
- The program needs to identify new ways to improve academic writing for all students in the program, and to better assessment for the effects of writing training.
- The program needs to develop new ways to recruit students, and to reverse the trend of declining enrollment in addressing the GPSC long term requirements for NPL-6 and NPL-7 as the program currently only produces candidates at NPL-5.

V. Need for Additional Information/Suggestions/Comments
- The program needs a better understanding of the job market, and how to prepare students for the future needs in the field of educational leadership.

Comprehensive Program Review Rubric

Degree/Major (Program): M.Ed. Educational Leadership

Date of Review: March, 2014

Scoring System
25 – 30 = exceeds expectations
16 – 24 = meets expectations
10 – 15 = below expectations

XXReview Committee ☐ **Undergraduate Committee** ☒ **Graduate Committee**

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	☐ **Exceeds Expectations**	☒ **Meets Expectations**	☐ **Below Expectations**	22

Comments:

M.Ed. Reading Education Graduate Committee 2014 Program Review Report
Program Meets Expectations

Executive Summary
The committee thinks that the M.Ed. in Reading Education Report barely meets expectations. The strengths of the program include its proactive curricular development, and NCATE certification. The most evident challenge is recruitment and retention, which might best be illustrated in the lack of community expressed by the current students in the program. As an online program, the M.Ed. Reading Program faces the challenge of a more saturated online market for students. More detailed efforts to address this issue would help in making the adjustments necessary to ensure that high quality students enroll in and graduate from this program.

I. Strengths
- The committee recognizes the department's proactive curriculum development and revision which addresses the changing culture of literacy.
- Candidates meet the program goals outlined by the M.Ed. program.
- The program faculty has seen a rise in productivity in the 2012-2013 cycle.
- The degree has been accredited by NCATE.

II. Areas Identified for Improvement
The program's report self-identified two areas as weakness: funding for graduate assistantships, and recruitment. The committee has identified additional areas that should be considered for improvement:

- The program report indicates that the faculty offer a unique course selection within the state, claiming that it is "more relevant" than any other state program, but fails to offer the comparison which addresses that relevancy. The report, which simply copies-and-pastes the Peer Institutions list from the Office of the President's page, does not provide information on what counterpart programs offer in their course selections. Identifying that relevance might help in recruitment efforts as it will show the specific value that this program provides in relationship to other state programs.
- The program also indicates that it is a viable and essential program that is able to recruit and retain high quality candidates. This is in light of the expressed concern over losing potential students to other markets. This program should identify the rationale behind those losses to address beyond recruiting from the B.S.Ed. (as seems to be mistakenly labeled M.Ed. in I.5—the associated Weakness area [3.C] is non-existent in this report).
- (This specific point is primarily for informational purposes for the department.) Based on the data supplied, in the form of Course Evaluations, the program offers course work that is only moderately challenging with an average level of rigor. The average numbers for questions relating to rigor (SRI Q#s 3&5) were 3.8 of 5 and 3.3 of 5, respectively. There is no demonstrable trend of increase in these areas over the time-frame provided. If this program assesses itself as challenging, it needs to detail the changes within the program that have enhanced the rigor of the program over the timeframe provided to achieve an *Exceeds Expectations* standard.

III. Use of Assessment Findings to Effect Change
- Based on data from the program's assessment cycle, the faculty monitors candidate data through Task Stream in order to make recommendations for "program improvement," and to evaluate candidates' progress towards accomplishing the program's learning outcomes; this includes evaluating the measures for those outcomes, and redesigning them when necessary.
- The program developed a Program Action Team in the Fall of 2012 to discuss Reading Program data and information.
- The Mission, Program Goals, curriculum, learning outcomes, and assessments of the program have been revised to reflect the purpose of the advanced degree beyond the Bachelor of Science degree.
- Based on assessment findings, additional faculty and staff resources have been provided to the program.

IV. Strategic Areas of Focus
The report noted the following as strategic areas of focus:
- Inclusion of graduate assistant funding within the budgeting process,
- Strengthening recruitment and retention efforts in conjunction with GASC and the Associate Dean of Graduate Education, and
- Developing a more comprehensive assessment program.

V. Need for Additional Information/Suggestions/Comments
There are a number of content-related and format-related suggestions:

- The program needs to develop a specific plan to address the weaknesses identified in this program review. For instance in Section II (Students), the two Retention methods are general programs hosted by other entities at the University level (COGS) or College level (GASC). What is the department doing at the Program level to specifically address the issue of retention and graduation with its students?
- Much of the Appendix information would benefit from contextualization within the Narrative, particularly Appendix 4 within the Curriculum section. In addition, all Appendix headers are still left in the template—those need to be changed to reflect the Program and the dates collected.
- Course Data by Degree Program OSRA data for Student Credit hours is missing for two semesters.
- It is unclear how the Utilization of Budgetary Resources listed enhances or affects the Program's goals or outcomes—for instance, the program lists the Henderson Library as a resource, citing its seating and available on-site technology. The role that the library's physical space plays in the outcomes of an on-line program is not evident.
- There are a large number of inconsistencies, mistakes, formatting errors and typos in this report that demonstrate the need for a thorough revision. For instance in a single section, Appendix 12 (page 83) lists a faculty member as "Tenured" while said faculty member is listed as "Tenure Track" in Section II (page 15); "Pre-K-12" is listed as "prek-12"; and (this being a systemic issue) the program is identified as "Med" rather than "M.Ed.".

DA 3/10/2014

Comprehensive Program Review Rubric

Degree/Major (Program): M.Ed. Reading Education

Date of Review: March, 2014

Scoring System
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16 – 24 = meets expectations
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Review Committee   [ ] **Undergraduate Committee**   [X] **Graduate Committee**

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Curriculum	• Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. • Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. • Identifies curriculum improvements implemented based on findings from previous program review.	• Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. • Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. • Identifies curriculum changes made or planned as a result of previous or current program review.	• Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. • Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. • Fails to identify curriculum changes made or planned as a result of previous or current program review.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	• Describes how the quality of students is measured in terms of **academic achievement** and documents how student quality has changed over time. • Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. • Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. • Cites evidence to demonstrate how student diversity has changed since last review. • Describes the results of past/present efforts to recruit and retain a diverse student population.	• Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. • Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. • Describes diversity of students in program, citing evidence. • Describes how student diversity has changed over time, citing evidence. • Identifies past/present program efforts to recruit and retain a diverse student population.	• The process for evaluating student quality is unclear or unlikely to yield useful student data. • Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. • Diversity of students is not clearly described or unsupported by data. • Changes in student diversity are not addressed or not supported by evidence. • Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population.	1

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	• Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is **clearly aligned** with the program's mission, goals, and outcomes. • Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. • Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes	• Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. • Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. • Describes how the quality of teaching, scholarship/creative activities, and service has improved over time.	• Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. • Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. • Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time.	1
Faculty and Staff	• Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. • Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. • Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results.	• Documents the diversity of the faculty and staff by race, gender, and tenure status. • Documents how faculty and staff diversity has changed over time, citing evidence. • Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population.	• Diversity of faculty is unclear or unsupported. • Fails to document how faculty and staff diversity has changed over time. • Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population.	1

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	• Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim.	• Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals.	• Professional development activities are not clearly described, or professional development activities are not related to program goals.	1
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	• Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. • Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. • Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future, identifying shortfalls and sources of additional funding.	• Explains how faculty and staff resources may be enhanced to support program goals and outcomes. • Documents how current budgetary resources are utilized to meet program goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. • Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future.	• Does not describe how faculty and staff resources may be used to support program goals and outcomes. • Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. • Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated • Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. • Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.	1

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	• The external review includes the department chair's and the dean's **one-page** summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*. • Both the department chair's and the dean's overall assessment of the program is **clearly aligned** with the evidence provided in the self-study.	• The external review includes the department chair's and the dean's summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*.	• External review was not submitted.	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of all data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study.	Fails to attach copies of all data referenced in the self-study.	2
6	☐ **Exceeds Expectations**	☒ **Meets Expectations**	☐ **Below Expectations**	16

Comments:
I feel certain that the provided Report *is not* representative of what the program has actually achieved. The score here reflects the Report rather than the program itself.
Please see the counterpart CPR Summary for a more detailed response.

MHA Healthcare Administration
Graduate Committee 2014 Program Review Report
Program Meets Expectations

Executive Summary
After a careful review of the Comprehensive Program Review and the review from the dean, the committee considers that the Master's of Healthcare Administration (MHA) meets expectations. However, there was no overall-assessment provided by the department chair. The committee applauds that the MHA degree is a professional degree with its mission "to enhance health and eliminate health disparities of rural communities and underserved populations in Georgia and the southeastern region, the nation and the world through excellence in public health workforce development, research, professional service and community engagement." The committee also appreciates that "the MHA program is a practice based degree, engaging students in and out of the classroom throughout the matriculation" as it "compliments the University's mission" that helps cultivate "a culture of engagement," "bridges theory to practice, extends the learning environment beyond the classroom, and promotes student growth and success." Although the program is challenged by limited resources and mechanisms for fostering diversity among faculty and students and lack of mentorship of senior faculty to junior faculty in research, program administrators, faculty, and staff are working together to address these issues.

I. Strengths
The committee has identified the following strengths in the program:

- The program is competitive with national peer programs with a minimum of 45-credit hours for completion. That requirement exceeds the minimum credit hours required by both the college accrediting body, the Council on Education for Public Health (CEPH), and the Commission on Accreditation for Healthcare Management Education (CAHME). The MHA faculty is in process of positioning the program for the next level of accreditation.
- The program is built upon a strong competency-based curriculum with significant input by stakeholders, including students and public health professionals.
- Student enrollment data show an upward trend. Offering Public Health core courses online has attracted more students to the program. The program provides a broad array of learning experiences for students. Although the program is a new program in the college, the retention rate is very high, the faculty has never-the-less undertaken plans to improve student retention.
- Research funding has continued to increase since the founding of the college in 2006 to support research enhancement for faculties and students.
- The college has developed a Diversity Action Plan to increase diversity of faculty, staff, and students.
- The data provided shows excellence in teaching of the MHA faculty.
- MHA faculty made decisions to improve the sequence of courses for student needs based on the collected data.

II. Areas Identified for Improvement
The committee has identified the following areas for improvement:

- Since the MHA program is a practice-based educational experience, the opportunity to complete practical training (practicum) is lacking in many rural areas. Finding acceptable internship opportunities in rural areas continues to be a continuous struggle.

- There is a need for enhancing diversity among faculty and students. The college's Diversity Action Plan is a first step in addressing this issue.
- There is a lack of senior faculty to provide mentorship (particularly in the research role) to junior faculty.
- There is a need to assess student learning beyond examining course grades and cumulative GPA using current rubrics. There is a great demand to develop comprehensive approaches to assess student learning.
- The small amount of existing meaningful data creates issues surrounding decisions made about program revisions.

III. Use of Assessment Findings to Effect Change

Due to the limited number of graduates, there is very little data to base decisions for substantive change to the program. However, the following changes have been made based upon the recommendations derived from the CEPH accreditation site visit and discussions with MHA students:

- In order to expand the target market to attract students, all core MHA courses have been made available to students via online format.
- As a result of the CEPH accreditation site visit, the credit hours of the Preceptorship experience have been reduced from 6 credit hours to 3 credit hours to be more consistent with Masters level programs (MPH and MHA) offered in the college. This change was made effective in academic year 2011-2012.
- Specific student learning outcomes were developed to more effectively measure student learning. Detailed action plans including new rubrics to assess student learning are currently being created. This information will be used in a continuous quality improvement process to maximize student learning. At present, standardized rubrics are the only measure used to evaluate learning for the Practicum experience.
- Recently, the college has been moved to a departmental structure in order to address many of the weaknesses outlined above. The MHA program will be housed in the Department of Health Policy & Management. As such, the college is actively searching for a strong department chair to provide the necessary leadership in areas of teaching, research, and service.

IV. Strategic Areas of Focus

The strategic areas of focus identified that the college has launched a collaborative initiative to develop mission, goals, and objectives (MGO) to continuously monitor and assess the progress on realizing the MGO. Data within each discipline will be continually monitored each semester to assess progress towards the MGO. The JPHCOPH MGO document serves as the Strategic Plan for the college.

V. Need for Additional Information/Suggestions/Comments

The program self-study demonstrates reasonable plans for achieving the desired improvements, and articulates plans for the continued support and enhancement of the existing strengths of the program. The committee commends the efforts put forward by the faculty, staff, administrators and students to continue to improve the quality of the MHA program based on both students learning outcomes, and on the needs of workforce in public healthcare. The committee applauds the joined efforts from faculty, staff, administrators, and students to act upon the identified challenges to foster diversity among faculty and students and enhance mentorship of senior faculty to junior faculty in research. The committee recommends that annual assessment and evaluation be continued in order to improve the MHA program's ability to meet the goals and the mission of public health and the college listed in the above executive summary.

Comprehensive Program Review Rubric

Degree/Major (Program): MHA Healthcare Administration

Date of Review: March, 2014

Scoring System
25 – 30 = exceeds expectations
16 – 24 = meets expectations
10 – 15 = below expectations

Review Committee   ☐ **Undergraduate Committee**   ■ **Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve <u>more than one criterion</u> in a specific category, the next lower designation should be assigned.

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	• Provides an informative description of the general scope and purpose of the program, including the catalog description. • Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. • Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. • Demonstrates how and why the program has improved since the last review, citing specific evidence. • Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2).	• Provides an informative description of what the program seeks to accomplish. • Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. • Generally delineates program strengths and weaknesses, citing evidence. • Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. • Identifies strategies for improvement based on the results of the self-study (Section 2).	• Description of program lacks detail. • Evaluation of program goals does not reflect the evidence provided. • Vaguely delineates program strengths and weaknesses. • States that the program has improved since the last review but offers little, if any, evidence. • Areas of strategic focus are not connected or only vaguely connected to self-study results.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	• Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. • Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. • Describes a strategic process used for conducting program evaluation (assessment plan) **aligned with program and SMART goals.** • Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. • Identifies specific programmatic improvements implemented based on assessment results.	• Provides a list of program goals that are generally aligned with mission statement or conceptual framework. • Outcomes support student learning and stated program goals but lack one or more SMART qualities. • Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. • Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. • Identifies general improvements implemented or specific programmatic changes planned based on assessment results.	• Program goals are not aligned with mission statement or conceptual framework. • Stated outcomes do not meet SMART criteria. • No strategic process for program evaluation is identified, or planned process does not reflect program goals. • Analysis of assessment results or discussion of anticipated results is vague or unsupported. • Changes made or planned are not addressed or do not reflect assessment results.	2
Curriculum	• Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. • Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. • Identifies curriculum improvements implemented based on findings from previous program review.	• Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. • Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. • Identifies curriculum changes made or planned as a result of previous or current program review.	• Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. • Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. • Fails to identify curriculum changes made or planned as a result of previous or current program review.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	• Describes how the quality of students is measured in terms of **academic achievement** and documents how student quality has changed over time. • Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. • Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. • Cites evidence to demonstrate how student diversity has changed since last review. • Describes the results of past/present efforts to recruit and retain a diverse student population.	• Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. • Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. • Describes diversity of students in program, citing evidence. • Describes how student diversity has changed over time, citing evidence. • Identifies past/present program efforts to recruit and retain a diverse student population.	• The process for evaluating student quality is unclear or unlikely to yield useful student data. • Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. • Diversity of students is not clearly described or unsupported by data. • Changes in student diversity are not addressed or not supported by evidence. • Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	• Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is **clearly aligned** with the program's mission, goals, and outcomes. • Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. • Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes	• Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. • Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. • Describes how the quality of teaching, scholarship/creative activities, and service has improved over time.	• Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. • Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. • Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time.	2
Faculty and Staff	• Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. • Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. • Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results.	• Documents the diversity of the faculty and staff by race, gender, and tenure status. • Documents how faculty and staff diversity has changed over time, citing evidence. • Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population.	• Diversity of faculty is unclear or unsupported. • Fails to document how faculty and staff diversity has changed over time. • Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	• Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim.	• Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals.	• Professional development activities are not clearly described, or professional development activities are not related to program goals.	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	• Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. • Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. • Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future, identifying shortfalls and sources of additional funding.	• Explains how faculty and staff resources may be enhanced to support program goals and outcomes. • Documents how current budgetary resources are utilized to meet program goals and outcomes. • Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. • Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. • Explains strategies for using budget resources to enhance program goals/outcomes in the future.	• Does not describe how faculty and staff resources may be used to support program goals and outcomes. • Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. • Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated • Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. • Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.	2

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	• The external review includes the department chair's and the dean's **one-page** summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*. • Both the department chair's and the dean's overall assessment of the program is **clearly aligned** with the evidence provided in the self-study.	• The external review includes the department chair's and the dean's summary memorandum. • Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it *falls below expectations, meets expectations, or exceeds expectations*.	• External review was not submitted.	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of all data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study.	Fails to attach copies of all data referenced in the self-study.	2
21	☐ **Exceeds Expectations**	■ **Meets Expectations**	☐ **Below Expectations**	21

Comments:

Faculty Senate Library Committee
March 6, 2014
Essence Notes

Present: Bede Mitchell, Library   Susan Sammons, CHHS
          Ann Hamilton, Library   John Hatem, COBA
          Katrina Jackson, Library   Hani Samawi, JPCOPH
          Barbara Hendry, CLASS

Budget Update:
Bede updated the faculty on recent information from the Board of Regents' regarding the proposed 5% budget reduction announced in the fall. The Provost has expressed optimism that the cut may be less than the 5%. Bede stated that even when the 5% cut was announced, the Provost made the decision that the library would not be asked to make any cuts. So at minimum our FY15 budget should remain the same as FY14. However, this will be a kind of cut, as we have more than a million dollars worth in subscriptions to journals and electronic databases, etc., that annually increase anywhere from 6% to 10%. He reported that the library faculty is currently reviewing a number of big subscriptions where there is not much usage. This semester we will be contacting departments regarding these high price subscriptions that are not being used enough to justify their cost-per-search. By eliminating these low-use, very expensive subscriptions, we may even be able to revisit the information we gathered fall semester from departments who voiced their need for resources we are not currently getting. When the outcome of the budget reduction is announced, Bede will inform the committee, and, based on the outcome, decide if the group will need to meet again.

The group discussed their thoughts regarding what the final reduction percentage would be, the possible 1 - 2% salary increase, and if the increase would be merit based or if any might be pooled to address salary compression.

SACS Self-Study Update:
Prior to the meeting, Bede had shared with the committee the current drafts of the library sections of the university's self-study report. During a recent video conference with GSU's SACS liaison, we learned that the university's overall report was deemed to be in fairly good shape, but there remain both minor and major areas of concern. The Library's sections were well received with only some minor interpretative text needed. Bede asked the Library Committee members to review the drafts and direct any questions or suggestions to him. The drafts should be finalized by June and then will go to the off-site SACS Committee Review in the fall. From that review we will receive more feedback and have the opportunity to address any concerns.

Open Access & Digital Commons Report:
In the fall, the committee was presented a demonstration of the library's Digital Commons Institutional Repository, and its potential for making available any and all teaching and research work of faculty and students that they do electronically, whether published in scholarly journals or something they utilize on campus. Bede reported that in addition to getting use from a lot of content there are many other capabilities in Digital Commons that he shared with the group. He distributed a list of titles in Digital Commons which indicates submission dates and the number of times the files have been downloaded. As an example, he noted one of the electronic dissertations, uploaded July 22 of 2013, has been downloaded more than one thousand times by people all over the country and the world, not just by individuals on campus. He stated that Digital commons is providing a lot access to individuals that

would not otherwise be able available.

Digital Commons is currently supporting eleven conferences, providing the platform for the conference committee to issue calls for submissions, review and accept or reject them electronically, provide access and feedback, etc. Accepted presentations can then be published in online conference proceedings. In addition, Digital Commons enables us to publish open access journals. The library has made open access presentations to several departments, including psychology, mathematics, art, and others. There is presently one journal which is being published through Digital Commons, and three others in development. He reported that Bepress, which maintains Digital Commons, have now waived the $1,000 journal set-up fee and are allowing unlimited free startups. He reported that the electronic dissertations and theses, which we have been doing for many years, are also being used heavily.

58 faculty members have taken advantage of the Digital Commons Selected Works feature. The office of Research and the Office of Marketing and Communication will be taking advantage of the Selected Works service to establish a Georgia Southern experts profile for use by individuals when wishing to contact a faculty member with expertise in a particular area. In addition, the University attorney's office plans to establish an online repository of all campus-wide policies and procedures, for easy access.

John Hatem asked whether there was any progress in publishers being more flexible about allowing faculty to include their work in open access institutional repositories like Digital Commons. Bede said it is much more common for publishers to allow pre-prints or post-prints to appear in repositories, or at least to offer free access to the online article after an embargo period. Depending on the publisher, embargoes can be as brief as three months or as long as a year. Bede reminded committee members that upon having an article accepted by a journal, faculty members should not assume they have no choice but to sign away their copyright to the publisher. There are Creative Commons alternatives which often provide a mutually agreeable middle ground so authors can make their work freely available in their institution's repositories while protecting the publisher's interest in maintaining a profitable business.

UNDERGRADUATE COMMITTEE
<u>MINUTES</u>
March 4, 2014
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I.   CALL TO ORDER
- **<u>Voting Members Present:</u>** Dr. Aniruddha Mitra, Dr. Bettye Apenteng, Dr. Jiehua Zhu, Ms. Lisa Yocco, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Rebecca Ziegler, and Dr. William Amponsah, Dr. Maria Alba-Flores
- **<u>Non-Voting Members Present:</u>** Ms. Ashley Canelon, Ms. Candace Griffith, Ms. Cassandra Lumpkin, Ms. Doris Mack, Ms. Diana Cone and Mr. Wayne Smith
- **<u>Visitors:</u>** Dr. Adam Bossler, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. David Dudley, Dr. Kathleen Comerford, and Dr. Stephen Rossi
- **<u>Absent with Alternate in attendance:</u>**
- **<u>Absent:</u>** Dr. Biswanath Samanta, Dr. Bruce McLean, Dr. Ellen Hamilton, Dr. Helen Bland, Dr. Isaac Fung, Dr. James Stephens, Dr. James Woods, Dr. Levi Ross, Mrs. Lisa Smith, Ms. Lisa Yocco, Dr. Marla Morris, Mr. Paolo Gujilde, Dr. Rami Haddad, Dr. Stephen Elisha, Dr. Susan Franks and Dr. Ellen Hamilton, Dr. Greg Chamblee, Dr. Joe Ruhland, Dr. Karelle Aiken, Dr. Patrick Wheaton, Ms. Ruth Baker

Dr. Kathy Thornton called the meeting to order at 3:53 p.m.

II.   APPROVAL OF AGENDA

A Dr. Rebecca Ziegler / Dr. Rami Haddad motion to approve the agenda was passed unanimously.

III.   COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler

Department of Geology & Geography
<u>Course Reactivation(s)</u>
GEOL 1110 - Earth Laboratory
JUSTIFICATION:
Earth Laboratory (GEOL 1110) was deactivated when the lecture and lab for Introduction to the Earth (GEOL 1121) were combined. There are students who took the lecture but still need the lab. This reactivation is needed so that these students do not have to place an unusual 5000-level substitution in their core requirements (GEOL 5890 is the only "selected topics" course the department has to possibly use for these cases) and also so that the associated lab fee can be collected to cover the normal cost of operating the lab for them (GEOL 5890 does not have a lab fee associated). It would be best to keep this course activated through the Sp'15 semester.

GEOL 1310 - Environmental Geology Lab
JUSTIFICATION:
Environmental Geology Lab (GEOL 1310) was deactivated when the lecture and lab for Environmental Geology (GEOL 1330) were combined. There are students who took the lecture but still need the lab. This reactivation is needed so that these students do not have to place an unusual 5000-level substitution in their core requirements (GEOL 5890 is the only "selected topics" course the department has to possibly use for these cases) and also so that the associated lab fee can be collected to cover the normal cost of operating the lab for them (GEOL 5890 does not have a lab fee associated). It would be best to keep this course activated through the Sp'15 semester.

A Dr. Rami Haddad / Dr. Bettye Apenteng motion to approve these course reactivations were passed unanimously.

IV.   COLLEGE OF HEALTH AND HUMAN SCIENCES

Items for consideration were presented by Dr. Stephen Rossi.

School of Nursing
<u>Course Revision(s)</u>
NURS 3130 – Critical Inquiry: Nursing Research
- **Number, Prerequisite, Corequisite, Credit Hours, Schedule Type, Catalog Description**
This course focuses upon the research process and enhancement of critical thinking skills. Students learn to critique,

analyze, and apply research findings to health promotion of persons, families, groups, and communities. The relationship of nursing research to nursing theory and practice is explored. The statistical component of the research process is covered in this course.

JUSTIFICATION:

The changes are being made because of the course credit hour and number change, one prerequisite course is being removed, and one corequisite number is changing.

NURS 3163 – Nursing Care of Adults
➢ Corequisite, Prerequisite

JUSTIFICATION:

The changes are being made because three course prerequisite and two co-requisite numbers are changing. One prerequisite course is being eliminated.

NURS 3222 – Pharmacologic and Integrative Therapeutics II
➢ Number, Prerequisite, Corequisite, Credit Hour

JUSTIFICATION:

The changes are being made because the course credit hour and number changed. Three prerequisite and one corequisite numbers are changing. We are eliminating one prerequisite.

NURS 3252 – Mental Health Nursing
➢ Prerequisite, Corequisite

JUSTIFICATION:

The changes are being made because three course prerequisite and two co-requisite numbers are changing. One prerequisite is being eliminated.

A Dr. William Amponsah / Dr. Maria Alba-Flores motion to approve these course revisions were passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Nursing, B.S.N. (REVISED PROGRAM)
JUSTIFICATION:

The program is being revised to incorporate changes resulting from the chemistry prerequisite and to maintain the current credit hours for the degree. All nursing majors are required to take a chemistry sequence as of Fall 2014 so credit hours need to change on select courses within the major.

A Dr. William Amponsah / Dr. Maria Alba-Flores motion to approve this program revision was passed unanimously.

V.   COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Chuck Harter.

Honors Program
Course Revision(s)
BUSA 3620 – Honors Business Seminar
➢ Contact Hours

JUSTIFICATION:

Contact hours were incorrect in new course documentation submitted October 2013 Undergraduate Curriculum Committee.

A Dr. Rebecca Ziegler / Dr. William Amponsah motion to approve this course revision was passed unanimously.

VI.   ANNOUNCEMENTS

➢ *Items for consideration were presented by Dr. Rebecca Ziegler*

Proposal to include a report from the library that will confirm if the resources that are needed for new courses and new programs are available to support those courses involved.

A Dr. Aniruddha Mitra / Ms. Lisa Yocco motion to table the request to include a report from the library concerning the availabilities of resources was passed unanimously.

➢ *Items for consideration were presented by Dr. Kathy Thornton.*

Kathy Thornton discussed the purpose, forms, and procedures for reviewing the University Level Program Reviews (Comprehensive Program Reviews or CPR), which is a charge of the UGC. Examples of UGC reviews were presented and discussed. UGC members were directed to review pages 10-32 of the UGC September minutes for detailed information about the review process, and were reminded that UGC review was an appraisal of the report, not of the program. Eight reviews are needed for this term, and will be assigned with two individuals for each CPR report. The deadlines for the UGC reviews are two weeks after the report is sent to the assigned committee members. When complete, one member of each assigned group will send three documents to Kathy Thornton (UGC chair) including, Review Memo, Review Rubric and the CPR with track changes (omit this document if no track changes done).

VII.   ADJOURNMENT

There being no further business to come before the committee, and Dr. Rami Haddad / Dr. Rebecca Ziegler motion to adjourn the meeting at 4:28 p.m. passed unanimously.

Respectfully Submitted,

Ashley Canelon
Recording Secretary

UNDERGRADUATE COMMITTEE
MINUTES
April 1, 2014
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I.   CALL TO ORDER

Voting Members Present: Dr. Greg Chamblee, Dr. Isaac Fung, Dr. Jiehua Zhu, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Levi Ross, Ms. Lisa Yocco, Dr. Maria Alba-Flores, Mr. Paolo Gujilde, Ms. Ruth Baker
Non-Voting Members Present: Ms. Ashley Canelon, Ms. Candace Griffith, Ms. Cassandra Lumpkin, Dr. Diana Cone, Ms. Doris Mack, and Mr. Wayne Smith
Visitors: Dr. Brian Koehler, Dr. Charles Harter, Dr. Cindy Randall, Dr. David Williams
Absent: Dr. Aniruddha Mitra, Dr. Bettye Apenteng, Dr. Biswanath Samanta, Dr. Bruce McLean, Dr. Ellen Hamilton, Dr. Helen Bland, Dr. James Stephens, Dr. James Woods, Dr. Joe Ruhland, Dr. Karelle Aiken, Mrs. Lisa Smith, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Rami Haddad, Dr. Rebecca Ziegler, Dr. Steven Elisha, Dr. Susan Franks, Dr. William Amponsah

Dr. Kathy Thornton called the meeting to order at 3:50 p.m.

II.   ANNOUNCEMENTS

Items for consideration were presented by Dr. Kathy Thornton.

The Undergraduate Committee completed reviews of eight Comprehensive Program Self Study Reports for the following colleges and programs:

CEIT	BSCONS Construction Management
COBA	BBA Accounting; BBA Information Systems
COE	BSED Middle Grades; BSED Early Childhood; BSED Health and Physical Education; BSED Special Education
COPH	BSHS Health Education and Promotion

The committee unanimously approved the reviews.

Items for consideration were presented by Ms. Ruth Baker.

The library is working on developing a form that will confirm if the resources that are needed for new courses are available to support those courses involved. They anticipate it being ready for approval in the fall.

III.   APPROVAL OF AGENDA

A Fung/Chamblee motion to approve the agenda was passed unanimously.

IV.   COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Items for consideration were presented by Dr. David Williams.

Department of Computer Sciences
New Course(s)
CSCI 4132 – Data Warehouse Design
>The course will cover data warehouse design principles and technical problems. Topics will include: data warehouse architectures, organizing data warehouse design projects, analyzing data and requirements, SQL aggregate and analytic functions, materialized views, star-joins and other DW related features, data vault modeling, dimensional modeling, physical design and implementation of integrated data warehouses using commercial ROLAP engines such as Oracle or SQL Server. *Prerequisites: CSCI 3432*
>*JUSTIFICATION:*
>>We have used 5090 special topics designation with this course three times already with an increasing number of students and consider this course sufficiently well-established so that it can be offered regularly as an elective in the CS undergraduate program. The course will emphasize design of integrated data

warehouses and data marts as well as SQL capabilities of interest for data warehouses. This course expands the academic breadth of the degree and is in alignment with program accreditation with CAC of ABET.

A Chamblee/Gregg motion to review and approve the entire college at once passed unanimously.

Course Revision(s)

FROM: **CSCI 1301 – Programming Principles I**
Prerequisite(s) From: Math 1113

TO: **CSCI 1301 – Programming Principles I**
Prerequisite(s) Math 1113, Math 1232, Math 1441

JUSTIFICATION:
This revision corrects an error and will allow Banner to recognize higher level mathematics courses as prerequisites for CSCI 1301 in addition to the current Pre-calculus requirement. This will eliminate the need for overrides for students who have taken those higher level math courses. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 3432 – Database Systems**
Prerequisite(s) From: CSCI 3230

TO: **CSCI 3432 – Database Systems**
Prerequisite(s) CSCI 1301, Math 2130

JUSTIFICATION:
The department wants to move this course closer to the start of the curriculum to allow later Computer Science courses to take advantage of database knowledge. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5235 – Human Computer Interaction**
Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things asuser requirements gathering and usability testing.

TO: **CSCI 4235 – Human Computer Interaction**
Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things as user requirements gathering and usability testing.

JUSTIFICATION:
The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5239 – Game Programming**
TO: **CSCI 4439 – Game Programming**

JUSTIFICATION:
The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5531 – Systems Assurance Standards and Processes**
Prerequisite(s) From: CSCI 5431
Course explores international and national standards (including ISO 17799) as frameworks in modeling internal security standards, policies and procedures. Lectures and case studies situate course topics in the explicit context of technologically rich environments of modern software and data intensive systems and networks. Lectures are based on systematic use of standards and assessments of realistic cases from diverse areas. Cases are used in a comprehensive manner covering the most relevant systems assurance issues in situations characterized by complex interdependencies, for example associated with multiple locations, substantial software development, large data center responsibilities and multilayered networks. Technical issues underlining non-electronic security are fully complemented with leadership ones in all areas of

security including those for large and medium-sized organizations. Students will be involved in risk assessments, comprehensive assurance planning, improvement of policies and procedures as well as budget preparations, an array of risk assessments and countermeasure planning based on solid understanding of technical issues involved, including relevant calculations in capacity planning, storage virtualization (using RAID for fault tolerance and backups).

TO: **CSCI 5531 – Systems and Software Assurance**
Prerequisite(s) CSCI 1302, CSCI 3432

This course presents a body of knowledge in systems and software assurance and evaluation including security, safety, and integrity analysis. The core part of the course is software assurance where students are exposed to code and architectural analysis, secure coding practices, standards, and tools. The course also explores standards in modeling internal security at the organizational level and will involve students in risk assessments, comprehensive assurance planning, as well as an array of countermeasure considerations. Graduate students will be required to complete an individual research project not required of undergraduate students.

JUSTIFICATION:

Refocusing on systems and software assurance, the course will still provide assurance assessment/evaluation, but also becomes viable for the Software Engineering Certificate (in addition to the Network and Computer Security Certificate). The change of pre-requisites reflects prerequisites needed and provides the student earlier exposure to secure coding for which there is a growing demand. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5534 – Software Testing and Quality Assurance**
Prerequisite(s) CSCI 5530
TO: **CSCI 4534 – Software Testing and Quality Assurance**
Prerequisite(s) CSCI 3236
JUSTIFICATION:

The prerequisite change is a result of streamlining our pre-requisite structure while providing requisite theoretical foundations and enabling the application of software testing earlier in the curriculum. The course numbering is changed because the Registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5537 – Broadband Networks**

Basic concepts of broadband networks including an introduction to broadband networks, principles and systems. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis.

TO: **CSCI 4537 – Broadband Networks**

The basic concepts of broadband networks including an introduction to broadband networks, principles and systems are presented. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis.

JUSTIFICATION:

The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5539 – Optical Networks**
TO: **CSCI 4539 – Optical Networks**
JUSTIFICATION:

The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Proposed New, Revised, or Deleted Program(s)
Computer Sciences, B.S. (REVISED PROGRAM)
JUSTIFICATION:

A new course CSCI 4132, Data Warehouse and Design has been added to the curriculum, after successfully offering the course under a Special Topics number multiple times, and it is to be offered as a choice for one of the upper division electives required in the Computer Science program.

The proposed change to the game programming certificate will require students to complete CSCI 4439 "Game Programming" as a required course. Currently, it is possible to receive a game programming certificate without being required to take the Game Programming course and this change corrects that error.

The Computer Science Department has several 5000 level courses that do not have the cross listed 5000G graduate level counterpart courses. The Registrar's office has stated that the numbering on all 5000 level Computer Science courses without a 5000G equivalent must be changed to undergraduate numbers or new 5000G graduate courses must be submitted for each of them. A review of courses was made and a decision was made to change the number to undergraduate 4000 level on several of the courses. Course revision forms for these courses accompany this program revision.

This program revision contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process at the program level.

Department of Information Technology
Course Revision(s)
IT 3234 – Systems Acquisition Integration and Implementation
JUSTIFICATION:

This course is offered both online and in traditional formats. The intention is to reflect this in the schedule type. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **IT 5135 – Data Analytics**
Prerequisite(s) IT 3131, CISM 3135, STAT 2231, BUSA 3131
TO: **IT 5135 – Data Analytics**
Prerequisite(s) IT 3233, CISM 4134, CSCI 3432, STAT 2231
JUSTIFICATION:

The prerequisite change from CISM 3135 to CISM 4134 has been made in consultation with the Chair of the Department of Information Systems to ensure that students are properly prepared to take the course. Given the nature of the knowledge required to do analytics, it was decided that CISM 4134 was the appropriate prerequisite. In addition, to allow Computer Science students to take the course, CSCI 3432 would be an appropriate prerequisite for those students to gain entry to the course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **WBIT 3111 - Information Technology Project Management**
Prerequisite(s) STAT 3130, WBIT 3010, WBIT 3110
TO: **WBIT 3111 - Information Technology Project Management**
Prerequisite(s) STAT 1231, WBIT 3010, WBIT 3110
JUSTIFICATION:

The Consortium which manages the Web B.S. in Information Technology for the state of Georgia has requested this change and due to that fact influences the program beyond the local campus which necessitates timely action and disclosure of this revision.

FROM: **WBIT 4602– IT Strategy Seminar**
Prerequisite(s) (Additional Prerequisite): Senior Standing
TO: **WBIT 4602 – IT Research Seminar**
WBIT 3111, WBIT 3200, WBIT 3600, WBIT 4120
JUSTIFICATION:

The Consortium which manages the Web B.S. in Information Technology for the state of Georgia has requested this change and due to that fact influences the program beyond the local campus which necessitates timely action and disclosure of this revision.

Proposed New, Revised, or Deleted Program(s)
Information Technology, B.S.I.T (WebBSIT) (REVISED PROGRAM)
JUSTIFICATION:

These revisions will reflect changes in course name for WBIT 4602 and replacement of MATH 1231 with STAT 2231. The Consortium which manages the Web B.S. in Information Technology for the state of

Georgia has requested these changes and due to that fact influences the program beyond the the local campus which necessitates timely action and disclosure of the revisions.

Web Media Interdisciplinary Minor <mark>*(REVISED PROGRAM)*</mark>
    JUSTIFICATION:

This minor is being deleted for two reasons: (1) declining enrollment/student interest (2) contributing departments are no longer able to offer the necessary courses. Deleting this minor also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Department of Mechanical Engineering

Course Deletion(s)
TMFG 1121 – Technical Drafting
TMFG 1123 – 3D Computer Drafting
TMFG 2522 – Computer Drafting
TMFG 3131 – Manufacturing Processes and Materials
TMFG 3132 – Materials Machining Technology
TMFG 3133 - Forming and Fabrication
TMFG 3134 - Electrical Technology
TMFG 3230 - Productivity Measurement and Improvement
TMFG 3231 - Introduction to Industrial Management
TMFG 3232 - Applied Industrial Statistics and Quality Assurance
TMFG 4121 - Machining, Forming and Fabrication Practicum
TMFG 4130 - Plastics Materials and Processes
TMFG 4132 - Power Systems and Control Application
TMFG 4293 - CO-OP
TMFG 4299 – Manufacturing Internship
TMFG 4330 – Cost Engineering
TMFG 4531 – Plant Layout
    JUSTIFICATION:

All courses listed here were either required courses or electives in the B.S. in Manufacturing degree program that was officially terminated several years ago. The program page does not exist in the catalog. The courses have not been taught in the past 4-5 years and should be deleted from the catalog.

Proposed New, Revised, or Deleted Program(s)
Mechanical Engineering, B.S.M.E <mark>*(REVISED PROGRAM)*</mark>
    JUSTIFICATION:

The purpose of this revision is to properly disclose the requirements necessary to graduate with Honors from the Mechanical Engineering program.

A Ruth/Fung motion to approve the new course, course revisions, course deletions and program revisions was passed unanimously.

V.   COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Charles Harter.

Department of Management
Selected Topics Course
BUSA 4830 International Business in France
    JUSTIFICATION:

In this course, students will have the opportunity to learn about the theory and practice of international business generally, and through the comparative framework of France. Through observation and discussion with local professionals and business leaders in Rennes, France, students will gain an understanding of and assess comparatively how cultural and governance practices can act as an incentive or deterrent for creating internationally competitive business practices. Topics covered in the course include, but are not limited to: marketing strategies, management & human resources, product development processes, sales tactics, customer relations, international trade regulation, diversification of economic sectors, state development coordination, cultural heritage tourism, and taxation regulations. Dr. William (Bill) Wells will be the instructor.

VI.   ADJOURNMENT

There being no further business to come before the committee, a Chamblee/Fung motion to adjourn the meeting at 3:57 p.m. was passed unanimously.

VII.   OTHER BUSINESS

None.

Respectfully Submitted,

Ashley Canelon
Recording Secretary

Final Report

Georgia Southern University
Ad Hoc Committee
on Student Ratings of Instruction

Helen Bland (JPHCOPH)
James Harris (CEIT)
James Jupp (COE)
William Levernier (COBA)
Nan LoBue (CLASS)
Trent Maurer (CHHS)
James Reichard (COSM)
Sonya Shepherd (Library)
Rebecca Ziegler (Library, Chair)

Submitted
April 10th, 2014

Table of Contents

Section I: Introduction

In the Fall of 2013, the Senate Executive Committee of the Faculty Senate at Georgia Southern University created an Ad Hoc Committee to conduct a comprehensive review of the Georgia Southern University Student Ratings of Instruction [SRI] instrument and its use. The committee was charged to

i. Determine the purpose of Student Ratings of Instruction (e.g., what is their role in evaluating teaching effectiveness?).
ii. Review the effectiveness of the current instrument in meeting that purpose.
iii. Determine how student ratings of instruction fit with other assessment measures.
iv. Evaluate how frequently the instrument is administered.
v. Evaluate how the instrument is administered to students (e.g., the merits of electronic versus paper submissions).
vi. Examine how the instruments are processed after being collected.
vii. Recommend ways the instrument and its administration might be improved.

The Ad Hoc Committee was composed of one faculty representative nominated by the Senate Executive Committee from each College and the Library. Committee members included two former department chairs, an expert in survey construction and administration, an expert on the Scholarship of Teaching & Learning [SoTL] and specifically the research on SRIs, and at least one teaching award winner at the departmental, college, university, and university system levels.

During the Fall 2013 semester, the Ad Hoc Committee created two surveys, one for faculty and one for department chairs, to assess faculty and administrator opinions. In January of 2014, the Ad Hoc Committee announced via email the two online surveys they had created and invited all Georgia Southern University faculty and department chairs to provide their feedback via the respective surveys. A total of 234 faculty members (out of an estimated 950) and 21 department chairs (out of 37) responded to the surveys. This reflects response rates of 25% and 57%, respectively, both greatly in excess of what is typical for online surveys. This response rate is likely an indicator of high levels of motivation to comment on the SRI form and its use.

Both surveys asked participants a series of open-ended questions about the SRI form and its use as well as 1-3 demographic questions. Results were analyzed for emergent themes with exemplar quotations identified for each question in each version of the survey. Results are presented by survey version; first, the faculty version, next, the administrator version. Within each section, a general summary of results is presented first, followed by demographic data and finally summaries and exemplar quotations for each question in the survey. For each question, some of the completed surveys did not address any of the themes and some addressed more than one. The number of times each theme was addressed is reported as a raw number and a percentage of all respondents to that question.

Section II: Background

Research on Student Evaluations of Teaching [SET], as they are known in the pedagogical literature, is extensive. Over 2,500 peer-reviewed pieces of scholarship on the topic have been published, making it one of the most prolific areas of research in all of the Scholarship of Teaching & Learning. Although controversy exists, and some questions have not yet been settled, there is sufficient evidence to draw several key conclusions about SETs.

SETs are typically used for two purposes: a) formatively, to improve teaching effectiveness, and b) summatively, to evaluate faculty performance as teachers. These two purposes cannot always be effectively assessed with a single measure (Hoyt & Pallett, 1999). The University System of Georgia [USG] Board of Regents [BOR] Policy Manual Section 8.3.5.1, paragraph 1, states, "Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, *with the improvement of teaching effectiveness as the main focus of these student evaluations.*" [emphasis added] Thus, it is the explicit goal of the USG BOR that student evaluations of teaching should be used in a primarily formative way with only secondary attention to their value in summative evaluations of faculty. This BOR mandate, within which all USG institutions must operate, also guided the work of the Ad Hoc Committee.

To evaluate or improve teaching effectiveness, it is first necessary to define what constitutes an "effective teacher" (Gibbs, 1995). Skowronek, Friesen, and Masonjones (2011) proposed a six-part definition explicitly for the purposes of designing an effective SET instrument:

> . . . an effective teacher: 1) creates an active learning environment to engage students (Angelo, 1993), 2) makes an attempt to identify students' prior knowledge about a topic and goals for a course (Perry, 1970), 3) attempts to make course content meaningful to the "real-world", 4) attempts to develop deep levels of understanding and help students reflect on that understanding (i.e., critical thinking) (Halpern, 1999), 5) should remain excited and enthusiastic about the material they are teaching (Voss & Gruber, 2006) and 6) is committed to personal growth within the discipline (Lowman, 1995). (p. 3)

Additionally, because the end goal of teaching is ultimately student learning, "the best criterion of effective teaching is student learning" (Cashin, 1988). Further, "teaching effectiveness depends not just on what the teacher does, but rather on what the student does" (McKeachie & Hofer, 2001, p. 6). Thus, any meaningful evaluation of teaching effectiveness, by definition, must also assess student learning and learning behaviors. Using SETs to ask students questions about their own learning has the added benefit of focusing students' attention on the ultimate purpose of all teaching activities (Titus, 2008).

Unfortunately and ironically, most SETs do not actually assess teaching effectiveness. As Titus (2008) notes, "Although the term *student evaluation of teaching* (SET) is commonly used, most researchers agree that the rating scales solicit *student opinions* (e.g., Powell 1978) and provide indications of *student satisfaction* (e.g., Abrami, d'Apollonia, and Cohen 1990)." (p. 416). Further,

Many students report that rather than reading the actual rating items, they locate a column on the form to reflect their general level of enjoyment in the course and then mark all of the rating items in that same column at that same value (Titus, 2008, p. 402)

Even more problematically, "What these students define as teaching excellence, then, may be what reinforces their unexamined conventional assumptions that professors actually aim to question through teaching." (Titus, 2008, p. 409).

As the American Educational Research Association (2013) notes,

To evaluate teaching, focus on student learning outcomes. Ideally, a system to evaluate education faculty as teachers will do three things:
• Help institutions define "teaching quality" based on student learning outcomes;
• Help faculty members improve their teaching by identifying where they need professional development; and
• Help evaluators determine a faculty member's relative strengths and weaknesses as a teacher.
The evaluation method we most often turn to—student ratings, sometimes supplemented by measures of teaching productivity such as the number of advisees—does none of these things well. Student ratings. . . do not promote student-centered learning, and they do not identify and reward the most effective teaching practices (Healey & Jenkins, 2003; Hutchings, Huber, & Ciccone, 2011; Singer et al., 2012). (p. 3)

The psychometric quality of most SETs is thus questionable at best (Abrami, d'Apollonia, & Rosenfield, 1997; Kulik, 2001; Wachtel, 1998), and SETs take a simplistic approach to teaching effectiveness (McKeachie, 1997), requiring students to judge elements of teaching that they lack the background or knowledge to evaluate, including: a) the appropriateness of class objectives, b) instructor knowledge of the material, c) the fairness of graded materials and assessments, and d) and the relevance of course materials (Seldin, 2006).

Further, multiple variables that have nothing to do with teaching effectiveness have been identified as biasing influences on SET scores (Aleamoni, 1999; Cashin, 1995; Feldman, 1993; Pratt, 1997; Wachtel, 1998). Examples of such biasing influences include:

- Course Characteristics:
    - Subject Discipline (Cramer & Alexitch, 2000; Franklin, 2001; Nerger, Viney, & Reidell, 1997)
    - Required vs. Elective Courses (Algozzine et al., 2004; Cashin, 1995; Franklin, 2001)
    - Course Level (Algozzine et al., 2004; Cashin, 1990; Nerger et al., 1997; Schlenker & McKinnon, 1994)
    - Class Size (Algozzine et al., 2004; Cashin, 1995; Cramer & Alexitch, 2000; Nerger et al., 1997; Schlenker, McKinnon, 1994)
    - Course Difficulty or Rigor (Addison, Best, & Warrington, 2006)
- Student Characteristics

- o Expected or Actual Grade (Cashin, 1995; Franklin, 2001; Heckert, Latier, Ringwald, & Silvey, 2006)
  - o Student Motivation (Heckert et al., 2006)
- Instructor Characteristics
  - o Instructor Gender (Feldman, 1993; Centra & Gaubatz, 2000)
  - o Instructor Race (Hammermesh & Parker, 2005; Hendrix, 1998; Rubin, 1998)
  - o Instructor Attractiveness or Expressiveness (i.e., the "Dr. Fox" effect) (Naftulin, Ware, & Donnelly, 1973; Marsh & Roche, 1997)

The findings on the influence of course difficulty/rigor and student motivation on SET scores is important to examine within the context of federally mandated standards for collegiate level work and students' self-reported study behaviors. The United States Department of Education Office of Postsecondary Education defines a credit hour as:

> An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit (U.S. Department of Education, 2011, 34 CFR 600.2)

Thus, a student taking a 15-credit hour semester course load should be spending a minimum of 30 hours (15 x 2) per week out of class on academic work. Data from Georgia Southern University students on the 2011 National Survey of Student Engagement [NSSE] (Georgia Southern University, n.d.) reveals that less than 7% of first-year students and less than 12% of seniors are spending that much time out of class on academic work. The modal student is spending less than one third of the required time on out of class academic work. Yet, 88% of first-year students and 81% of seniors report spending "quite a bit" or "very much" time "studying and on academic work."

These findings bleed into the relationship between student grades and SETs, which is particularly problematic because evidence from the literature suggests that some faculty members may "water down" content and rigor and inflate student grades in order to receive higher evaluation scores. Recent research has established that SET scores and grades are positively correlated, but SET scores are unrelated to learning outcomes after controlling for grades (Weinberg, Hashimoto, & Fleisher, 2009). Additionally, students taught by instructors with higher SET scores demonstrated higher performance on common course examinations, but follow up investigations with the same students revealed such students performed *worse* in later courses in the same sequence than students taught by instructors with lower SET scores (Carrell & West, 2010).

Taken together, these findings reveal that most SETs do not assess what they purport to assess, do not provide reliable summative data on teaching effectiveness, and are known to be vulnerable to racism, sexism, and other forms of discriminatory bias against protected classes. To use SETs in summative ways to evaluate faculty performance would introduce such biases in to the evaluation processes themselves, which would violate both Georgia Southern University policy and state and federal law.

Additionally, using SETs may prove ineffective or even harmful in promoting teaching effectiveness if the SETs themselves are not designed with formative goals as their primary purpose:

> Researchers, though, have yet to find any direct evidence that the institutionalization of SETs results in an improvement in higher education overall or produces more excellent teachers or more learned students (Olivares 2004). There is no evidence that SETs are sufficient in them- selves to create any measurable improvement in instruction (e.g., Kember, Leung, and Kwan 2002; Marsh and Hocevar 1991). . . Ironically, some researchers have found student ratings to have unintended negative effects on educational quality through decreasing faculty morale and inducing lowered academic standards and grade inflation (Greenwald and Gillmore 1997a; V. E. Johnson 2003; Ryan, Anderson, and Birchler 1980). (Titus, 2008, p. 398)

> When standard rating forms are used to assess teaching, "they become de facto the operational definition of effective instruction" (d'Apollonia and Abrami 1997b: 51) and thereby, as Kolitch and Dean (1999) observe, can militate against forms of teaching concerned with critical thinking or transformative pedagogy. (Titus, 2008, pp. 401-402)

However, SETs specifically designed to focus on student learning and to provide formative feedback as their primary goal represent "best practices" in their use and can be highly effective. For example, the American Educational Research Association (2013) recommends "that evaluations of faculty teaching focus on what and how students learn, and that they use evidence-based criteria for assessment." (p. 3). The University of Wisconsin-La Crosse (2007) notes,

> Student evaluation of instruction should be only one of several measures of teaching effectiveness. Additionally, SEI scores should be interpreted within the context of variables known to be related to evaluations (e.g. student motivation, class size, discipline, etc.) and in general, it is recommended that SEI scores not be compared across instructors. . . it is recommended that absolute cut-off scores (e.g. SEI scores must be above 3.5 for a candidate to be considered for tenure) be avoided.

If SET scores should not be compared across instructors nor to "cut-off" scores, it is clear that they are being interpreted qualitatively with respect to student learning. As referenced above, Skowronek et al. (2011) developed an SET form specifically to evaluate "effective teaching" from a student learning perspective. Their work represents the most recent thinking on best practices in the use of SETs and their description of their development process beautifully illustrates the modern shift in thinking about how SETs are conceptualized.

> Along with the set of new assessment items, a new rating scale was created. This scale was adapted from a model used at the University of California-Berkley in assessing "student learning gains" (UC Regents, 2000). Rather than asking if students agreed or disagreed with a statement (on a five point scale ranging from strongly disagree to strongly agree), students are now being asked whether or not a certain component helped their learning (on a five point scale ranging from "did not help my learning" to "helped my learning a great deal"). . . This was a dramatic shift in the student evaluation

instrument as focus was shifted from emotive responses regarding instructional methods to a focus on what the instructor does to facilitate learning (i.e., a student might not agree with the presentation style an instructor used, but he or she could still learn in such an environment). . . To separate potential confounding or multidimensional issues of teaching, no questions assumed any quality or component was present in the classroom. Instead, additional items were added to allow students an opportunity to first provide information about the level of certain components. (pp. 3-4)

Skowronek et al.'s (2011) results were equally promising:

We would also expect a relationship to grade with this new survey; the higher the grade the more learning has presumably taken place. Even though numerous items are predictors of teaching effectiveness, it is important to note that the most variance of the teaching effectiveness score that can be explained across both time points is small at best. More importantly, although significant, the unique variance explained for by grade was a very small ($sr2$ = .046 at Time 1 and .013 at Time 2) predictor of the teaching effectiveness score. This suggests that, even though grade was a significant predictor, student ratings were not largely driven by the grade they believed they were going to receive in the course, which could reduce the need to "dumb-down" a course (Huemer, 2005) or artificially inflate grades to get high ratings. (p. 10)

This approach to SETs, then, more accurately assesses teaching effectiveness by refocusing SETs on what teaching effectiveness is all about: student learning. Further, "faculty participants believed this survey [compared to a more traditional version that did not focus on student learning] would be much more useful in a summative format as an instructor progresses through the tenure and promotion process." (Skowronek et al., 2011, p. 11). Such student-learning focused SETs would also more closely align with the USG Policy Manual Section 8.3.5.1 and its explicit focus on the use of SETs for the improvement of teaching effectiveness. They would also better reflect the Georgia Southern University Faculty Handbook definition of superior teaching as "focused on student learning outcomes" (205.01). It is within this broader context that the results of the faculty and administrator surveys are presented and discussed below.

Section III: SRI Faculty Results

General Summary

Faculty responses indicated a high level of frustration and anger with the current SRI form and its use. Many faculty expressed multiple concerns about lack of validity of the current measure, its vulnerability to factors that are irrelevant to teaching, its insufficient focus on student learning, and overuse and misuse by administrators in evaluating faculty teaching. Many faculty comments echoed findings from the literature reviewed in the Background section.

Demographic Data (N = 233)

Participants' College (N = 217, 16 unreported)
       COBA: 31
       COE: 28
       CEIT: 17
       CHHS: 29
       CLASS: 71
       COSM: 23
       JPHCOPH: 11
       Library: N/A
       Other: 7

Academic Rank (N = 217, 16 unreported)
       Full Professor: 47
       Associate Professor: 74
       Assistant Professor: 53
       All Other Ranks: 43

Tenure Status (N = 219, 14 unreported)
       Tenured: 126
       Tenure track: 46
       Non-tenure track: 47

Questions, Result Summaries, & Exemplar Quotations

1. **Generally speaking, what are your thoughts about the current Student Ratings of Instruction instrument and how it is used in your department/unit and college?**

   The following seven general themes emerged from the surveys (N = 224 respondents). Most respondents offered an opinion about the effectiveness of the current SRI instrument in

evaluating teaching effectiveness and/or critiques of its use, which were subsequently elaborated in later questions.

Theme 1 (N = 9, 4%): Very Good or Good

"I am pleased with it."

"I find the SRI instrument to be very effective in improving my course structure and teaching methods. I rely heavily on student responses when preparing for the next semester. I am unsure how my department handles the evaluations once collected."

"It is good."

Theme 2 (N = 52, 23%): Fairly Good / Fine / Adequate / Somewhat Effective / Moderately Effective / or some other similar description.

"I don't have any complaints about the content of the rating system."

"I think it works fine for its purpose."

"I think it is sufficient to do the job it is supposed to do."

Theme 3 (N = 63, 28%): Not Effective / Limited Effectiveness / Minimally Effective / or some other similar description.

"Generally speaking, they are relied on heavily to assess teaching. Currently there is no other method of reviewing teaching, although peer reviews of teaching are "recommended." Numbers are compared between faculty instead of taken into context of course level, type of course (methods, etc.), size of course, etc. Comments from students are focused on in letters for annual review or tenure (pretenure) review without any opportunity for a faculty member to respond, explain or defend. These letters are kept on file while tenure review statements are not."

"I believe it carries too much weight because it is used as the singular measure"

"In my department, it's used to punish faculty. Mean scores are calculated when a class size doesn't allow for statistical significance. Negative comments from students are used against faculty, but positive comments are ignored. A secretary types up the comments and if a student has something in the negative column such as, "Nothing bad, I like the class," it is still used as negative."

Theme 4 (N = 13, 6%): Completely Ineffective / Very Ineffective / Worthless /or some other similar description.

"I think it is a colossal waste of time. It is purely a popularity contest. 18-21 year old young people are completely unqualified to evaluate me as an instructor. In my 15 years of teaching here at GSU, I have only received 3 or 4 constructive comments that ended up changing the way I taught the class. The remainder of the comments were purely personal."

"I think that the current instrument is really stupid. It does not provide useful feedback. I have been teaching at Georgia Southern for 25 years. With the current instrument, my

student evaluations have *NOT* changed a bit. In fact, it is possible that they have actually gotten better. Note: Generally, as an instructor ages, one expects the student evaluations to decline. I do not think the student evaluations have any meaningful use in our department or college, unless they are at the extreme. However, I have served on tenure/promotion committees where an instructor has received consistently pitiful student evaluations, yet are rated as excellent teachers by their department chair, tenure/promotion committee, etc... I have seen poor student evaluations used to force a faculty member to resign, too. The current instrument is used by the administration in whatever way it wants that makes them fulfill the administrations agenda."

"It is a 'cop out' in the sense that everyone I have spoken with agrees (faculty and administrators) it is a terrible way to evaluate professors and has provoked a significant dumbing down of much of the curriculum. However, because people like numbers and have nothing else, it is heavily relied up as some way to evaluate teaching. Most faculty, though, seem to find little value in reading over comments and do not learn much from student responses."

"It's a methodologically unsound instrument that is misinterpreted and overinterpreted to 'evaluate' teaching. Faculty scores are inappropriately computed, without adequate controls, and idiosyncratically compared to other faculty members' scores, again without adequate controls or the use of appropriate statistical tests."

Theme 5 (N = 55, 25%): The SRI is vulnerable to factors that have nothing to do with teaching effectiveness (is too influenced by course difficulty, the professor's standards, the level of the course, and so on). It is a popularity contest.

"As usual, what seems to be a very functional tool has too many variable factors to have much reliability and validity. If you are a faculty who sets high standards for class performance and student expectations (not unreasonable at all) and don't give extra credit to bump up the grade or allow a cushion of free points in the system, then you will be crucified on the form no matter how good your teaching may have been. I have tested it out in various semesters and my teaching ratings are directly related how much fluff is allowed in the grade. To then have these form the entire or mostly entire basis for teaching evals makes it a very conflictual experience on the whole."

"I believe there is too much weight on a professors teaching ability being utilized by SRI. A professor can be the greatest person and give 'easy' grades to students just to get high SRI. This does not mean students actually learned anything in the course."

"While I personally gain some insight into my teaching after reading the results, data and comments, I feel as though these ratings are a popularity contest. Students that like the professor rate the professor high, and those that do not like the professor, rate the professor low. They do not really think about the teaching style of the professor."

Theme 6 (N = 21, 9%): The SRI should not be the only component of the evaluation process; it should either not be used at all or weighted less than it currently is in evaluating faculty.

"Currently, this is the only formal structure in place to evaluate faculty in my unit. It should be supplemented with other measures."

"I do think the SRIs help faculty to better plan for classes. I take more time reviewing the comments to see what I can do to improve instruction, class activities, etc. I think we should use the evaluations in this way, but I do have a problem with departments and colleges putting such emphasis on the scores as tied to tenure and promotion."

"I don't agree with using the student ratings for tenure and promotion. In my opinion student feedback seems highly correlated to their current grade in the course. For example, if a student is failing, they have negative comments and rate things low. Students who are making an A, rate everything high."

Theme 7 (N = 9, 4%): The written comments are more useful than the questions with numbered answers for improving teaching effectiveness.

"I do believe that it is important to obtain feedback from our students. However, I personally find the "Comments" section much more useful than the Likert scale questions and wish that there was more encouragement for students to write the comments."

"I really only pay attention to the students' written comments. We look at them in the department, but we don't find them useful enough to have much weight in the teaching effectiveness decisions---except for the written comments. They are more telling than the scantron."

"Written comments are probably the most useful part of the process and are used effectively by me and my department."

"The students' written comments are of considerably greater value than the numerical scores in the various categories. By reading the written comments, one can at least get some insight into what is fueling the numerical scores. Also, with written comments, it is easy to distinguish a thoughtful, constructive criticism (or compliment) from the rantings of an immature student who is disgruntled over having to work hard to obtain a particular grade."

2. **How should the data collected from Student Ratings of Instruction be used?**

The following six general themes emerged from the surveys (N = 218 respondents). Over one third of respondents stated that SRI data should be used in a formative way for faculty development to improve faculty teaching. Approximately equal numbers stated that SRI data should be used in a summative way to formally evaluate faculty, but nearly one quarter of respondents explicitly stated that SRI data should not be used as the sole or primary measure of evaluating faculty teaching.

Theme 1 (N = 16, 7% of respondents): The SRI is vulnerable to factors that have nothing to do with teaching effectiveness (is too influenced by course difficulty, the professor's standards, the level of the course, and so on). It is a popularity contest.

"I think it should be used but with better insights. There are too many factors involved in teaching evaluation. Seems like the easier the class, the higher the score with our institution's students."

"Very little at all. The evaluations are too dependent upon the mood of the class and the timing of the evaluation. If the instructor has just given a difficult exam, then the students will give a less favorable evaluation than if the instructor had just bought goodies to the students. Timing is everything, but sometimes the timing just doesn't work."

"Sparingly since evaluations are really based on likeability and warmth. Good professors, who are challenging, may receive lower evaluations just because of their personalities."

Theme 2 (N = 77, 35% of respondents): The SRI should be used by the professor to improve his/her teaching and to make adjustments to the course where needed.

"It should be used by the faculty to improve instruction methods in future courses."

"I think it should be used by the instructor to revise the course for future offerings."

"For personal use by the instructor, to identify ways to improve a class."

Theme 3 (N = 9, 4% of respondents): The SRI should allow the department chair to provide feedback to the professor regarding how to improve the course.

"First and foremost, it should be used as feedback to the professor. It should also be used as a vehicle for discussion with the chair of the department and other faculty who may be able to offer advice to a faculty member who is struggling in one or more areas. From an administrator's viewpoint, it can also help in "matching" faculty to the type of courses they are best suited to teach. The purpose should be to improve teaching and learning – not to inform personnel actions."

"The data should be used to help faculty get a reading of their teaching. The department head should provide feedback to faculty on the ratings and make suggestions for how to improve ratings. They should carry minimal weight in annual review and P&T."

"They should be used to allow me, along with my department chair, to explore what appears to have gone well in my class, and what might be improved."

Theme 4 (N = 52, 24% of respondents): The SRI should not be the only component of the evaluation process.

"The data should be used as a small component of overall faculty evaluation. Peer evaluation of quality of instruction would be a much more informative indicator of quality of instruction."

"As part of a more comprehensive evaluation that would include a visit by a colleague trained in instructor evaluation (not necessarily in the same college), a self-reflection, and some kind of student learning outcome achievement measure."

"As one component of evaluating teaching. There should be a review of the syllabus, the assignments, the tests, etc. There should also be a peer review of the class."

Theme 5 (N = 8, 4% of respondents): The written comments are more useful than the questions with numbered answers for improving teaching effectiveness.

"The "rank 1-5" questions on the SRI instrument should be de-emphasized, perhaps by putting them on the back, to be completed last. For me, the comments are the most helpful in improving my courses."

"It can be used as a tool for improving teaching but should not be the only instrument used to measure effective teaching. Personally, I will look at the student comments more than the actual numbers."

"The comments students make are the most useful to me. It helps determine if I need to think about changing anything or not."

Theme 6 (N = 27, 12% of respondents): The SRI should be used as a measure of faculty performance in teaching, should be part of the annual evaluation process, or should be used in promotion and tenure decisions.

"They should be used to determine whether faculty members are doing a good job in the classroom. Everyone is aware of the problems inherent in student ratings. But along with some issues come some strengths. Students are consumers. They have experience. Although their responses may be shallow sometimes or their priorities are misplaced, they are the best indicators of instruction. By the same token, they should not be the only metric. Peer review of teaching is a nice supplement."

"For annual evaluations, P&T and post-tenure decisions. It need not be the only data regarding teaching effectiveness considered in these decisions and may not be sufficient in all cases, but it should be included in all cases."

"Used to evaluate the instructor's performance in the classroom."

3. **How effective is the current Student Ratings of Instruction instrument in evaluating faculty teaching? Why?**

The following six general themes emerged from the surveys (N = 221 respondents). Approximately 25% of respondents considered the existing instrument to be adequate or better, whereas almost half considered it to be ineffective or worse.

Theme 1 (N = 11, 5% of respondents): Very Good or Good.

"I think it works well but has too many questions. I think the comments sections is very valuable for help with course improvement."

"Studies show they are pretty good. The questions ask about the level of work, whether the student was engaged, and whether the instructor was an effective communicator. That is the information we need to evaluate teaching."

"Very good. Don't change it. There are always people that get bad evaluations (usually because they can't teach) and want to change the evaluation process rather than improve their teaching.

Theme 2 (N = 45, 20% of respondents): Fairly Good / Fine / Adequate / Somewhat Effective / Moderately Effective / or some other similar description.

"I believe the instrument is somewhat effective. Student perceptions and emotions can help the faculty know to some extent how well the course is structured. However, feelings and subjective perceptions are only part of the story. Most 18-21 year old undergraduates do not have a basic knowledge of pedagogy, and therefore do not fully understand what factors contribute to teaching effectiveness. They may, for example, rate an instructor highly who ends class early most of the time and gives homework assignments on which an A can be easily earned."

"I think it is reasonably effective over a period of time. One class or one semester of student ratings isn't very helpful, but several of them over a couple of years tend to show meaningful trends. My experience is that students usually attempt to share constructive criticism on student ratings of instruction."

"Moderately effective. The numbers provide one indication, but the student comments are much more powerful and should be regarded as important to a faculty member's success in teaching."

Theme 3 (N = 95, 43% of respondents): Not Effective / Limited Effectiveness / Minimally Effective / or some other similar description.

"Not effective. In my opinion student feedback seems highly correlated to their current grade in the course. For example, if a student is failing, they have negative comments and rate things low. Students who are making an A rate everything high."

"Not effective at all. Too many students aren't evaluating based on valid criteria. They tend to evaluate based on whether they had fun, got they grade they wanted without working hard, had too much homework, etc. Students often read the question in unreasonable ways – perceiving than an instructor is unavailable if the instructor wasn't in the office when the student dropped by (as opposed to being there for office hours or an appointment).

"Limited effectiveness. Students don't take these seriously- usually eager to finish and get out of class. And, odd as it may seem, students in the final days of a class may not be the best persons to evaluate teaching – esp while emotions are high b/c of grade, exams, etc. Sometimes it's only later that students come to appreciate how much they learned in a course. Students are also easily swayed by personalities. They may learn more from a tougher, less personable instructor than one who is an entertainer and less demanding."

"It may help to show general trends or performance, but overall it is not a very effective measure of successful teaching. It doesn't measure how much the students have learned at all. It only focuses on whether or not the student are satisfied customers, and that is a very different matter from how much they have been challenged to learn. And the few negative comments I receive from students usually come from students who were irresponsible, often absent, poorly prepared, who don't even have an accurate view of how the course played out from week to week because they weren't there."

Theme 4 (N = 14, 6% of respondents): Completely Ineffective / Very Ineffective / Worthless /or some other similar description.

"Completely ineffective. Most of the time only about 30% of the students in my class will fill out a survey and it has been my experience that those are the ones with an axe to grind. Students who are satisfied with their grade RARELY fill out a review."

"It's worthless. It doesn't evaluate faculty teaching. It investigates students' idiosyncratic perceptions of faculty members and courses, with all the adherent prejudices, biases, and inaccuracies that come with untrained, unqualified individuals giving their anonymous opinions with impunity."

"Very ineffective. Students tend to not take them very seriously or try to use them as revenge against a disliked professor."

Theme 5 (N = 8, 4% of respondents): Poor for on-line courses.

"It is poor, especially for online courses. As mentioned earlier, a professor can make the class easy just to get high SRI. A big problem with online SRI is the return rate. I barely get 50% response rate. These are students who did poorly in my courses so my numbers are skewed. It is not a true measurement of effective teaching."

"I teach in an all online program. The instrument does not address online courses well. It asks many questions about things over which the instructor has no control in an online course."

"Elements of the SRI are not as effective when it comes to online teaching and have more applicability with on campus classes. We maybe need an SRI that is specific for the dynamics of online class instruction. The other concern is low return numbers so the results can be skewed to a specific population who maybe didn't represent either the positive or negative impressions from the learning experience."

Theme 6 (N = 52, 24% of respondents): Not sure or the effectiveness was not specifically stated in the response, but an opinion related to the SRI was offered.

> "I'm not sure how effective they are. I get the sense that it is a popularity contest, rather than a real measure of how much the students learn or are engaged. I teach all upper division classes and most of these courses are ones that students in my program would rather not take. It is evident that students are NOT prepared for the rigor (content and time/project management) of an upper division class. This then leads to lower SRIs. I continually hear student make comments about easy 'A's' in other classes. Because I don't give easy A's and expect student to be able to apply their knowledge in my courses (my courses are project based), students struggle, which is then reflected in their attitude and evaluations of my courses."

> "Ratings are often higher for faculty who grade easily and are usually higher in the small classroom setting. As such, they are more a measure of popularity and close interaction with faculty than actual quality of instruction."

> "They may give a sense of how well students like their professors, but that can be popularity, as well as actual engagement. Questions should reflect concrete issues such as whether students are being taught what they need to learn (SLOs), and should take into consideration self-reported student effort. There should also be an accounting of grade distribution so if an instructor gives 90% A's they have to justify it (perhaps in their reflection or a questionnaire)."

> "Results vary depending on teaching performance, but also time and day of class, amount of homework or papers assigned or not assigned, and difficulty or easiness of the class. While poor professor are outed by students on the current instrument, less than glowing results are often due to things out of the professor's control."

4. **A) In your department/unit, what other measures of faculty teaching are required? B) What other measures of faculty teaching are not required, but are available to evaluate faculty teaching?**

Combining the responses to parts A and B, the following four general themes emerged from the surveys (N = 215 respondents). By far, the most common other measure of teaching effectiveness (both required and optional) was peer observations of teaching. Some faculty reported that peer observations (one or multiple) were required. Others reported that peer observations were available, but not required. Still others did not even mention peer observations of teaching as an option. This suggests substantial inequities in the ways teaching is evaluated from department to department, particularly in the emphasis placed on SRI data as a measure of teaching effectiveness.

A) other measures of faculty teaching are required (N = 35, 16%):
   Peer Evaluation (N = 22, 12%)
   Syllabus (N =10, 5%)

Administration Observation (N = 4, 2%)

B) <u>other measures of faculty teaching that are not required but available to evaluate your teaching</u>
    None (N = 64, 30%)
    Peer Evaluations (N = 61, 28%)
    Observation (N = 8, 4%)
    Syllabus (N = 7, 3%)
    Self-evaluation, narrative (N = 7, 3%)

Other types of faculty teaching evaluations mentioned:
    Student Learning Outcomes
    Administration Observation
    Faculty Development, Workshops
    Tests, Assignments
    Grades & Grade Distribution
    Exit Interviews
    Annual Performance Reviews
    Faculty Workload
    Student accomplishments

<u>Theme 1 (N = 73, 34%)</u>: None/I don't know

"I don't know as I have never had any feedback on teaching for the last several years."

"None, except at pre-tenure, tenure, promotion and post-tenure review. We can certainly make informal arrangements among ourselves, but I don't think people do that very often."

"None, we depend solely on the data from the student rate as the Holy Grail."

<u>Theme 2 (N = 47, 22%)</u>: Additional faculty member-provided items (e.g., syllabus, assignments, exams)

"syllabi"

"grades and self evaluation"

"Faculty member's Teaching portfolio where syllabi, handouts and overview of work created are evaluated. Evaluation of work produced in the course."

"We're required to write an annual narrative, part of which describes an instructor's teaching."

"we submit syllabi and grades every semester"

<u>Theme 3 (N = 67, 31%)</u>: Additional non-faculty member-provided items (e.g., peer review, national certification passing rates)

"Peer review of instruction by other faculty. Department Assessments. Department course assessment each semester (other than evaluations, our online assessment tool)"

"We do peer-evaluation, but not very effective. Some of us are evaluated by instructors outside of our programs, and some of us are called upon to evaluate our supervisory administrators, which seems an obvious short-coming."

"Evaluation of teaching material and text is evaluated each semester by departmental faculty."

Theme 4 (N = 83, 39%): not required, but available to evaluate faculty teaching

"faculty may seek peer review of courses"

"we have been told that we can have peer observations, but there is no mechanism for doing that. There is no formal procedure to evaluate faculty teaching using any of the items listed in the faculty handbook on which faculty teaching evaluations are supposed to be based."

"Student preparedness in next level course work. Faculty engagement in curricular committees and other department committees. Creation an private course evaluation specific to the course, by the professor, for students to fill out, put in an envelope that is given it to the secretary to release to faculty member at the start of the next semester."

"All other measures must be implemented by faculty. No support is offered to assist in this process."

5. **In your department/unit, what weight (percentage or otherwise) are Student Ratings of Instruction given compared to other teaching measures in evaluating faculty teaching during annual reviews?**

The following three general themes emerged from the surveys (N = 208 respondents). Two out of every five respondents indicated that they did not know the weight SRIs were given in evaluating faculty teaching during annual reviews. Responses also indicated substantial differences between departments, with SRIs given as little as 10% weight in some departments and as much as 100% weight in others.

Theme 1 (N = 79, 38%): not sure/I don't know:

"ask the chair"

"I am unsure"

"I do not know exactly as I am new faculty"

Theme 2 (N = 47, 23%): Specific numeric/percentage weight (ranged from 10%-100%):

"100%"

"25%"

"In years past, 100% of our annual teaching evaluation has been based on our Item #18 average for the year, without any controls for disciplinary differences, class type or level, class time, student or instructor gender, course rigor, etc. One year, we were compared to the departmental mean. If we were below the mean at all, regardless of whether or not such a difference was statistically significant (I don't think our chair knew how to compute that), we were 'below expectations' in teaching. Again, without any controls for any of the factors known to influence SRIs that have no basis in teaching (e.g., course difficulty)."

Theme 3 (N = 55, 26%): Non-numeric weight:

"all the weight is given on the student ratings"

"do not know percentage, but strongly weighted"

"Since they are the only official measure, full weight can be given to them in evaluating faculty."

"Item 18 is the ONLY thing we use..."

"I don't think there is any exact percentage. It's one measure among many. My impression is that if scores are good, they will help a faculty member (as long as other measures reinforce the faculty member's effectiveness), and if they are not good, that won't necessarily hurt the faculty member as long as there is a legitimate reason and not a repeating pattern of poor pedagogy."

It should also be noted that a subset of respondents (N = 14, 7%) chose to answer the question instead by stating that too much weight was placed upon SRIs or that they were arbitrary or subjective. Because this did not address the question asked, it was not coded as a primary theme, but is noted here.

"Too much. Evaluations are just impossible in this way. It's like trying to give a teacher a grade for a whole semester by showing up to one class. This is not a good measure of ensuring good teaching. Nor certainly is evaluating personality via students a good way either. The measuring of effectiveness should be focused on the outcomes. Unfortunately sometimes the outcomes are out of a professor's control, but if students from a particular professor are consistently turning out bad work, then one could valuate the teaching material and review with the professor the classroom approach."

"There is no specific number but I am supposed to get over a 4 to 5 rating on overall evaluation. Getting a 4 is achievable but chair wants it to go up each year. This is impossible if my average is currently a 4.4. How higher can SRI go? I do not expect to get a 5 on every question but based on annual review from last year, that is what is expected of me."

6. **In your department/unit, what weight (percentage or otherwise) are Student Ratings of Instruction given compared to other teaching measures in evaluating faculty for**

promotion and/or tenure?

The following three general themes emerged from the surveys (N = 206 respondents). Almost half of the respondents indicated that they did not know the weight SRIs were given in evaluating faculty teaching for promotion and/or tenure.

Theme 1 (N = 96, 47%): not sure/I don't know:

"???"

"For some reason we have to provide all of our student evaluations in our package, but I am not sure how much weight the carry. In my department, being a researcher is much more valued than being a teacher."

"not sure"

"I don't have the answer to this. Our P & T guidelines are under review and there has been much discussion regarding teaching effectiveness and methods for evaluating."

Theme 2 (N = 37, 18%): Specific numeric/percentage weight (ranged from 10%-100%):

"100%"

"10-20%"

"Student ratings get 100% because there really is nothing else."

Theme 3 (N = 43, 21%): Non-numeric weight:

"Student ratings of instruction are the predominant measure for teaching effectiveness for promotion and tenure. I do not believe our department has a specific metric/weight for each as it is more it is subjective, but every annual review of teaching effectiveness begins with SRI's."

"item 18 is the ONLY thing we use, at all."

"no weight"

"SRIs are given heavy weight. Each P&T committee weighs the SRI assessments for each faculty member reviewed so it is difficult to say how much weight the SRI is given each year."

 "Ratings of Instruction are one tool used to evaluate teaching, they are not given more weight than other methods. Each method is used in conjunction with other methods to provide an overview. It would be hard to assign a specific percentage since we look at faculty portfolios and reviews of instruction and work produced holistically. For some the ratings may hold more value than for others depending on comments repeated from course to course and strength of other methods. As Department Chairs change, this could change since our department chair guides the tenure and promotion process/ evaluation."

As with Question 5, a subset of respondents (N = 15, 7%) chose to answer the question instead by stating that too much weight was placed upon SRIs or that they were arbitrary or subjective. Because this did not address the question asked, it was not coded as a primary theme, but is noted here.

"Too much. I don't know what the exact percentage is but it's one of a few measures that is weighed in the 'teaching' part of teaching, scholarship and service. Student evaluations below 4.0 are frowned upon. With small classes, it is particularly difficult to maintain such a high score, especially when we tell our students not to expect an A. They can say the same to us. The numbers mean something different to the students than they do to us. This gap is a problem."

"No stated policy. Weight varies. If the faculty like the professor then low scores are rationalized away as indicative of the courses the faculty member teaches, etc. High scores can be used as a measure to show too much emphasis in this area so lower evaluations can be stated in other areas. Bottom line: You need to be liked by your peers and maybe your students!"

7. **In your department/unit, what information do faculty receive about how to appropriately interpret a) the statistical summary data provided from their Student Ratings of Instruction? b) anonymous student comments on their Student Ratings of Instruction?**

The following three general themes emerged from the surveys (N = 204 respondents). Given that over 80% of respondents indicated that they were given no information on how to interpret either the quantitative or qualitative data from SRIs, it appears that Georgia Southern is in violation of BOR Policy Manual Section 8.3.5.1, paragraph 1, which states, "Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, *with the improvement of teaching effectiveness as the main focus of these student evaluations*." [emphasis added] If faculty are not provided with information about how to interpret SRI data, it is unlikely that the "main focus of these student evaluations" can be on "the improvement of teaching effectiveness," and suggests instead, consistent with other faculty and administrator responses to these surveys, that the primary focus of SRIs at Georgia Southern is for faculty performance evaluations, in direct contradiction of the express intentions of the BOR.

Theme 1 (N = 167, 82%): None/zero/I don't know, or information indicating no information provided

"none. none."

"Absolutely none. In fact, I have had to repeatedly argue with past chairs that they were inappropriately interpreting and overinterpreting the summary data and making fallacious comparisons to supposed departmental means. We also receive no information about how to interpret student comments. This lack of information is particularly hard on junior faculty

when they face their annual reviews, 3rd year reviews, and P&T reviews, as there are no guidelines on how to respond to the comments."

"None on either account. It is simply assumed that the higher the quantitative score the better and the more positive the qualitative comments the better. There has never been any discussion at the department or college level regarding interpretation of th results. What do the numbers on the quantitative section mean? Without statistical analysis related to significance, we speak out of ignorance when we talk about a 4.5 being better than a 4.1. How do we know from a statistical standpoint if there is truly any difference between these scores? Likewise, there has never been any conversation regarding data transformation of the qualitative data. People cherry pick the best or worst comments depending on their perspective and agenda. Rather than engaging in analysis, the SRI's encourage overarching generalizations and anecdotal responses."

"None, except that we are to measure up to a department average, whether we are teaching creative writing, linguistics, first-year composition, or technical writing."

"all stats and comments (anonymously)"

Theme 2 (N = 13, 6%): Additional information is provided, but nothing on how to interpret

"a) We receive frequency plots for each question. b) I have not received students comments"

"Mostly up to faculty - A department average is communicated to determine where a faculty member stands in relation to peers."

"None. We simply receive our averages and the departmental averages for the course."

"We get two numbers each semester (course average and instructor average) and we are told what the departmental mean and standard deviation are. This informs us about whether we are in the norm, statistically significantly above or below the norm. Again, this comparison is faulty given that it groups together all courses across 6 academic areas in the department and all courses from Intro courses to Senior Seminars."

Theme 3 (N = 21, 10%): Some information on how to interpret provided

"An email is sent from the secretary about the summary data. Verbal instruction about student comments has come from the department chair."

"basic definitions of means"

"Chair's evaluation, and that is about it."

8. **Student Ratings of Instruction can sometimes be administered electronically instead of face-to-face with a paper version. If you could choose, which method of administration would you pick and why?**

The following three general themes emerged from the surveys (N = 211 respondents).

Slightly more faculty respondents preferred a face-to-face paper version than an online version. Proponents of a face-to-face version thought that student response rates would be significantly higher, significantly more representative of the diversity of responses in the course, and that a monitored in-class environment would reduce collusion in responses. Additionally, respondents expressed concern that electronic/online versions would allow students who had stopped attending class to complete evaluations, would be vulnerable to fraud (e.g., someone other than the student completing the evaluation), would have to employ highly coercive tactics such as withholding final grades until they are completed in order to get students to complete them (which would render the results meaningless), and would make it easier for students to "flame" instructors (e.g., writing highly critical, cruel, or even criminal threats because of the perception of greater anonymity online). Proponents of online versions thought that online administration would be "greener" (using less physical resources) and more efficient (because support staff would not need to scan/type student responses). Additionally, many proponents of online versions mentioned that with online versions, they would not need to use instructional time to administer SRIs.

Theme 1 (N = 93, 44%): Face-to-face paper version:

"F2F. The literature is replete with examples of massive problems with on-line evaluations, most notably the pathetic response rate (often single digits). Only through coercive measures can institutions get the majority of their students to take on-line valuations, and those measures corrupt any data that might be collected."

"Definitely, the best approach is face-to-face. My experience at other institution, where this data was collected electronically, indicates that the amount of collected data decreases considerably. Much more participation is attained by collecting the data face-to-face."

"Electronic means 'optional.' We already have examples of 'hybrid' class of well over 100 students who do this online. Maybe 10% of the students actually participate. Face-to-face classes (i.e., paper forms) at least get a response from a useful percentage of students. 10% is useless information, even for someone like me who actually reads and responds to the data."

"F@F gets a better response rate. Electronic is worthless - tends to only get responses from angry/disgruntles/failing students"

"paper. I teach in an only online program. unless you require the student to complete the evaluation, they will not do it. Also, if you require them to do it they almost ALWAYS either choose right down the middle, or lower-- it does not appear they choose the best scores. If they feel required to complete it, students have told me that they feel that isn't right and therefore complete it when they are angry -- since they don't know their final grades."

Theme 2 (N = 76, 36%): Electronically/online:

"Electronic re: cost & eliminating the hassle of doing them in class. I just don't think we'll get much student response if we go electronic unless there is some kind of sanction imposed for students NOT doing them."

"electronically"

"electronically is better, but the computers are not available in each classroom. One of the reason's for electronic is to have things easily readable and accessible rather than the paper format after the evaluation is completed."

"I prefer electronic, but have no solution to the low response rate issue."

Theme 3 (N = 23, 11%): No preference/unsure/don't know/either/it depends:

"Does not matter to me. It is likely that fewer students would use an electronic version unless it was done in class."

"I do not have a preference"

"It depends. If they are electronic, but optional, then you will only get feedback from the very few students who are either very happy or very unhappy, and this is not a representative sample at all. I also fear that online evaluations, taken in isolation, will have that anonymous feeling that leads students to have less integrity. (i.e. anonymous online trolling)"

"undecided"

9. **Which items on the current Student Ratings of Instruction instrument are the most valuable to you as a teacher and why?**

The following four general themes emerged from the surveys (N = 206 respondents). Many faculty respondents explicitly mentioned student learning in their responses and their desire to use SRI feedback to improve their teaching effectiveness for the purpose of increasing student learning, consistent with BOR Policy Manual Section 8.3.5.1, paragraph 1's stated intentions for how SRI data should be used.

Theme 1 (N = 42, 20%): Student/Course items (#1-7)

"How much effort did you put in, workload, and to what degree were you intellectually challenged questions help me keep a balance between content difficulty and student ability."

"I look at how much they learned, how much effort they put into their class and how much they were challenged. I personally think when these values are high in combination that I have done my job and the students took something away from this course that ay stick around for a lifetime. The appreciation for the knowledge often comes much later in life."

"Questions 2 and 3 are important to me as I want to ensure my students are gaining conceptual knowledge (they can apply what they learn) from my classes as opposed to on the surface learning (simply memorizing definitions and formulas). I think it is important to stimulate and challenge the way students think so they hopefully gain better understanding of the sciences. Question 5 is somewhat important as I do not want to make my courses too easy nor too difficult. However, it is also a difficult question to gauge as students (mostly freshmen) tend to find everything difficult."

Theme 2 (N = 98, 48%): Instruction/Instructor items (#8-18)

"1. Instructor's preparation. Anyone who has ever had me knows I prepare extensively for courses and it is obvious every day. Students who are out to 'get' me will often ding me on all items, including this one, but no reasonable person would conclude that a low score on this item for me is valid. It's an easy was to demonstrate student animus. 2. Tests/graded activities. Typically, students who do poorly in the course rate me very lowly on this item to deflect blame for their own failures. Again, great way to demonstrate student animus. 3. Instructor's interest. Same as #1."

"Did the instructor provide enough information. Did the class content meet the expected course objectives."

"I use #9 (preparation), #12 (clarity), #15 (helpfulness), and #18 (overall) as they directly relate to things I can do and how I interact with the students."

Theme 3 (N = 34, 17%): Items #19-22 (pre/post interest, required, major)

"How much the students rate their level of interest before the class and after. This really helps me see how much I have affected their world view."

"I value the questions that ask students how interested in the material they were before and after the course, and how much they learned"

"Level of interest in the subject before and after the course, how much students learned"

Theme 4 (N = 71, 34%): Comments

"Comments!!!! -- because that actually means something to me. A 4.3 in organization does not."

"I find the comments most valuable especially the thoughtful comments concerning class and assignments. I am not concerned if a student writes, the class is too hard. This is college, it should be hard but doable."

"I read the comments, and if there is a theme, I take it into consideration. However, students say outrageous things, such as, I never got a syllabus."

10. Which items on the current Student Ratings of Instruction instrument are the least valuable to you as a teacher and why?

The following five general themes emerged from the surveys (N = 182 respondents). A consistent remark from faculty respondents was that items which did not help them improve their teaching were not valuable, again suggesting that faculty view the value of SRI data in terms of improving teaching effectiveness and enhancing student learning, consistent with Policy Manual Section 8.3.5.1, paragraph 1's stated intentions for how SRI data should be used.

Theme 1 (N = 45, 25%): Student/Course items (#1-7)

"#1, 5 and 6. I expect that student invest their time in studying and learning instead complaining about the load of reading and assignments"

"Questions that pertain to workload and intellectual challenges. Students don't have the post-graduate experiences to understand how much work is necessary to succeed in a competitive environment. The same with intellectual challenges; the academic stress in high schools is typically not the same level as a university. Students don't understand that by definition, Professors —profess, which is different by definition than teaching. I think students too often place the responsibility of learning on faculty not themselves."

"Any question that begins with "Compared to other courses of similar credit value" is not helpful. This often comes down to comparing apples with oranges. You are asking students to compare online course to F2F courses to required courses to elective courses to courses in their major to courses outside their major to upper level courses to core courses."

"Anything that is not question 8-18 because we are not evaluated on that."

Theme 2 (N = 43, 24%): Instruction/Instructor items (#8-18)

"#13 - students do not understand that application and synthesis of the course material is relevant on an exam and are just looking for rote memorization questions"

"Instructor availability, helpfulness: these are items that are based on each individual students' experiences. If students never come for help, they have no idea if you're available or if you'd be of help if they did come by. In my large classes in particular, it is very rare that any students ever come by, so how do they know how to answer these questions at the end of the semester?"

"Overall how would you rate this professor? This is basically a "how do you like this professor" question. I often find that the rating for this question is completely contrary to the ratings for all the other questions. I score very high on the questins about being prepared, knowledgeable, available to students, tests reflecting the material in class, etc. and then score very low on this question. This is the popularity question and it should be removed."

Theme 3 (N = 26, 14%): Items #19-22 (pre/post interest, required, major)

"Required course, and other non-instructional assessment items -- these provide little information about instruction, but could be useful for understanding why some ratings may be lower than others (required course, workload and difficulty level, etc.)."

"The item like if this course is requirement."

"what was your level of interest in course before and after?"

Theme 4 (N = 22, 12%): #23/Expected Grade

"question 23"

"questions 23 - what grade do you expect to get. I don't know what this is really going to tell me or how this is going to help me improve my teaching"

"The "What grade do you expect in this course" question."

Theme 5 (N = 10, 5%): All/Most of the items

"Most of them. Students are not qualified to objectively judge most of the items and their responses to some of them indicate that they are not interpreting the questions in the way they are written. For example, the instructor availability question is one many faculty consistently get dinged on, not because we are not available, but because students expect 24/7 access to us and no matter how many times we tell them that such expectations are unrealistic and need to change, they insist on it and punish us for not being willing or able to drop everything any time of day or night to respond to them. Similarly, the helpfulness item--helpfulness does not mean telling them what they want to hear or just 'giving' them easy answers. Helpfulness means teaching them, helping them to help themselves, but most students just resent the effort we make them put forward. Also, #16 course objectives. Students are just not qualified to judge this. If they could determine what is and what is not relevant to the course objectives, they could teach the class. Finally, the open-ended questions, though well-intentioned, are often worthless. They typically yield pabulum, whether positive or negative they are almost never objective or concrete, which makes it impossible to understand them or respond to them. For example, students may claim an instructor is 'bias' (note the misspelling), but do not provide a single specific example of what they are interpreting as 'bias.' Is it a reliance on facts? Is it a refusal to allow prejudicial comments towards others in the class? How can we know?"

"Most of it is not particularly valuable."

"The entire instrument"

11. **If you could add/delete/change items/questions on the current Student Ratings of Instruction instrument, what would you do and why?**

The following five general themes emerged from the surveys (N = 164 respondents). No predominant pattern emerged.

Theme 1 (N = 40, 24% of respondents): no changes, N/A, "I don't know," or leave it as is:

"None"

"N/A"

"They are, I think, a necessary evil in this age of accountability."

Theme 2 (N = 13, 8% of respondents): scrap the entire measure and start over from scratch:

"I would revisit the entire instrument and examine each question carefully, determine what it is determine, and how it is used. For example, the current Summary of Means supplied in the evaluation for promotion/tenure/post-tenure review is absolute statistical nonsense and totally meaningless."

"I would scrap the existing instrument and start over. Given administrative misinterpretation of SRI data, I would strongly suggest the new form have no quantitative questions at all (that way, there is nothing for administrators to misinterpret)."

"Redo the instrument completely. Decide if the SRI is for evaluation or as a tool for improvement. Then design an appropriate instrument."

Theme 3 (N = 8, 5% of respondents): add items to assess what *students* did to be successful in the course (e.g., study hours, reading assigned texts, etc.):

"I think students should have to indicate how many hours they study for the course in the average week. I think students should have to indicate how many classes they have missed over the course of the semester. I think students should have to answer open-ended questions about what THEY did to learn the material and be successful in the course. I think they should have to report on how much of the assigned reading they did. "

"I would like to add questions related to student involvement ... eg how often did you attend, did you meet with the instructor if you were having problems, did you read the text etc."

Theme 4 (N = 7, 4% of respondents): more/more specific open-ended questions:

"Add open ended questions asking students to describe ways in which the instructor was: organized/prepared, interesting and thought provoking, challenging, effective at presenting course material, innovative in teaching, effective in make class interest in subject, etc. I would take away the scores all together."

"I would make the open ended questions more specific, break up course/instructor."

Theme 5 (N =6, 4% of respondents): add questions that focus on student learning/SLOs/assessment:

"Questions should be added to evaluate student centered teaching. Students should be asked to evaluate both in class and out of class activities in terms of benefit on learning. Current instrument focuses too much on instructor as deliver of information and not enough on instructor as facilitator of learning."

"Eliminate questions 8-18. Revise the evaluation to be an evaluation of student learning; then, use it as a tool to inform the Assessment Committee about how instruction is meeting SLOs."

12. If you could change anything about how the current Student Ratings of Instruction instrument is used in evaluating faculty teaching, what would you change and why?

The following three general themes emerged from the surveys (N = 175 respondents). The largest group of respondents recommended reducing or eliminating the use of SRIs in evaluating faculty teaching.

Theme 1 (N = 26, 15% of respondents): no changes, N/A, "I don't know," or leave it as is:

"Currently I am okay with the form."

"THAT SHOULD NOT THE BUSINESS OF ANY UNIVERSITY COMMITTEE. Every department (and profession) has the right to define it."

"None."

Theme 2 (N = 46, 26% of respondents): reduce or eliminate their use in evaluating faculty teaching:

"Although I know BOR regulations require SRIs, I would be in favor of eliminating them completely. They are worse than worthless--they stand in the way of instructors implementing rigor, discipline, professional expectations for students' behavior, and innovative teaching methods that might result in greater student learning gains at the cost of student 'satisfaction.' Students are not customers and we should not treat them as such. Their opinions about faculty teaching are largely worthless when it comes to actually evaluating that teaching and we should not lie to them and pretend otherwise. I would change to a form that focuses more on students' reflection on their own behaviors and learning over the semester and one that would require students to provide specific, concrete examples for any comment about the course or the instructor to be considered valid. . . I would also create university-wide guidelines that would force all chairs, deans, and other administrators to stop misinterpreting the data and set clear standards for how to interpret and/or compare SRI data and would make violations of these guidelines cause for faculty grievances. . . The data from current SRIs is worthless and the way it is currently used by administrators is harmful and inappropriate. It prevents great teaching and ultimately harms student learning. With all of our focus on assessment lately, I would think that the need to ACCURATELY assess faculty teaching would be important and would be cause enough to get rid of these meaningless forms."

"I place considerably less emphasis on it at college and university levels. I know administrators like to quantify but the numbers on evaluations are not necessarily an accurate measure of good teaching."

"I would use them to give feedback to instructors; I would not weigh them heavily in evaluating teaching."

Theme 3 (N = 8, 5% of respondents): SRIs should be administered electronically

"Do it electronically"

"If you are going to waste time asking students, Put it online."

"Go online"

13. **What are your thoughts about how often the Student Ratings of Instruction instrument should be administered (e.g., in each course each semester, in only one**

semester/academic year, etc.)?

The following three general themes emerged from the surveys (N = 195 respondents), with an overwhelming majority of respondents endorsing the status quo.

Theme 1 (N = 126, 65%): Status quo, each class, each semester:

"end of semester per each class"

"every semester"

Theme 2 (N = 37, 19%): Less often, such as once/course/year or one semester/year:

"Every semester in every course is too much. I would support once per year in each course."

"At many other institutions, faculty have the option of selecting one course each semester to NOT be evaluated. This is particularly important if the faculty member is trying a new technique or strategy that might meet with student resistance. I would be in favor of allowing a faculty member to select one course each semester to be free from evaluation, as long as it isn't the same course every semester."

Theme 3 (N = 13, 7%): More often, such as twice per course/semester or more:

"If we had Student Ratings of Student Learning rather than of 'Instructor' instruction, I would be in favor of administering them, electronically, at the beginning, the middle, and the end of the semester. Even, perhaps, every three weeks, so that students can evaluate their own progress. Teachers could then use the data to look at patterns and search for ways to improve instruction to fill the gaps."

"At the very minimum they should be administered at the mid-term and end of course. However, I think instructors should take it upon themselves to seek more student evaluations and input."

14. **If you have any additional thoughts or comments about this subject, please type them below.**

The following three general themes emerged from the surveys (N = 95 respondents). Respondents primarily re-iterated prior responses in this question.

Theme 1 (N =16, 17%%): N/A, none, no response:

"N/A"

"None."

Theme 2 (N = 13, 14%): Eliminate or replace the existing measure:

"Change is good...Try another instrument-----"

"I recommend you move beyond the instrument and look at implementing additional approaches to measuring teaching effectiveness."

Theme 3 (N = 8, 8%): Don't change the existing SRI:

"I do not see a need to change the current form."

"I think that the current evaluations can be properly used and the problem is there are no guidelines for their use."

Section IV: SRI Administrator Results

General Summary

Many chairs indicated dissatisfaction with the current SRI and its use in evaluating teaching, often echoing the concerns raised by faculty and the literature presented in the Background section. One clear pattern that emerged from the data was that chairs appeared to be just as frustrated with the current forms and their use as faculty and were very supportive of finding better and more appropriate ways to evaluate faculty teaching effectiveness.

Also note that because the sample size for this survey was less than one tenth of that of the faculty survey, there were significantly fewer total responses. This resulted in the identification of fewer themes for responses each question, but many of those themes reflected sentiments expressed by a significant number of the respondents (e.g., 20-75%). As a result, the data presentation in this section is slightly different.

Demographic Data (N = 21)

Participants' College (N = 19, 2 unreported)
      COBA: 4 of 5
      COE: 1 of 3
      CEIT: 2 of 5
      CHHS: 3 of 3 (100%)
      CLASS: 4 of 11
      COSM: 4 of 5 (80%)
      JPHCOPH: 1 of 5
      Library: N/A

Questions, Result Summaries, & Exemplar Quotations

1. **Generally speaking, what are your thoughts about the current Student Ratings of Instruction instrument and how it is used at Georgia Southern University?**

   Overall, most responding chairs (N = 15, 71%) identified multiple problems with the current SRI instrument and its use in evaluating faculty teaching. A subset of respondents (N = 5, 24%) indicated some utility to the current SRI form.

Example comments:

- "Constructive feedback is rarely offered."
- "often inappropriately averaged across items and often comparisons made between course averages inappropriately, as courses and students differ."
- "It is generally misused by administrators as they go higher up the administration chain of command. They look at overall averages and often a single measure."

- "I really feel that the SRI should be considered ONE part of several things used to support teaching"
- "I am wary of giving too much weight to such ratings in T&P and other decisions."
- "I believe that it is only marginally effective and too much weight is assigned to it for faculty evaluations."

2. **How should the data collected from Student Ratings of Instruction be used?**

Overall, 38% (N = 8) of responding chairs suggested that SRI data should be used in formative ways by faculty members to improve their own teaching. Multiple respondents (N = 4, 19%) suggested that SRI data either not be used at all for evaluation/T&P, or used only minimally and with great caution.

Example comments:

- "As one of several perspectives on the ability of an instructor to effectively deliver instruction. It also has value in assessing the enthusiasm that the instructor brings to the classroom .whether there is sufficient communication between students and th instructor, and student perceptions of the fairness of testing and weights assigned to different facets of the course."
- "With caution for annual review purposes, but I believe are being used less cautiously and have largely impacts on annual reviews."
- "Mainly to determine patterns across faculty for faculty improvement."
- "For faculty development and course improvement"
- "Primarily for faculty feedback and discussions with chairs, rather than for comparison to other faculty."
- "Chairs should use it to evaluate all faculty relevant to departmental norms."
- "The data collected should be used exclusively by the instructor to improve the classroom experience. Use of ratings for purposes of Instructor effectiveness or for promotion and tenure decisions is not appropriate."

3. **How effective is the current Student Ratings of Instruction instrument in evaluating faculty teaching? Why?**

Overall, responding chairs (N = 14, 67%) identified many specific problems in using the current SRI instrument to evaluate faculty teaching that compromise its effectiveness as an evaluative tool and may even lead to erroneous conclusions about faculty teaching.

Example comments:

- "Fair to poor. It only reflects one point of view. Students tend to blame professors for their own poor performance. I find that students rate professors the highest who give the least assignments, lecture to the test, offer study guides to the test and give extra credit.. I consider those to be my poorest performing professors."

- "The instrument was designed and implemented when traditional delivery methods (e.g. lecture) was the norm. For those that continue to do this, it is okay. It comes up short for evaluating online delivery, flipped classes, hybrid courses, and other pedagogical advances."
- "VERY limited. It is a single dimension of measure – 'student perceptions of teaching'."
- "Personally, I do not think that it is very effective (maybe 6 or 7 on a scale of 10, with 10 being the best). SRI should be ONE part of the overall evaluation of teaching."
- "Somewhat effective. It does not measure learning outcomes of students. Too much emphasis is placed on the nuances of class organization and structure and not enough on content."
- "its useful if evaluated appropriately. It reflects only one point of view and very often that point of view is how well the student can navigate the course with the least amount of effort for a good grade. Usually it does not reflect learning outcomes. I have found that student expectations centers around the faculty telling the student what he/she needs to know, providing a study guide that re-inforces that information and then testing only what is on that study guide. This only reflects short term memory and is not the type of teaching that I would encourage - but whenever the student is made responsible for participating in his/her education the evaluations become very low. I have found that some of the best teaching is done by professors receiving the lowest ratings and some of my poorer professors receive the highest ratings (not always though - this is variable- the student comments have to be taken into consideration - they provide very useful information as to why they rated a professor the way they did)"
- "I have seen students make zig-zag patterns on the scantrons. No one in their right mind should think that the ratings are pure measures of teaching effectiveness."
- "Very poor. There is not universal student mindset on which we can depend. Some students give serious and valuable feedback and others do not. This lack of consistency makes the ratings nearly useless for evaluating faculty."

4. **A) In your department/unit, what other measures of faculty teaching are required? B) What other measures of faculty teaching are not required, but are available to evaluate faculty teaching?**

In most departments (N = 13, 62%), SRIs were clearly used as the primary (or only) evaluative measure of faculty teaching not produced by the faculty member (e.g., syllabi, summary of curricular revisions, etc.). This was particularly true for annual reviews as compared to T&P, pre-tenure, etc., where peer reviews were more likely to be required. In other departments (N = 5, 24%), SRIs were only a small part of evaluations of faculty teaching. Such inconsistencies suggest substantial inequities in the ways SRIs are used to evaluate faculty teaching from department to department.

Example comments:

- "No other "measures" but materials (digital and hardcopy) and syllabi."
- "Syllabi are evaluated; test and assignment content and results and peer observation is used sporadically. In courses where student learning outcomes are assessed, assessment

data patterns across time and adjustments made in response to previous assessment results are not overlooked."

- "Nothing else is required...however peer evaluations are strongly encouraged...as well as participating in teaching workshops either on or off campus."
- "Faculty are evaluated annually by their peers. These become a permanent part of the faculty member's personnel file."
- "None."
- "Our department has a peer evaluation instrument. It is required of faculty going through any type of review (pre-tenure, tenure, promotion, etc.). It is optional to any faculty at any time. We have a peer review committee elected each year who conducts the reviews."

5. **In your department/unit, what weight (percentage or otherwise) are Student Ratings of Instruction given compared to other teaching measures in evaluating faculty teaching during annual reviews?**

Some units had clearly assigned percentage weights (N = 6, 29%); other units were unable to specify the specific influence of SRIs on annual evaluations of teaching (N = 13, 62%). Again, this suggests substantial inequities in the ways SRIs are used to evaluate teaching from department to department.

Example comments:

- "About 10%"
- "25%"
- "30%, Peer reviews 40%, Self-assessment 30%"
- "They carry about 50%"
- "We have no weights. It is all used subjectively by the chair. A weighted system for something so subjective would be useless."
- "We do not assign a percentage (to my knowledge). We compare the ratings to the department mean for undergraduate lower, undergraduate higher, and graduate courses. The APR document suggests that tenure-track teaching faculty assign a minimum of 50% of 'workload' to teaching and are asked to provide multiple indicators of teaching effectiveness."
- "No specific numerical weighting or percentage, which is the way it should be. The chair and peer review committees see the numbers and reach a holistic judgment of teaching based on them and many other considerations."
- "There isn't even a place in the evaluation tool in which to list the SRI."
- "Unfortunately these ratings are still used as the primary measure of teacher quality."

6. **In your department/unit, what weight (percentage or otherwise) are Student Ratings of Instruction given compared to other teaching measures in evaluating faculty for promotion and/or tenure?**

Responses to this question varied widely, from nearly 100% to "barely looked at." Some units (N =4, 19%) had clearly assigned percentage weights; other units (N = 15, 71%) were unable to specify the specific influence of SRIs on T&P. Again, this suggests substantial inequities in the ways SRIs are used to evaluate teaching from department to department.

Example comments:

- "25%"
- "30%, Peer reviews 40%, Self-assessment 30%"
- "No specific percentage but typically more than it should -- probably 60% because its an easy to access summary which is prone to inappropriate comparisons because it is identical across courses, yet not equally useful across courses."
- "They used to carry almost 100% but during the past two years with change in P&T guideline, other measures/documents are required."
- "They are typically rolled-up by year so they are given a strong weight and must be included with materials to the Provost."
- "I don't have a percentage."
- "SRI numbers are barely looked at since we don't have a good tool nor are the numbers submitted in a consistent manner."

7. **As an administrator, what education/training have you had about how to appropriately interpret a) the statistical summary data provided from Student Ratings of Instruction? b) anonymous student comments on Student Ratings of Instruction? Please describe.**

Responses to this question were the most similar of any question in the survey. Without exception, *none* of the responding chairs reporting having received any specific education/training *from Georgia Southern* about how to use GSU's SRI instrument for evaluating faculty. Many chairs (N = 6, 29%) referenced their graduate education, especially in statistics and/or methods courses, which would provide a basic understanding of the issues involved, but no specific understanding of the unique issues and confounding variables known to affect SRIs. A number of chairs (N = 4, 19%) referenced their own experience with receiving and/or reviewing SRIs in reference to this question. Only four chairs (19%) indicated any specific training or education in interpreting SRIs (e.g., workshops in their fields, reading the SRI literature, training at other institutions). These responses suggest that many chairs may have an overconfidence in their ability to identify known issues in interpreting SRIs, and potential "blinders" to the need for specific training on how to interpret (and avoid misinterpreting and over interpreting) SRIs. These responses further suggest that Georgia Southern is in violation of BOR Policy Manual Section 8.3.5.1, paragraph 2, which states, "Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations (BoR Minutes, 1979-80, p. 50; 1983-84, p. 36; May, 1996, p. 52)."

Example comments:

- "none"
- "None formally from the university."

- "I am confident in my interpretive skills for survey data results."
- "No formal training. Only experience over time."
- "No formal training. Only years of experience doing my best to interpret the data."
- "I have never received any education/training specific to this form or dataset"
- "None. Just basic understanding of statistics and common sense when reading student comments."
- "My graduate work and research is quantitative, social science based, and have constructed measures or scales many times for my published research. I apply that understanding to the question of how to interpret or understand SRIs. I do not recall having received any training specifically on SRIs and their use as an administrator, except for a session in a conference of department heads in my field."
- "a) none at GSU; b) none at GSU. Received great deal training at other institutions"

8. **Student Ratings of Instruction can sometimes be administered electronically instead of face-to-face with a paper version. If you could choose, which method of administration would you pick and why?**

Responses to this question were evenly split between respondents. Half of respondents favored electronic administration, primarily because of the cost of administering and entering data from paper versions. Half of the respondents favored paper versions, primarily because of documented issues with online versions (response rate, validity, etc.).

Example comments:

- "F2F due to greater participation and likely more valid responding."
- "Electronically for convenience"
- "Face to face... Better represent all students and better comments. Online evaluations have sampling bias unless ALL students are required to complete them"
- "Electronically please. What are we waiting for?"
- "Paper version. My former institution wen to the electronic version and the rate of completion dropped about 60%. We need evaluations to assist junior faculty and it was extremely hard to get students to do the online version."
- "face to face - it the only way we can get students to fill out the form. Online evaluations are usually only filled out by those who either feel very positive or negative about the professor."
- "Electronically"

9. **Which items on the current Student Ratings of Instruction instrument are the most valuable to you as someone who evaluates faculty and why?**

Responses to this question varied significantly among respondents. Many (N =10, 48%) focused explicitly on item #18 (instructor rating), either alone or in conjunction with other items. Some chairs (N = 6, 29%) mentioned items from the "course" section (#1-7), whereas

others (N = 9, 43%) focused on items from the "instructor" section (#8-18). Again, this suggests a significant lack of consistency in how SRI data is used across departments.

Example comments:

- "Questions 5,6, & 18"
- "I zero in on items 1-3 to get a better understanding of student engagement. Item 5 provides an acceptable gage of course difficulty, especially when considered alongside item 3. I always consider item 6 to get a sense of student perceptions of how easy he course is and item 7 to get a sense of student perceptions of the overall value of the course. I pay close attention to student responses to item 10."
- "3 and 5 help gauge rigor of the course, 9,11,12,14,15,18 demonstrate diligence of the instructor, 21 & 22 indicate degree of affinity for the course"
- "I look first at the summary ratings of the course and of the instructor. These are most important in my examination of the SRIs. Then I examine the individual items, to see if any are particularly high or low, compared to those of the department. But the written responses are the second-most helpful because students will write comments that indicate strengths or weaknesses that are not captured well by the scantron items."
- "The two main items would be the overall rating of the instructor and the expected grade in the course as it give an idea of the student's motivation at the time of filling out the form."

10. **Which items on the current Student Ratings of Instruction instrument are the least valuable to you as someone who evaluates faculty and why?**

Responses to this question demonstrated a similar pattern to student responses to SRIs: many items identified in the previous question as "most valuable" were identified here by other individuals as "least valuable." Six respondents (29%) identified the contextual information about the course (#1-7) as least valuable, whereas only three (14%) identified instructor questions (#8-18) as least valuable.

Example comments:

- "I don't pay much attention to items 8 and 9 because I don't think that students are positioned to know if important points are sufficiently stressed or how prepared instructors are. I don't pay much attention to item 4, unless there are red flags for iems 1-3, 5, & 6. I don't pay much attention to item 10, unless there are red flags for items 1-3, 5, 6, 11 & 12."
- "Effort in learning material (#1) How often did you seek outside help (#4), How was the workload (#6) level of interest (#19&20) - too subjective and not really rated to the learning objectives"
- "23 is anecdotally unreliable. I have seen students inflate their expectations on this item time and again."
- "Questions 1-8 do not provide useful information about the instructor and how well he/she conducted the class. Comments about the course itself do not help me evaluate the faculty member."

11. **If you could add/delete/change items/questions on the current Student Ratings of Instruction instrument, what would you do and why?**

Responses to this question also varied widely: some chairs suggested no changes (N = 5, 24%), others suggested changes, but didn't provide any specifics (N = 4, 19%), still others recommended specific additions, changes, or deletions (N = 8, 38%). One theme that emerged from a subset of respondents who made specific suggestions was a focus on student learning.

Example comments:

- "I would recommend we ask no more than 10 questions and provide more space for open responses. For example asking students to give an example of how the faculty member showed that they were concerned that the students were learning the necessary content"
- "I have no idea. I would just not use it as the ultimate assessment of a faculty members teaching effectiveness"
- "I would want to know well the course prepared the student for clinical application of the content; the degree the course encouraged critical analysis of the content; the degree to which the professor used problem solving techniques instead of lecture; the degree to which the student improved writing skills, analytical skills, problem-solving skills; the degree to which the professor interacted with the student in a professional manner; the degree to which the professor held the student accountable for his/er learning"

12. **If you could change anything about how the current Student Ratings of Instruction instrument is used in evaluating faculty teaching, what would you change and why?**

Responses to this question suggested that many respondents (N = 5, 24%) favored changes to the way the SRI forms are currently used, specifically a decrease in the focus and importance given to them in evaluating teaching.

Example comments:

- "I'd like to see less emphasis on the 'Score'"
- "Train chairs, deans, provost etc. to understand evaluation of faculty teaching is multidimensional and "student perceptions" of teaching effectiveness is one data point among many."
- "Increasing the objective data over the subjective data"
- "I am wary of the SRI summary accompanying the person's CV as virtually the only things that go forward beyond the college in T&P decisions. Whether or not administrators place too much weight on SRIs, the fact that this is all that goes forward gives the impression that they do."
- "I would prefer to evaluate how a faculty member assesses their student evaluations and what they plan to do to address any weaknesses. The faculty member should be in the

best position to interpret specific comments and then as an administrator, you can better address the planned efforts to improve and optimize the faculty's teaching."

- "Would require its use only with other assessment measures - not as a stand alone assessment."

13. **What are your thoughts about how often the Student Ratings of Instruction instrument should be administered (e.g., in each course each semester, in only one semester/academic year, etc.)?**

Responses to this question yielded a modal pattern endorsing the status quo (N = 13, 62%): every course, every semester. A subset of respondents suggested more or less often, with the primary pattern for those who suggested more often being including a new mid-semester course evaluation.

Example comments:

- "Every course, every semester"
- "every course-maybe even midterm and then at the end"
- "Randomly administered to select classes - maybe 25% of all class in a department per semester (with no repeats if in the first round); however, tenure-track faculty should have a minimum number of evaluations prior to submitting the portfolio for review, say 18 evaluations across the various classes"
- "For repeat courses once a year. Other courses once each semester is adequate"

14. **If you have any additional thoughts or comments about this subject, please type them below.**

Responses to this "catch all" question yielded a wide array of diverse suggestions. Some respondents used it as space to reiterate prior opinions; others used it to provide "summary comments" about SRIs.

Example comments:

- "Students' opinions of evaluations are a good thing; however, students may not be the individuals who are experts in teaching. Some look for easy instructors, classes that may give them high grades, or entertaining professors. They base evaluations on many preconceived notions that have nothing to do with the content they must learn in order to be competitive in the job market. Evaluations come at the end of the semester. In order to help faculty, they should be given in the beginning of the semester, maybe called early assessment of the course, and they provide little help to faculty to improve the course for that group of students. Many students do not even read the evaluations. Students who have poor attendance and poor grades, take their frustrations out on the professors. So what are we measuring - how well students like the professors or at what level did they learn the content?"

- "We absolutely should not move to a one size fits all numerical cut off for personnel, merit, or any other kinds of decisions affecting the lives of faculty. Professional peers in the discipline are the best judge of quality teaching. Students are not, because they will often negatively score rigor, the necessity of assigned reading, and the necessity of oral class participation. Faculty know better than students what constitutes good teaching, and any system seeking the support of faculty must reflect this reality."
- "I would hate to see Georgia Southern go to all online evaluations. I think this would be a HUGE mistake and weaken the evaluation system and make it harder for department chairs to evaluate faculty. I also would hate to see Georgia Southern go to fewer valuations than every class every semester. This is the only way to have a complete picture of a faculty member's teaching."
- "Many of the courses in the sciences (and I am sure in other disciplines as well) are very hierarchical. As such, the latter courses require the knowledge of previous courses as a foundation to the upper level courses. I have often had discussions with students who express the thought that at the time of the class, they did not like the difficulty in which the course was taught and assessed but now appreciate the difficulty in that they are better prepared than some of their other classmates for the upper level courses. Therefore, it could be useful to find a way follow up on initial course evaluations after the course has been completed."

Section V: Recommendations

Because of the myriad problems with the current SRI measure used by Georgia Southern University and its use, both as identified in the Background section and as identified by faculty and department chairs, the committee makes the following recommendations:

1. That the Faculty Welfare Committee be charged with:
   a. composing a new SRI that incorporates best practices from the research literature and focuses on student learning, learning behaviors, and formative feedback (e.g., the Skowronek et al., 2011 measure, see Appendix); the new SRI should provide multiple opportunities for students to specify in writing how the instructor promoted student learning;
   b. pilot testing the new SRI form in classes from every college and of various sizes and levels;
   c. making final revisions to the new SRI measure based on the results of the pilot testing and presenting the new measure to the Faculty Senate for adoption; and
   d. proposing methods to make the evaluation of teaching effectiveness more equitable and consistently defined, assessed, and used across the university. This would include developing guidelines for how SRIs should be used and objectively valued in annual reviews and in promotion and tenure (and pre/post tenure) decisions for all faculty.

2. That the comparison of individual faculty SRI data to other faculty members (e.g., department means) or to a specific "cut point" (e.g., 4.0) be discontinued and that the faculty handbook be amended to prohibit such practices. Such comparisons are contrary to "best practices" in the use of SRIs (University of Wisconsin-La Crosse, 2007), are not statistically valid (University of Washington, 2005), and are based upon the erroneous presupposition that the current SRI form is not vulnerable to biasing influences from variables unrelated to teaching effectiveness, including biases against protected classes. Further, in a university that emphasizes commitment to excellence in teaching and learning as a hiring criterion, it should be expected that the large majority of faculty are already good teachers.

3. That the use of SRI data as either the sole or majority criterion for evaluating teaching effectiveness be discontinued and that the faculty handbook be amended to prohibit such practices until such time as the Faculty Welfare Committee can develop more specific guidelines for the use of SRI data. The existing SRI forms do not assess teaching effectiveness in any meaningful way, and weighting them so heavily runs contrary to best practices in their use (University of South Dakota, n.d.; University of Washington, 2005). BOR Policy Manual Section 8.3.5.1 states that faculty evaluations by students should be done "with the improvement of teaching effectiveness as the main focus of these student evaluations." Additionally, the Georgia Southern University Faculty Handbook (205.01) already lists multiple other methods for assessing teaching effectiveness: "examination

of course syllabi and other course materials, peer evaluations when available, critical review and dissemination of teaching products, performance of students in subsequent venues, follow-up of graduates in graduate school or in their employment".

4. That faculty members should be given an opportunity to respond to SRI results. "Faculty should have an opportunity to discuss the objectives of the course, how the teaching methods were used to meet that objective, and how circumstances in the course might have affected" SRIs (University of Washington, 2005). These responses should be permanently appended to any future reports of that SRI data.

5. That Georgia Southern University discontinue the practice of forwarding a one-page summary of the SRIs to the Provost's Office along with major reviews (e.g., promotion and tenure, post-tenure) and amend the faculty handbook to reflect this change. Such out-of-context summaries can have neither use nor purpose unless the data is being inappropriately compared to other faculty or to "cut points", both of which violate best practices for the use of SRI data (University of Wisconsin-La Crosse, 2007), and are not statistically valid (University of Washington, 2005).

6. That SRI administration match the method of delivery for the course: online courses should use online course evaluations; face-to-face courses should use face-to-face evaluations. The existing literature documents extremely low participation rates for online course evaluations in face-to-face courses which can only be ameliorated by the implementation of costly, logistically complicated, and draconian measures to coerce student compliance (the use of which would entirely negate any value of such evaluations on improving teaching effectiveness).

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Appendix: Updated Skowronek et al. (2011) Measure

Class Climate	The University of Tampa Classroom Survey	SCANTRON

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

WHY YOU SHOULD COMPLETE THIS EVALUATION
The university is dedicated to continuously improving classroom instruction. As a way of furthering this mission, we value your input regarding your direct experience in this course. **Your responses are part of the overall faculty evaluation process and can help both the university and your professor better understand your classroom experience and the impact it has on your learning.**

INSTRUCTIONS
Please read the instructions at the beginning of each section carefully. **All your responses will be kept anonymous. Faculty will not see your responses until AFTER final grades have been submitted.**
Thank you for completing this survey!

1. THE COURSE

Indicate below how each aspect of the course **impacted your learning**, ranging from "Did not help at all" to "Helped a great deal" or by indicating the level present for that aspect. If you are unable to evaluate a particular aspect in anyway, please choose "NA" ("Not Applicable").

1.1	The class assignments/ projects/ activities were:	Easy	Difficult	NA
1.2	The class assignments/ projects/ activities:	Did not help at all	Helped a great deal	NA
1.3	Comments on class activities:			

1.4	Class discussions occurred:	Never	Frequently	NA
1.5	The class discussions:	Did not help at all	Helped a great deal	NA
1.6	Comments on class discussions:			

1.7	The exams/ quizzes/ tests were:	Easy	Difficult	NA
1.8	The exams/ quizzes/ tests:	Did not help at all	Helped a great deal	NA
1.9	Comments on exams/ quizzes/ tests:			

1.10	The way this course was organized:	Did not help at all	Helped a great deal	NA
1.11	Comments on course organization:			

1.12	The pace of this course was:	Slow	Fast	NA
1.13	The pace at which this course progressed:	Did not help at all	Helped a great deal	NA

Class Climate   The University of Tampa Classroom Survey

| 1. THE COURSE   [Continue] |

1.14 Comments on course pace:

1.15 Overall, the course:	Did not help at all	Helped a great deal	NA
1.16 I know more about this subject now than I did before I took this course.	Strongly Disagree	Strongly Agree	NA
1.17 My skills in this area have improved as a result of taking this course.	Strongly Disagree	Strongly Agree	NA
1.18 My appreciation of this subject increased as a result of taking this course.	Strongly Disagree	Strongly Agree	NA
1.19 The learning objectives of the course were met.	Strongly Disagree	Strongly Agree	NA

| 2. **THE PROFESSOR** |

Indicate below how each aspect of the course **impacted your learning**, ranging from "Did not help at all" to "Helped a great deal" or by indicating the level present for that aspect. If you are unable to evaluate a particular aspect in anyway, please choose "NA" ("Not Applicable").

2.1 The professor's presentations/ explanations:	Did not help at all	Helped a great deal	NA
2.2 Comments on presentations/ explanations:			
2.3 The professor's enthusiasm for the subject was:	Low	High	NA
2.4 The professor's level of enthusiasm for the subject:	Did not help at all	Helped a great deal	NA
2.5 Comments on enthusiasm:			
2.6 The professor stimulated my interest in the subject:	Never	Frequently	NA
2.7 The level at which the professor stimulated my interest in the subject:	Did not help at all	Helped a great deal	NA
2.8 Comments on interest stimulated:			
2.9 The professor's interactions with me:	Did not help at all	Helped a great deal	NA
2.10 Comments on interactions:			
2.11 The professor provided feedback on my work:	Never	Frequently	NA
2.12 The professor's feedback on my work:	Did not help at all	Helped a great deal	NA

Class Climate   The University of Tampa Classroom Survey

2. **THE PROFESSOR**   [Continue]

2.13 Comments on feedback:

2.14	The professor challenged me to learn:	Never		Frequently	NA
2.15	The level at which this professor challenged me to learn:	Did not help at all		Helped a great deal	NA
2.16	Comments on challenge:				

| 2.17 | Overall, the professor: | Did not help at all | | Helped a great deal | NA |

3. **Additional comments**

3.1   What aspect(s) of your **classroom experience (course, professor, etc.)** helped your learning most?

3.2   What aspect(s) of your **classroom experience (course, professor, etc.)** could have been changed to help your learning?

Class Climate   The University of Tampa Classroom Survey

4. **THE STUDENT**

The information in this section is important for the purposes of improving teaching and grouping responses into similar classifications. **Your responses below will NOT impact the validity of your responses** in the previous sections. Please answer each statement honestly.

4.1	Are you taking this course as part of your major/ minor?	No	Yes	Not Sure
4.2	How many class meetings did you miss in this course?	None 5-6	1-2 7 or more	3-4
4.3	Approximately how many hours per week did you spend on this course outside of the classroom?	None 7-9	1-3 10-12	4-6 13 or more
4.4	How often did you seek the professor's assistance?	Never Frequently	Rarely Always	Periodically
4.5	Based on the professor's expectations, how often were you fully prepared for class?	Never Frequently	Rarely Always	Periodically
4.6	I believe my final grade in this course will be:	A BC D P	AB C F U	B CD S
4.7	I am:	Female	Male	Prefer not to answer
4.8	I consider myself to be:	Asian Hispanic/Latino Pacific Islander	Black Multi-Ethnic Prefer not to answer	Caucasian/White Native American
4.9	My current status at UT is:	Freshman	Sophomore Senior	Junior Graduate Student

NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
April, 2014

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

There are 4 items to report.

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation
    Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University
    Student-Athletes:
    http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html

2. Below is are links to updates regarding the restructuring of governance in the NCAA:
    http://www.ncaa.org/about/resources/media-center/news/student-athlete-ad-faculty-rep-would-have-votes-proposed-new-board

    http://www.insidehighered.com/quicktakes/2014/03/26/new-structure-proposed-division-i-board#sthash.1lg3hN32.dpbs

3. Below is the text of a memorandum from the NCAA regarding degree completion
    awards. If you know of any student-athletes to whom this may apply, please have them
    contact me.

    SUBJECT: 2014-15 NCAA Division I Degree-Completion Award Program.

    The application for the NCAA Division I Degree-Completion Awards for the fall/spring
    2014-15 is now available at www.ncaa.org.

To be considered for this award, the student-athlete must have completed eligibility at an NCAA
Division I member institution; enrolled originally in or before September 2009; exhausted
institutional eligibility for athletics-related aid (five years) and be within 30 semester hours or 45
quarter hours of completing an undergraduate degree.

All of the applications are reviewed by a committee of representatives from seven NCAA
Division I member institutions. Funds ordinarily allow awards to be made to less than one-half of
the applicants. **Therefore, it is important to stress to your students that they must fill out the
application completely and provide supporting documents in order to be considered for
this award.**

The completed application and supporting documents must be mailed to me at the national
office and be postmarked no later than **May 23**. The committee will make its decisions on
funding by June 27.

Faculty Welfare Committee Notes, meeting of March 13, 2014

* The final version of the five year dean review instrument in Qualtrics is close. The motion concerning the dean review will be on the next Senate agenda. Committee members not on the Senate are encouraged to attend that day.

* On the "raising awareness and appreciation for service and other work for the institution" issue, the Committee arrived at a possible plan. The plan has two parts. The first would be that a department must survey its members to establish a point rating for service and other work for the institution. After the rating numbers have been established there would be two choices as to how to use them.   One would be during goal setting, a junior faculty member would be advised by the chair to try for a minimal number of service points. Another way would be to use the points to illustrate the faculty member's contribution to the department in an easy to interpret, numerical way.

The Committee decided to contact a sampling of chairs from around the University to get their reactions to this plan.

* One other issue was raised -- the issue of the "trailing spouse." This has to do with new faculty work satisfaction and retention of new faculty. If both spouses have a job in the area it is better for all involved, including the institution, since faculty turnover is a problem here.

Academic Standards Committee meeting

April 15, 2014

The ASC was charged with reviewing the Academic Standing Policy at GSU in the fall of 2013. At the time the committee was to look into whether any changes to the Academic Standing Policy are warranted: for students with the GPA of 1.9-2.0 (given that the Provost office approved the exception of E2 for 9 students who had a 1.98 or 1.99 GPA and were close to graduating) and for students who were 10 quality points down and qualified for an "auto appeal", thus using their only appeal at GSU. The Committee examined the Academic Standing Policies of the following 23 peer institutions/aspirational peer institutions:

1. Ball State's Academic Policy
2. Bowling Green State University
3. East Carolina University
4. Illinois State University (ISU)
5. Middle Tennessee State University
6. Sam Houston State University
7. College of Charleston
8. Miami University (OH)
9. Texas State University – San Marcos
10. University of Northern Iowa
11. University of West Florida
12. Western Washington University
13. The Citadel
14. Davidson College
15. Elon University
16. Furman University
17. University of North Carolina Greensboro
18. University of Tennessee –Chatanooga
19. Appalachian State
20. Western Carolina
21. Wofford
22. University of Georgia, Athens
23. Georgia Tech

After deliberation and consideration of different options, the committee members came to the following consensus:

- Currently, students who are 10 quality points down from a 2.0 and qualify for an "auto appeal" do not have to apply for an appeal formally. They can "opt out" of their approved appeal, but there is no process through which they acknowledge that they are using their only appeal at GSU.

- The current Academic Standing Policy is providing students with ample opportunities to improve their academic standing in order to achieve the required 2.0GPA. No other special accommodation would be made for the group of students with the GPA in the range 1.9-2.0.
- The current Academic Standing Policy is comparable with the Academic Standing Policies at the institutions above and no major changes to the policy are warranted at this time.

The committee recommends that the Registrar's office examine the options of making the appeal process more formal for the students with 10 quality points down from a 2.0 (to replace the current "auto appeal" process) -possibly by using Qualtrics (or any other system) where these students have to "opt in" and acknowledge that they are using their one and only appeal, instead of "opting out" of an approved appeal. Once the information is available, the registrar's office will report back to the committee.

FACULTY SENATE LIBRARIAN'S REPORT

JUNE 2014

Notes from Faculty Welfare Committee meeting, 4/23/14

Attending: Jocelyn Wang, Terry Diamanduros, Mark Welford, Cynthia Frost, Jim LoBue, Padmini Shankar, Moya Alfonso, Diana Cone.

The first item of business was to discuss the department chair reactions to the FWC's proposal that a point system be put in place to reward service and other work on behalf of the department, college, or University. While only a few chairs thought that the proposal had merit as we proposed it, all but one agreed that the issue of the growing amount of work on behalf of the University is a problem. We found that many already have good ideas to cope with the problem. Some of the chairs noted that variations of our point system were already in place in a number of departments. One problem with our point system cited frequently by chairs was that chairs were unwilling to award a faculty member points without knowing more exactly how much work was involved and whether his/her faculty member fully participated in the work of the committee or other assignment.

The other topic was how to approach the recommendations from the ad hoc committee on the Student Ratings of Instruction. The report had been discussed at the Faculty Senate meeting the day before, and tentatively given to the FWC to write motions on what to do next.

It was decided that the FWC would draft the motions to address the issues. Specifics included the recommendation that a new ad hoc be appointed to write or recommend for purchase a new instrument. The FWC would put together a recommended overall evaluation process for instruction.

One new but related issue emerged from this discussion. That is, there doesn't seem to be a standard protocol for how to administer the SRI.

Fred Smith, Chair

New Business

- Discussed a new flow of approval for core course modification/addition/removal
    - Application moves from registrar to GECC, then to Undergraduate Committee
        - Jody will continue discussions with Wayne (registrar's office)
        - June suggested that we place information in the form that the GECC will be reviewing the form.
- Core Course Review Update
    - Most have responded, Deadline is 4/28.
    - Courses no longer offered or not offered recently (request to remove):
        - CHEM 1030
        - HUMN 2433 & 2434
- Discuss administrative issues for the 2014-2015 Academic Year
    - Need new chair
    - Need minutes recorder
    - Need new elected representatives from COBA, CEIT, CLASS, & LIB
- Gather writing Samples for Summer Retreat (Effective Communication, Critical Thinking & Problem Solving)
    - The GECC is collaborating with the QEP Teams to collect writing samples, but there will not be sufficient samples gathered from the QEP Teams alone.
    - **Goal:** At least one class set of individual student artifacts in the upper-division from each faculty member on GECC, and 2 class sets from their colleagues in different departments in the college.
    - *PROBLEM SOLVING ASSIGNMENTS: Not all writing assignments will have a "problem solving" component, and we also need to collect assignments to evaluate problem solving. If you have writing assignments that **do not include** problem solving, please provide an additional assignment that includes problem solving (*see Problem Solving Rubric for criteria*).
        - Guidelines for the types of papers (ideal, but not required):
            - papers are individually written
            - papers include the corresponding assignment/prompt that provides students with directions
            - assignments ask students to do some form of comparison, analysis, application, or any cognitive skill beyond the recall of memorized information.
            - students respond in essay format
            - papers are mostly unmarked (grades at the end are fine, but they have to be reasonable for our office to redact any of those notes) *note* all course, instructor and student information will be redacted*
            - papers collected will be a class set for the particular assignment
            - papers may be an electronic or paper-copy
            - papers can be from this term (Spring 2014) or last term (Fall 2013)
        - David will come to collect the papers or you may email to him at dshirley@georgiasouthern.edu
        - **Papers and assignments will be need to be collected by May 1st**
- Participate in a General Education Assessment Retreat May 12,13 and 14.
    - The General Education Assessment Retreat will occur on May 12th, 13th and 14th of 2014 in Nessmith-Lane. Each day will begin at 8:30am and end at 4:30pm. During this time, faculty groups will score and analyze the results of the collected and redacted papers. The focus of the scoring, analysis, and overall discussion will be students' ability to 1) communicating through writing, 2) problem solve, and 3) critically analyze and synthesize information.
    - Breakfast and lunch will be provided each day. A stipend of $750 will be provided in appreciation of your participation.
    - David will follow-up with a google calendar invite.
- Voted on Critical Analysis and Synthesis of Information
    - Opened motion to move to discuss changing Effective Analysis of Information Outcome to Critical Analysis and Synthesis of Information: *"Students critically analyze and synthesize information before taking a position or drawing a conclusion."*
    - More language was requested in November 2013 to better clarify the outcome

- Does the following language help clarify (located on the assessment rubric)? *Critical analysis[3] and synthesis of information is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.*
- *Ellen moves, June 2nds*
- *Discussion*
  - *June reiterated Helen's position about the word "before".*
  - *Final edit: Students critically analyze and synthesize information as a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events in order to formulate an opinion or conclusion.*
  - *Voted passed.*

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – April 10, 2014

Present: Dr. Frank Goforth, CEIT; Dr. Deborah Allen, CHHS; Dr. Dustin Anderson, CLASS; Dr. Amanda King, COBA; Dr. Dawn Tysinger, COE; Dr. Michele McGibony, COSM; Dr. Rebecca Ziegler, Library; Dr. Yong Zhu, CEIT; Dr. Camille Rogers, COBA; Dr. Devon Jensen, COE; Dr. Hani Samawi, JPHCOPH, Dr. Bob Fernekes, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Emerson Christie, GSO Student Representative; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Audie Graham, COGS

Guests: Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Juan Vargas, CEIT; Dr. David Williams, CEIT; Dr. Gordon Smith, COBA; Ms. Doris Mack, Registrar's Office

Absent: Dr. Simone Charles, JPHCOPH; Dr. Li Li, CHHS; Dr. Marc Mitchell, CLASS; Dr. Jonathan Copeland, COSM

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, April 10, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Devon Jensen made a motion to add a College of Education item under Old Business. The College submitted the proposed change in full-time enrollment classification requirement for Educational Leadership Ed.D. students during the October 10, 2013 Graduate Committee meeting, and it was tabled pending further review from the College. The College of Education is requesting this item be reviewed again by the committee. With no objections, the motion to add this item under Old Business was passed.

III. DEAN'S UPDATE

In Dr. Charles Patterson's absence, Dr. Dick Diebolt provided an update on the following information items:
- As of today, summer graduate enrollment is at 1383. Last year at this time the enrollment was at 1380. The total enrollment for the institution for summer is 9237, compared to 9142 same time last summer.
- The target number of credit hour generation for summer is 65,000 and we are right now at 61,508.
- Fall registration is ongoing. As of today, graduate enrollment for fall is 751, compared to 794 same time last year for fall. Institutionally fall enrollment is at 11,542, compared to 11,281 for last fall.
- Encouraged everyone to attend the Research Symposium and to allow their students to participate.

IV. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEW

Twenty-two program reviews were presented for discussion and approved:
- MBA Campus - presented by Dr. Bob Fernekes
- WebMBA Online – presented by Dr. Bob Fernekes
- MAcc Accounting – presented by Dr. Devon Jensen
- M.Ed. Special Education – presented by Dr. Frank Goforth
- M.Ed. Early Childhood Education – presented by Dr. Yong Zhu
- M.Ed. Middle Grades Education – presented by Dr. Frank Goforth (for Dr. Mujibur Khan)
- M.Ed. Secondary Education – presented by Dr. Bob Fernekes
- Ed.S. Middle Grades Education – presented by Amanda King
- Ed.S. Special Education – presented by Dr. Dustin Anderson and Dr. Camille Rogers
- Ed.S. Secondary Education – presented by Dr. Amanda King (for Dr. Cheryl Metrejean)
- Ed.S. Early Childhood Education – presented by Dr. Bob Fernekes (for Dr. Manouch Tabatabaei)
- Ed.S. Reading Education – presented by Dr. Dawn Tysinger
- Ed.D. Educational Leadership – presented by Dr. Debbie Allen
- M.Ed. Higher Education Adm – presented by Dr. Dustin Anderson
- M.Ed. School Psychology – presented by Dr. Hani Samawi
- Ed.S. Counselor Education – presented by Dr. Hani Samawi (for Dr. Daniel Linder)

- M.Ed. Counselor Education – presented by Dr. Bob Fernekes (for Dr. Raymona Lawrence and Dr. Simone Charles)
- M.Ed. Instructional Technology – presented by Dr. Rebecca Ziegler
- Ed.S. Instructional Technology – presented by Dr. Rebecca Ziegler (for Jocelyn Poole)
- MAT Master of Arts in Teaching – presented by Dr. Michele McGibony
- M.Ed. Curriculum and Instruction – presented by Dr. Bob Fernekes (for Dr. Jonathan Copeland)
- Ed.D. Curriculum Studies – presented by Dr. Bob Fernekes (for Dr. Sze-man Ngai)

There was a discussion of the programs that were previously under an umbrella program but had to be pulled apart as separate degree programs, due to PSC requirements. Those programs were only a year old so there was not enough information to be able to provide a complete review. Dr. Camille Rogers said it may have been beneficial to see information on the old program, before they were separated. Dr. Amanda King asked if a policy could be put in place to state that new programs could have at least three years before they have to go through a program review. Dr. Thomas Koballa said many of these programs were identified for comprehensive program reviews on staggered bases, and the College chose to move their program reviews to the year following their accreditation. This was before the change in PSC requirements. Ms. Candace Griffith said there is no need to create a policy for the Provost Office. Deans will only need to make a request to defer or reschedule the review and the Provost will consider the requests on a case by case bases.

Dr. Dustin Anderson and Dr. Rogers stated on an institutional level, we may need to look at disengagement of students in online programs.

Dr. Diebolt stated a number of these programs are online programs. He said there have been discussions of physical presence and we are not permitted to advertise programs in every state. This may become more restrictive. Dr. Diebolt said as we are trying to attract more students, we may have to think about how we are going to do this with respect to online programs.

There was a discussion of how diversity is much more than race and gender, and we should look at diversity of programs in the context of the field as a whole. Ms. Griffith stated she has always tried to encourage programs to identify diversity based on how it fits in the program; however, it is a Board of Regents (BOR) requirement that we specifically address diversity in terms of race and gender.

Dr. Fernekes thanked everyone for their participation in the program reviews.

MOTION: Dr. Anderson made a motion to approve the program reviews submitted, with the understanding that any editorial changes be made. A second was made by Dr. McGibony. The motion to approve program reviews discussed was passed.

Dr. Jensen asked if the Graduate Committee should make a comment to the BOR to ask them to expand the concept of diversity and what diversity means to a specific program. Ms. Griffith explained that all reviews are put on a SharePoint site and the BOR may or may not review them. She suggested the committee make a recommendation to the Provost to change the rubric to expand the definition of diversity. Dr. King suggested adding more information to the area to suggest for programs to highlight how diversity works in their program.   The committee as a whole recognized the need to make this change.

MOTION: Dr. Allen made a motion for the Chair to send a memo to the Provost with the committee's recommendation for the concept of diversity to be expanded beyond race and gender. A second was made by Dr. Rogers, and the motion was passed.

The Chair's memo to the Provost is below.

GEORGIA
SOUTHERN
® UNIVERSITY

ZACH S. HENDERSON LIBRARY
POST OFFICE BOX 8074
STATESBORO, GEORGIA 30460-8074
TELEPHONE (912) 681-5645
FAX (912) 681-0093

INFORMATION SERVICES DEPARTMENT

TO: Dr. Jean Bartels, Provost and VP for Academic Affairs
FROM: Dr. Bob Fernekes, Graduate Committee Chair
CC: Graduate Committee Minutes
DATE: April 22, 2014
SUBJECT: Comprehensive Program Review Rubric - Diversity

At the April 10th Graduate Committee Meeting, the committee passed a motion that the chair write a memo to the Provost and VP for Academic Affairs concerning the definition of diversity as it is described in the Comprehensive Program Review Rubric areas of focus: Faculty and Staff, and Students.

The Graduate Committee recognizes that diversity extends beyond simple matters of race and gender that are typically reported and extends to many other areas For example, faculty in many units are diverse in terms of cultural background, geography, multicultural educations, and in areas of specialization, which allows students the opportunity to be mentored in a variety of ways. Likewise, recognition of diverse student backgrounds in different contexts will strengthen recruiting as it relates to specific degree programs.

The Graduate Committee asks that the description of diversity be **broadened** to include additional areas in which faculty and students could be considered diverse beyond race and gender.

The Chair received the following response from the Provost.

---------- Forwarded message ----------
From: **Jean Bartels** <jbartels@georgiasouthern.edu>
Date: Wed, Apr 23, 2014 at 9:33 PM
Subject: Re: Comprehensive Program Review Rubric - Diversity
To: Robert Fernekes <fernekes@georgiasouthern.edu>

Thank you for this memo, Robert. This may be a difficult issue to resolve, as I believe our data sources/collection processes may not differentiate beyond what is in the CPR. I will, however, take this under advisement and see what can be done.

Jean

Jean E. Bartels, PhD, RN
Provost and Vice President for Academic Affairs
Georgia Southern University
Box 8022
Statesboro, Georgia 30460-8022
Phone: (912) 478-5258
FAX: (912) 478-5279
E-mail: jbartels@georgiasouthern.edu

V. NEW BUSINESS

A. College of Science and Mathematics

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

Chemistry
Course Revision(s)
CHEM 7090 – Selected Topics / Chemistry
➢ Repeatable for Credit
JUSTIFICATION:
Selected topics courses are used for one-off and temporary courses and hence are never the same course twice. It is common practice in all other COSM programs to allow multiple selected topics courses to count toward a degree. This particular selected topics course was erroneously set up as a non-repeatable course and this proposal corrects that error. Furthermore, since it involves no catalog changes this proposal requests an immediate effective term (spring 2014) as there are students in the new MSAPS program currently taking CHEM 7090 who previously took the course and were not informed that the course was set as non-repeatable until after the start of the semester.

Selected Topics Announcement(s)
CHEM 7090 – Nanotechnology Materials
JUSTIFICATION:
Justification -- Elective course for Materials and Coating Concentration of the MS in Applied Physical Science degree

Summary of Course --This class will consist primarily of class discussions and presentations. Students with faculty members will together probe the realm of nanomaterials, principally focused on inorganic materials. Topics covered will include synthesis, characterization, assembly and applications. This will be accomplished by regular student presentations (in groups) throughout the semester on topics assigned by the professor.

MOTION: Dr. Samawi made a motion to approve the agenda item submitted by the College of Science and Mathematics. A second was made by Dr. McGibony. The motion to approve Course Revision was passed.

B. College of Engineering and Information Technology

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

Computer Science
Course Revision(s)
CSCI 5331G – Systems Assurance Standards and Processes
  ➢   Title, Course Description, Prerequisite(s)
JUSTIFICATION:
Refocusing on systems and software assurance, the course will still provide assurance
assessment/evaluation, but also becomes viable for the Software Engineering Certificate (in addition to
the Network and Computer Security Certificate). The change of pre-requisites reflects prerequisites
needed and provides the student earlier exposure to secure coding for which there is a growing
demand. This course revision also contributes to the overall continuous improvement process required
by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Information Technology
Course Revision(s)
IT 5135G – Data Analytics
  ➢   Prerequisite(s)
JUSTIFICATION:
The prerequisite change from CISM 3135 to CISM 4134 has been made in consultation with the Chair
of the Department of Information Systems to ensure that students are properly prepared to take the
course. Given the nature of the knowledge required to do analytics, it was decided that CISM 4134 was
the appropriate prerequisite. In addition, to allow Computer Science students to take the course, CSCI
3432 would be an appropriate prerequisite for those students to gain entry to the course. This course
revision also contributes to the overall continuous improvement process required by CAC of ABET and
demonstrates "closing-the-loop" in the assessment process.

Mechanical Engineering
Proposed New, Revised, or Deleted Program(s)
Master of Science in Applied Engineering, M.S.A.E.
JUSTIFICATION:
Changes to the MSAE admissions requirements, and associated catalog pages are proposed herein.

For the past quarter century, there has been a growing debate as to the usefulness of standardized
tests, such as the GRE, as a strong indicator of student success in graduate school. In a 2005 article,
John Orlando wrote in an ACM publication that "The Educational Testing Service, which funds a
considerable amount of research into the validity of the GRE, asserts only that 'GRE General Test
scores tend to show moderate correlations with first-year [GPA] averages'. It also admits that there are
'critical skills associated with scholarly and professional competence that are not currently measured by
graduate admissions tests.'" Additionally, the work of Thomas Monahan (Using Graduate Record
Examination Scores in the Graduate Admissions Process at Glassboro State College. ERIC Document
No. 329 183, 1991) suggests that GPA was a better indicator of graduate student success than GRE
results.

Because of national accreditation requirements for engineering and information technology (ABET),
graduates of accredited programs will have reasonably similar exposure to math, science, and general
studies. Again, GPA is considered by our faculty to be a more encompassing indicator of success,
knowledge, and/or understanding in these areas than the results of a standardized test. GPA is also a
better measure of engineering and information technology knowledge and experimental skills, at the
heart of the MSAE, which is not even addressed by the GRE.

While taking the exam is not a major burden, time and time again, our faculty have watched a number
of our students procrastinate in completing this task, to the point where a percentage even decided
against graduate school rather than taking another standardized test. In light of the questionable
added value of GRE test scores as an indicator of graduate student performance in a program such as
the MSAE, the graduate faculty involved with the MSAE program, propose eliminating the requirement
of the standardized test.

Since communication abilities of international students remains a strong concern, it is also proposed
that international students (a) whose native language is not English and/or (b) who did not complete
their undergraduate degree in the United States would still have to submit TOEFL, ISE (written), and
ESL (verbal) results for review.

The other changes are editorial to merely logically reorder the admissions requirement in their order of presentation.

Dr. Williams stated the curriculum forms for the IT 5135G course revision was correct; however, the course title is listed incorrectly on the College memo and the Graduate Committee agenda. The correct title for this course is Data Analytics. The minor edit will be corrected on the amended agenda.

MOTION: Dr. Rogers made a motion to approve the agenda items submitted by the College of Engineering and Information Technology. A second was made by Dr. Allen. The motion to approve the Course Revisions and Revised Programs was passed.

VI. **OLD BUSINESS**

   A. **College of Education**

   Dr. Tracy Linderholm presented the old business agenda item for the College of Education.

   <u>Other:</u>
   Change to Requirements for Educational Leadership Ed.D. students holding a Graduate Assistantship
   JUSTIFICATION:
   The Ed.D program in Educational Leadership – both Higher Education and P-12 - has recently gone through a full program change and instituted a new Doctoral Program beginning Fall 2013. With Tier I, students are required to complete 30 credit hours.   Program course sequencing is reflected in students taking 2 classes per semester. Currently a program student must be registered in nine (9) credits to be eligible to hold a TA, RA or GA position. Current students holding a graduate assistantship and taking 9 credit hours may find themselves out of sequence at the end of Tier I and may need to wait up to 2 full semesters before beginning Tier II in Fall semester which hinders the department's programmatic responsibility to help students graduate in a timely manner.   The Tier II component (30 credit hours) has shifted to a cohort model with students taking 2 courses (6 credit hours) per semester over 5 consecutive semesters. Under this cohort model, the classes are delivered through blended mediums having both face-to-face and online components. Since students are required to take 2 classes per semester, they are meeting full program requirements by enrolling in 6 credit hours per semester. The policy problem is that the GSU institutional policy is for students to be enrolled in 9 semester hours to hold a graduate assistantship. Under this current structure, this precludes our graduate students from holding a graduate assistantship especially once they reach the Tier II component of their doctoral degree. As such, regarding the EDD program in Educational Leadership, we are proposing that:

   • Full-time student enrollment be changed from nine (9) to (6) credits for the fall and spring semesters.

   • Half-time student enrollment be changed from four (4) to three (3) credits for the fall and spring semesters.

   • Full-time student enrollment remain at six (6) credits for the summer semester.

   • Half-time student enrollment remain at three (3) credits for the summer semester.

   Dr. Linderholm said the department is proposing that full time equivalency be six hours, instead of nine, so that students can hold a graduate assistantship and continue through the program.

   Dr. Jensen said this proposal helps students meet their programmatic requirements and allows them to graduate in a timely manner.

   Dr. Linderholm confirmed that this change would be in effect when the students begin their program. A suggestion was made for this to be clearly stated in the proposal. Dr. Linderholm agreed to make the revision.

   Mr. Wayne Smith asked what the effective date would be for this proposal. Dr. Linderholm said fall 2014. Mr. Smith said the January Graduate Committee meeting is the deadline for information to be submitted to the 2014-2015 catalog. There was a discussion of whether there was a need to enter this item in the catalog. Ms. Griffith said this would have to be approved at a higher level.

MOTION: Dr. Rogers made a motion to approve the old business agenda item submitted by the College of Education, pending review and approval by the Provost Office. A second was made by Dr. Anderson. The motion to approve the old business item was passed.

Dr. Charles Patterson met with the Provost to discuss the pending item, Ed.D. full-time equivalency. The following memo was generated after their discussion.

GEORGIA SOUTHERN UNIVERSITY

JACK N. AVERITT COLLEGE OF GRADUATE STUDIES
VEAZEY HALL
POST OFFICE BOX 8008
STATESBORO, GEORGIA 30460-8008
TELEPHONE (912) 478-2647

TO: Dr. Bob Fernekes, Graduate Committee Chair

FROM: Dr. Charles E. Patterson, Dean

CC: Dr. Jean Bartels, Provost and VP for Academic Affairs

             Dr. Velma Burden, Registrar

DATE: April 11, 2014

SUBJECTS: 1) April 10, 2014 Old Business Graduate Committee Agenda Item: Ed.D. Educational
                 Leadership Proposal
             2) Approval of Catalog Changes

1) April 10, 2014 Old Business Graduate Committee Agenda Item: Ed.D. Educational Leadership Proposal
This is written notification that the Provost Office concurs with the request that full-time equivalency be changed from 9 credits to 6 credits for students in the Ed.D. Educational Leadership program. However, its implementation in fall 2014, as requested by the Graduate Committee, should instead be postponed until fall 2015.

2) Approval of Catalog Changes
Also of note is the timing of all future program changes and revisions to be codified and recorded in the Graduate Catalog, as requested by the Registrar's Office. Let this serve as notification that the annual January Graduate Committee meeting will serve as the cutoff date for any and all curriculum changes and policy revisions for the upcoming fall semester. Items approved in the February, March and April meetings will be approved for the following fall semester. Colleges must adhere to this deadline in order to ensure appropriate action is taken to codify policy and curriculum revisions in the publication of new catalogs.

VII. ANNOUNCEMENTS

A. **Proposed 2014-2015 Graduate Committee Meeting Schedule** – The committee reviewed the proposed meeting schedule. With no objections, the schedule was approved.

The approved meeting schedule is listed below.

Schedule of Meetings
Graduate Committee (GC)
2014-2015 Academic Year

Meeting Date	Meeting Time	Meeting Location	Agenda Items Due to Registrar's Office	Agenda Items Due to GC Recording Secretary	Agenda Items Posted on Web and Sent to GC Members
September 11, 2014	9:00 a.m.	Veazey Hall, Room 2001C	August 21, 2014	August 28, 2014	September 4, 2014
October 9, 2014	9:00 a.m.	Veazey Hall, Room 2001C	September 18, 2014	September 25, 2014	October 2, 2014
November 13, 2014	9:00 a.m.	Veazey Hall, Room 2001C	October 23, 2014	October 30, 2014	November 6, 2014
*January 22, 2015	9:00 a.m.	Veazey Hall, Room 2001C	November 21, 2014	January 8, 2015	January 15, 2015
February 12, 2015	9:00 a.m.	Veazey Hall, Room 2001C	January 22, 2015	January 29, 2015	February 5, 2015
March 12, 2015	9:00 a.m.	Veazey Hall, Room 2001C	February 19, 2015	February 26, 2015	March 5, 2015
April 9, 2015	9:00 a.m.	Veazey Hall, Room 2001C	March 19, 2015	March 26, 2015	April 2, 2015

Important Date

Important Dates

*Last meeting for items to be approved to be included
in the 2015-2016 Undergraduate and Graduate Catalogs.

Items approved at the February, March, and April meetings will be approved for Fall 2016.
Consideration will be given only for items that affect Accreditation, SACS and USG mandates.
Note: Items requiring Board of Regents/System Office approval may not
be included in the catalog if they are still pending Board of Regents/System Office approval.

Dr. Fernekes stated currently there are no graduate program reviews scheduled for 2014-2015.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 10, 2014 at 10:41 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved May 5, 2014
by electronic vote of Committee Members

UNDERGRADUATE COMMITTEE
MINUTES
April 1, 2014
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I. CALL TO ORDER

Voting Members Present: Dr. Greg Chamblee, Dr. Isaac Fung, Dr. Jiehua Zhu, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Levi Ross, Ms. Lisa Yocco, Dr. Maria Alba-Flores, Mr. Paolo Gujilde, Ms. Ruth Baker
Non-Voting Members Present: Ms. Ashley Canelon, Ms. Candace Griffith, Ms. Cassandra Lumpkin, Dr. Diana Cone, Ms. Doris Mack, and Mr. Wayne Smith
Visitors: Dr. Brian Koehler, Dr. Charles Harter, Dr. Cindy Randall, Dr. David Williams
Absent: Dr. Aniruddha Mitra, Dr. Bettye Apenteng, Dr. Biswanath Samanta, Dr. Bruce McLean, Dr. Ellen Hamilton, Dr. Helen Bland, Dr. James Stephens, Dr. James Woods, Dr. Joe Ruhland, Dr. Karelle Aiken, Mrs. Lisa Smith, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Rami Haddad, Dr. Rebecca Ziegler, Dr. Steven Elisha, Dr. Susan Franks, Dr. William Amponsah

Dr. Kathy Thornton called the meeting to order at 3:50 p.m.

II. ANNOUNCEMENTS

Items for consideration were presented by Dr. Kathy Thornton.

The Undergraduate Committee completed reviews of eight Comprehensive Program Self Study Reports for the following colleges and programs:

CEIT   BSCONS Construction Management
COBA   BBA Accounting; BBA Information Systems
COE   BSED Middle Grades; BSED Early Childhood; BSED Health and Physical Education; BSED Special
                Education
COPH   BSHS Health Education and Promotion

The committee unanimously approved the reviews.

Items for consideration were presented by Ms. Ruth Baker.

The library is working on developing a form that will confirm if the resources that are needed for new courses are available to support those courses involved. They anticipate it being ready for approval in the fall.

III. APPROVAL OF AGENDA

A Fung/Chamblee motion to approve the agenda was passed unanimously.

IV. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Items for consideration were presented by Dr. David Williams.

Department of Computer Sciences
New Course(s)
CSCI 4132 – Data Warehouse Design
The course will cover data warehouse design principles and technical problems. Topics will include: data warehouse architectures, organizing data warehouse design projects, analyzing data and requirements, SQL aggregate and analytic functions, materialized views, star-joins and other DW related features, data vault modeling, dimensional modeling, physical design and implementation of integrated data warehouses using commercial ROLAP engines such as Oracle or SQL Server. *Prerequisites: CSCI 3432*
JUSTIFICATION:
We have used 5090 special topics designation with this course three times already with an increasing number of students and consider this course sufficiently well-established so that it can be offered regularly as an elective in the CS undergraduate program. The course will emphasize design of integrated data

warehouses and data marts as well as SQL capabilities of interest for data warehouses. This course expands the academic breadth of the degree and is in alignment with program accreditation with CAC of ABET.

A Chamblee/Gregg motion to review and approve the entire college at once passed unanimously.

<u>Course Revision(s)</u>

FROM: **CSCI 1301 – Programming Principles I**
Prerequisite(s) From: Math 1113
TO: **CSCI 1301 – Programming Principles I**
Prerequisite(s) Math 1113, Math 1232, Math 1441
JUSTIFICATION:
This revision corrects an error and will allow Banner to recognize higher level mathematics courses as prerequisites for CSCI 1301 in addition to the current Pre-calculus requirement. This will eliminate the need for overrides for students who have taken those higher level math courses. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 3432 – Database Systems**
Prerequisite(s) From: CSCI 3230
TO: **CSCI 3432 – Database Systems**
Prerequisite(s) CSCI 1301, Math 2130
JUSTIFICATION:
The department wants to move this course closer to the start of the curriculum to allow later Computer Science courses to take advantage of database knowledge. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5235 – Human Computer Interaction**
Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things asuser requirements gathering and usability testing.
TO: **CSCI 4235 – Human Computer Interaction**
Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things as   user requirements gathering and usability testing.
JUSTIFICATION:
The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5239 – Game Programming**
TO: **CSCI 4439 – Game Programming**
JUSTIFICATION:
The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5531 – Systems Assurance Standards and Processes**
Prerequisite(s) From: CSCI 5431
Course explores international and national standards (including ISO 17799) as frameworks in modeling internal security standards, policies and procedures. Lectures and case studies situate course topics in the explicit context of technologically rich environments of modern software and data intensive systems and networks. Lectures are based on systematic use of standards and assessments of realistic cases from diverse areas. Cases are used in a comprehensive manner covering the most relevant systems assurance issues in situations characterized by complex interdependencies, for example associated with multiple locations, substantial software development, large data center responsibilities and multilayered networks. Technical issues underlining non-electronic security are fully complemented with leadership ones in all areas of

security including those for large and medium-sized organizations. Students will be involved in risk assessments, comprehensive assurance planning, improvement of policies and procedures as well as budget preparations, an array of risk assessments and countermeasure planning based on solid understanding of technical issues involved, including relevant calculations in capacity planning, storage virtualization (using RAID for fault tolerance and backups).

TO: **CSCI 5531 – Systems and Software Assurance**
Prerequisite(s) CSCI 1302, CSCI 3432
This course presents a body of knowledge in systems and software assurance and evaluation including security, safety, and integrity analysis. The core part of the course is software assurance where students are exposed to code and architectural analysis, secure coding practices, standards, and tools. The course also explores standards in modeling internal security at the organizational level and will involve students in risk assessments, comprehensive assurance planning, as well as an array of countermeasure considerations. Graduate students will be required to complete an individual research project not required of undergraduate students.

JUSTIFICATION:
Refocusing on systems and software assurance, the course will still provide assurance assessment/evaluation, but also becomes viable for the Software Engineering Certificate (in addition to the Network and Computer Security Certificate). The change of pre-requisites reflects prerequisites needed and provides the student earlier exposure to secure coding for which there is a growing demand. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5534 – Software Testing and Quality Assurance**
Prerequisite(s) CSCI 5530
TO: **CSCI 4534 – Software Testing and Quality Assurance**
Prerequisite(s) CSCI 3236
JUSTIFICATION:
The prerequisite change is a result of streamlining our pre-requisite structure while providing requisite theoretical foundations and enabling the application of software testing earlier in the curriculum. The course numbering is changed because the Registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5537 – Broadband Networks**
Basic concepts of broadband networks including an introduction to broadband networks, principles and systems. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis.
TO: **CSCI 4537 – Broadband Networks**
The basic concepts of broadband networks including an introduction to broadband networks, principles and systems are presented. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis.
JUSTIFICATION:
The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5539 – Optical Networks**
TO: **CSCI 4539 – Optical Networks**
JUSTIFICATION:
The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Proposed New, Revised, or Deleted Program(s)
Computer Sciences, B.S. *(REVISED PROGRAM)*
JUSTIFICATION:

A new course CSCI 4132, Data Warehouse and Design has been added to the curriculum, after successfully offering the course under a Special Topics number multiple times, and it is to be offered as a choice for one of the upper division electives required in the Computer Science program.

The proposed change to the game programming certificate will require students to complete CSCI 4439 "Game Programming" as a required course. Currently, it is possible to receive a game programming certificate without being required to take the Game Programming course and this change corrects that error.

The Computer Science Department has several 5000 level courses that do not have the cross listed 5000G graduate level counterpart courses. The Registrar's office has stated that the numbering on all 5000 level Computer Science courses without a 5000G equivalent must be changed to undergraduate numbers or new 5000G graduate courses must be submitted for each of them. A review of courses was made and a decision was made to change the number to undergraduate 4000 level on several of the courses. Course revision forms for these courses accompany this program revision.

This program revision contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process at the program level.

Department of Information Technology
Course Revision(s)
IT 3234 – Systems Acquisition Integration and Implementation
JUSTIFICATION:
> This course is offered both online and in traditional formats. The intention is to reflect this in the schedule type. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **IT 5135 – Data Analytics**
> *Prerequisite(s) IT 3131, CISM 3135, STAT 2231, BUSA 3131*

TO: **IT 5135 – Data Analytics**
> *Prerequisite(s) IT 3233, CISM 4134, CSCI 3432, STAT 2231*

JUSTIFICATION:
> The prerequisite change from CISM 3135 to CISM 4134 has been made in consultation with the Chair of the Department of Information Systems to ensure that students are properly prepared to take the course. Given the nature of the knowledge required to do analytics, it was decided that CISM 4134 was the appropriate prerequisite. In addition, to allow Computer Science students to take the course, CSCI 3432 would be an appropriate prerequisite for those students to gain entry to the course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **WBIT 3111 - Information Technology Project Management**
> *Prerequisite(s) STAT 3130, WBIT 3010, WBIT 3110*

TO: **WBIT 3111 - Information Technology Project Management**
> *Prerequisite(s) STAT 1231, WBIT 3010, WBIT 3110*

JUSTIFICATION:
> The Consortium which manages the Web B.S. in Information Technology for the state of Georgia has requested this change and due to that fact influences the program beyond the local campus which necessitates timely action and disclosure of this revision.

FROM: **WBIT 4602– IT Strategy Seminar**
> *Prerequisite(s) (Additional Prerequisite): Senior Standing*

TO: **WBIT 4602 – IT Research Seminar**
> *WBIT 3111, WBIT 3200, WBIT 3600, WBIT 4120*

JUSTIFICATION:
> The Consortium which manages the Web B.S. in Information Technology for the state of Georgia has requested this change and due to that fact influences the program beyond the local campus which necessitates timely action and disclosure of this revision.

Proposed New, Revised, or Deleted Program(s)
Information Technology, B.S.I.T (WebBSIT) (REVISED PROGRAM)
JUSTIFICATION:
> These revisions will reflect changes in course name for WBIT 4602 and replacement of MATH 1231 with STAT 2231. The Consortium which manages the Web B.S. in Information Technology for the state of

Georgia has requested these changes and due to that fact influences the program beyond the the local campus which necessitates timely action and disclosure of the revisions.

Web Media Interdisciplinary Minor (*REVISED PROGRAM*)
> *JUSTIFICATION:*
>> This minor is being deleted for two reasons: (1) declining enrollment/student interest (2) contributing departments are no longer able to offer the necessary courses. Deleting this minor also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Department of Mechanical Engineering
Course Deletion(s)
TMFG 1121 – Technical Drafting
TMFG 1123 – 3D Computer Drafting
TMFG 2522 – Computer Drafting
TMFG 3131 – Manufacturing Processes and Materials
TMFG 3132 – Materials Machining Technology
TMFG 3133 - Forming and Fabrication
TMFG 3134 - Electrical Technology
TMFG 3230 - Productivity Measurement and Improvement
TMFG 3231 - Introduction to Industrial Management
TMFG 3232 - Applied Industrial Statistics and Quality Assurance
TMFG 4121 - Machining, Forming and Fabrication Practicum
TMFG 4130 - Plastics Materials and Processes
TMFG 4132 - Power Systems and Control Application
TMFG 4293 - CO-OP
TMFG 4299 – Manufacturing Internship
TMFG 4330 – Cost Engineering
TMFG 4531 – Plant Layout
> *JUSTIFICATION:*
>> All courses listed here were either required courses or electives in the B.S. in Manufacturing degree program that was officially terminated several years ago. The program page does not exist in the catalog. The courses have not been taught in the past 4-5 years and should be deleted from the catalog.

Proposed New, Revised, or Deleted Program(s)
Mechanical Engineering, B.S.M.E (*REVISED PROGRAM*)
> *JUSTIFICATION:*
>> The purpose of this revision is to properly disclose the requirements necessary to graduate with Honors from the Mechanical Engineering program.

A Ruth/Fung motion to approve the new course, course revisions, course deletions and program revisions was passed unanimously.

V.   COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Charles Harter.

Department of Management
Selected Topics Course
BUSA 4830 International Business in France
> *JUSTIFICATION:*
>> In this course, students will have the opportunity to learn about the theory and practice of international business generally, and through the comparative framework of France. Through observation and discussion with local professionals and business leaders in Rennes, France, students will gain an understanding of and assess comparatively how cultural and governance practices can act as an incentive or deterrent for creating internationally competitive business practices. Topics covered in the course include, but are not limited to: marketing strategies, management & human resources, product development processes, sales tactics, customer relations, international trade regulation, diversification of economic sectors, state development coordination, cultural heritage tourism, and taxation regulations. Dr. William (Bill) Wells will be the instructor.

VI.   ADJOURNMENT

There being no further business to come before the committee, a Chamblee/Fung motion to adjourn the meeting at 3:57 p.m. was passed unanimously.

VII.   OTHER BUSINESS

None.

Respectfully Submitted,

Ashley Canelon
Recording Secretary

NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
June, 2014

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

There are items to report.

1.   The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University Student-Athletes:
   http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html

2. The 2013-2014 grade report for GSU student athletes is as follows:

SPRING 2014
Overall Departmental Term GPA: 2.98

Men
Football 2.50
Baseball 3.04
Basketball 2.73
Golf 3.08
Soccer 3.31
Tennis 3.41
Total Male Spring 2014 Term GPA: 2.76

Women
Basketball 3.29
Rifle 3.01
Soccer 3.45
Softball 3.33
Swimming 3.36
Tennis 3.61
Track 3.11
Volleyball 3.41
Total Female Spring 2014 Term GPA: 3.32

ACADEMIC YEAR 2013 - 2014
Overall Departmental Annual GPA: 2.95

Men
Football 2.45
Baseball 3.09
Basketball 2.66

Golf 3.06
Soccer 3.13
Tennis 3.31 (highest, male team winner)
Total Male Annual 2013-2014 Term GPA: 2.71

Women
Basketball 3.27
Rifle 3.07
Soccer 3.42
Softball 3.42
Swimming 3.35
Tennis 3.50 (highest, female team winner)
Track 3.02
Volleyball 3.39
Total Female Spring 2014 Term GPA: 3.30

3. The GSU athletic department self-reported to the NCAA during the 2013-14 academic year four rules violations, all of which were of the secondary / level III type. The status for three of the self-reported violations, which involved 1) "illegal" telephone calls, 2) financial aid and 3) out of season practice is closed. The status of the fourth self-reported violation, which centers around awards and benefits, is currently in progress.

minutes

Faculty Service Committee			
2:00-3:00		Marvin Pittman Admin Bldg Room 2002	
Meeting called by	Diana Cone		
Type of meeting	Orientation/Chair Selection		
Facilitator	Tabitha Irvin		
Note taker	Tabitha Irvin		
Timekeeper	Tabitha Irvin		
Attendees	Myung Jeong, Brent Wolfe, G. Denise Carroll, Gulzar Shah, Diana Cone, Tabitha Irvin		

Chair Selection

Discussion	Diana Cone called for chair nominations		
Gulzar Shah volunteered to chair committee.			
Conclusions	Diana Cone call for vote, 4-Yes 0-No		

Action Items		Person Responsible	Deadline

Awards Protocols

Discussion	Budget Amount, How to rank proposals –vs- travel requests, SharePoint Website, Allocation Meeting		
Conclusions	1st half of alphabet assigned to proposals and the remaining letters travel on ranking sheet, Doodle for allocation meeting		

Action Items		Person Responsible	Deadline
Create new ranking sheet		Tabitha Irvin	10/13/14
Doodle for meeting (October 29, 2014; 2:00-4:00 PM)		Gulzar Shah/Tabitha Irvin	Completed

Discussion	No other business		
Conclusions	Meeting adjourned at 2:30 PM		

Action Items		Person Responsible	Deadline

UNDERGRADUATE COMMITTEE
MINUTES
SEPTEMBER 2, 2014
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 3302

I.   CALL TO ORDER
   ➤ **Voting Members Present:**
   Dr. Aniruddha Mitra, Dr. Barbara Hendry, Dr. Cheryl Aasheim, Dr. Chuck Harter, Dr. Evans Afriyie-Gyawu, Dr. Isaac Fung, Dr. James Woods, Dr. Katy Gregg, Ms. Ruth Baker, Dr. Shainaz Landge, Dr. William Amponsah

   ➤ **Non-Voting Members Present:**
   Ms. Ashley Canelon, Ms. Azell Francis, Mr. Errol Spence, Dr. Diana Cone, Ms. Doris Mack, Ms. Melissa Lanier, Mr. Wayne Smith

   ➤ **Absent with Alternate in attendance:**
   Dr. Laurie Gould

   ➤ **Absent:**
   Dr. Alisa Leckie, Dr. Bettye Apenteng, Dr. Ellen Hamilton, Ms. Jessica Minihan, Dr. Joe Ruhland, Ms. Lace Svec, Dr. Levi Ross, Ms. Lisa Yocco, Dr. Marla Morris, Dr. Mohammad Ahad, Mr. Paolo Gujilde, Dr. Rocio Alba-Flores, Mr. William Reynolds

   Since a chair was not yet elected, Mr. Wayne Smith called the meeting to order at 3:40 p.m.

II.   WELCOME AND INTRODUCTIONS

III.   ORIENTATION

   ➤ **FORMS SUBMISSION**
   Mr. Wayne Smith discussed the various forms that are needed to make submissions to the Undergraduate Committee and showed present members where they could find the forms on the Office of the Registrar's Web Page. Mr. Smith reminded the committee that the deadlines for submissions will be strictly adhered to with the last meeting to submit to be included in the 2015-2016 catalog being the January 2015 meeting.

   ➤ **DEPARTMENT AND COLLEGE CURRICULUM COMMITTEES**
   Dr. Diana Cone informed the group that all committees should be keeping a strong record of minutes as a part of the requirements for SACS.

   ➤ **GOOGLE GROUP COMMUNICATIONS**
   Ms. Ashley Canelon reminded the present members that the google group has been updated with the list of current members, and encouraged members to confirm that they are properly receiving communications.

   ➤ **DISCUSS FEBRUARY THROUGH APRIL 2015 MEETINGS**
   Mr. Wayne Smith informed those in attendance that the implementation of a new curriculum program has been started. Due to the nature of the meetings and work load involved with the switch, he suggested that the Undergraduate Committee halt February 2015-April 2015 meetings. This suggestion was discussed briefly but due to the lack of information on what the implementation will entail, Mr. Smith made the decision to table the issue until the October 2014 meeting.

IV.   ELECTION OF NEW CHAIR

Dr. Chuck Harter (COBA) volunteered.

A motion to approve the new chair was made by <u>Wood/Afriyie-Gyawu</u> and passed unanimously.

V.   APPROVAL OF AGENDA

A motion to approve the agenda was made by <u>Aasheim/Gregg</u> and passed unanimously.

VI.   VICE PRESIDENT OF ACADEMIC AFFAIRS

Items for consideration were presented by Dr. Jacek Lubecki.

➢ **Center for International Studies**
   <u>Proposed New, Revised, or Deleted Program(s)</u>
   International Studies Interdisciplinary Minor
   Significant International Content Courses

A motion to table the program revisions until the next meeting was made by <u>Woods/Aashiem</u> and passed unanimously.

   <u>Selected Topics Announcement(s)</u>
   Globalization & Development

Selected Topics Announcements are for information only.

   <u>Course Revision</u>
   EURO 4090 - Selected Topics Intl Studies
   ➢ CIP Code
   INTS 2130 Introduction to International Studies
   ➢ Catalog Description

A motion to approve the course revisions was made by <u>Woods/Aashiem</u> and passed unanimously.

VII.   COLLEGE OF HEALTH AND HUMAN SERVICES

Items for consideration were presented by Dr. Stephen Rossi.

➢ **School of Nursing**
   <u>New Course(s)</u>
   NURS 5131 – Scientific and Medical Terminology

A motion to approve the new course was made by <u>Aashiem/Fung</u> and passed unanimously.

   <u>Course Revision(s)</u>
   NURS 3121 – Professional Practice Competencies and Terminology
   ➢ Credit Hours, Corequisite
   NURS 3130 – Critical Inquiry: Nursing Research
   ➢ Number, Prerequisite, Corequisite, Credit Hour, Schedule Type, Title

NURS 3160 – Introduction to Professional Practice
➢ Credit Hour
NURS 3163 – Nursing Care of Adults
➢ Prerequisite, Corequisite
NURS 3222 – Pharmacologic and Integrative Therapeutics II
➢ Number, Prerequisite, Corequisite, Credit Hour, Catalog Description
NURS 3252 – Mental Health Nursing
➢ Prerequisite, Corequisite

A motion to approve the course revisions was made by <u>Aashiem/Fung</u> and passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Nursing, B.S.N (REVISED PROGRAM)

A motion to approve the program revision was made by <u>Aashiem/Fung</u> and passed unanimously.

VIII. COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Chuck Harter and Dr. Cindy Randall.

➢ **School of Accountancy**
New Course(s)
ACCT 4633 – Forensic Interviews and Interrogation

A motion to approve the new course was made by <u>Aashiem/Fung</u> and passed unanimously.

➢ **Department of Management**
Course Revision(s)
MGNT 3430 Operations Management
➢ Prerequisite(s), Corequisite(s)

A motion to approve the course revision was made by <u>Gregg/Fung</u> and passed unanimously.

MGNT 4435 Management of Quality and Process Improvement
➢ Title, Catalog Description, Prerequisite(s), Corequisite(s)

A motion to table the course revision was made by <u>Wood/Aashiem</u> and passed unanimously.

MGNT 4436 Planning and Control Systems
➢ Title, Catalog Description

A motion to approve the course revisions was made by <u>Gregg/Fung</u> and passed unanimously.

Proposed New, Revised, or Deleted Program(s)
BBA Management (Emphasis in Operations Management) (REVISED PROGRAM)

A motion to table the program change was made by <u>Aashiem/Fung</u> and passed unanimously.

IX.   OTHER BUSINESS

X.   ADJOURNMENT

A motion to adjourn the meeting at 4:41 p.m. was made by <u>Aashiem/Fung</u> and passed unanimously.

Respectfully Submitted,

Ashley Canelon
Recording Secretary

FACULTY SENATE LIBRARIAN'S REPORT

JUNE 2014

Notes from Faculty Welfare Committee meeting, 4/23/14

Attending: Jocelyn Wang, Terry Diamanduros, Mark Welford, Cynthia Frost, Jim LoBue, Padmini Shankar, Moya Alfonso, Diana Cone.

The first item of business was to discuss the department chair reactions to the FWC's proposal that a point system be put in place to reward service and other work on behalf of the department, college, or University. While only a few chairs thought that the proposal had merit as we proposed it, all but one agreed that the issue of the growing amount of work on behalf of the University is a problem. We found that many already have good ideas to cope with the problem. Some of the chairs noted that variations of our point system were already in place in a number of departments. One problem with our point system cited frequently by chairs was that chairs were unwilling to award a faculty member points without knowing more exactly how much work was involved and whether his/her faculty member fully participated in the work of the committee or other assignment.

The other topic was how to approach the recommendations from the ad hoc committee on the Student Ratings of Instruction. The report had been discussed at the Faculty Senate meeting the day before, and tentatively given to the FWC to write motions on what to do next.

It was decided that the FWC would draft the motions to address the issues. Specifics included the recommendation that a new ad hoc be appointed to write or recommend for purchase a new instrument. The FWC would put together a recommended overall evaluation process for instruction.

One new but related issue emerged from this discussion. That is, there doesn't seem to be a standard protocol for how to administer the SRI.

Fred Smith, Chair

New Business
- Discussed a new flow of approval for core course modification/addition/removal
  - Application moves from registrar to GECC, then to Undergraduate Committee
    - Jody will continue discussions with Wayne (registrar's office)
    - June suggested that we place information in the form that the GECC will be reviewing the form.
- Core Course Review Update
  - Most have responded, Deadline is 4/28.
  - Courses no longer offered or not offered recently (request to remove):
    - CHEM 1030
    - HUMN 2433 & 2434
- Discuss administrative issues for the 2014-2015 Academic Year
  - Need new chair
  - Need minutes recorder
  - Need new elected representatives from COBA, CEIT, CLASS, & LIB
- Gather writing Samples for Summer Retreat (Effective Communication, Critical Thinking & Problem Solving)
  - The GECC is collaborating with the QEP Teams to collect writing samples, but there will not be sufficient samples gathered from the QEP Teams alone.
  - **Goal:** At least one class set of individual student artifacts in the upper-division from each faculty member on GECC, and 2 class sets from their colleagues in different departments in the college.
  - *PROBLEM SOLVING ASSIGNMENTS: Not all writing assignments will have a "problem solving" component, and we also need to collect assignments to evaluate problem solving. If you have writing assignments that **do not include** problem solving, please provide an additional assignment that includes problem solving (*see Problem Solving Rubric for criteria*).
    - Guidelines for the types of papers (ideal, but not required):
      - papers are individually written
      - papers include the corresponding assignment/prompt that provides students with directions
      - assignments ask students to do some form of comparison, analysis, application, or any cognitive skill beyond the recall of memorized information.
      - students respond in essay format
      - papers are mostly unmarked (grades at the end are fine, but they have to be reasonable for our office to redact any of those notes) *note* all course, instructor and student information will be redacted*
      - papers collected will be a class set for the particular assignment
      - papers may be an electronic or paper-copy
      - papers can be from this term (Spring 2014) or last term (Fall 2013)
    - David will come to collect the papers or you may email to him at dshirley@georgiasouthern.edu
    - **Papers and assignments will be need to be collected by May 1st**
- Participate in a General Education Assessment Retreat May 12,13 and 14.
  - The General Education Assessment Retreat will occur on May 12th, 13th and 14th of 2014 in Nessmith-Lane. Each day will begin at 8:30am and end at 4:30pm. During this time, faculty groups will score and analyze the results of the collected and redacted papers. The focus of the scoring, analysis, and overall discussion will be students' ability to 1) communicating through writing, 2) problem solve, and 3) critically analyze and synthesize information.
  - Breakfast and lunch will be provided each day. A stipend of $750 will be provided in appreciation of your participation.
  - David will follow-up with a google calendar invite.
- Voted on Critical Analysis and Synthesis of Information
  - Opened motion to move to discuss changing Effective Analysis of Information Outcome to Critical Analysis and Synthesis of Information: *"Students critically analyze and synthesize information before taking a position or drawing a conclusion."*
  - More language was requested in November 2013 to better clarify the outcome

- Does the following language help clarify (located on the assessment rubric)? *Critical analysis[3] and synthesis of information is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.*
- *Ellen moves, June 2nds*
- *Discussion*
  - *June reiterated Helen's position about the word "before".*
  - *Final edit: Students critically analyze and synthesize information as a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events in order to formulate an opinion or conclusion.*
  - *Voted passed.*

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – April 10, 2014

Present: Dr. Frank Goforth, CEIT; Dr. Deborah Allen, CHHS; Dr. Dustin Anderson, CLASS; Dr. Amanda King, COBA; Dr. Dawn Tysinger, COE; Dr. Michele McGibony, COSM; Dr. Rebecca Ziegler, Library; Dr. Yong Zhu, CEIT; Dr. Camille Rogers, COBA; Dr. Devon Jensen, COE; Dr. Hani Samawi, JPHCOPH, Dr. Bob Fernekes, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Emerson Christie, GSO Student Representative; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Audie Graham, COGS

Guests: Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Juan Vargas, CEIT; Dr. David Williams, CEIT; Dr. Gordon Smith, COBA; Ms. Doris Mack, Registrar's Office

Absent: Dr. Simone Charles, JPHCOPH; Dr. Li Li, CHHS; Dr. Marc Mitchell, CLASS; Dr. Jonathan Copeland, COSM

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, April 10, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Devon Jensen made a motion to add a College of Education item under Old Business. The College submitted the proposed change in full-time enrollment classification requirement for Educational Leadership Ed.D. students during the October 10, 2013 Graduate Committee meeting, and it was tabled pending further review from the College. The College of Education is requesting this item be reviewed again by the committee. With no objections, the motion to add this item under Old Business was passed.

III. DEAN'S UPDATE

In Dr. Charles Patterson's absence, Dr. Dick Diebolt provided an update on the following information items:
- As of today, summer graduate enrollment is at 1383. Last year at this time the enrollment was at 1380. The total enrollment for the institution for summer is 9237, compared to 9142 same time last summer.
- The target number of credit hour generation for summer is 65,000 and we are right now at 61,508.
- Fall registration is ongoing. As of today, graduate enrollment for fall is 751, compared to 794 same time last year for fall. Institutionally fall enrollment is at 11,542, compared to 11,281 for last fall.
- Encouraged everyone to attend the Research Symposium and to allow their students to participate.

IV. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEW

Twenty-two program reviews were presented for discussion and approved:
- MBA Campus - presented by Dr. Bob Fernekes
- WebMBA Online – presented by Dr. Bob Fernekes
- MAcc Accounting – presented by Dr. Devon Jensen
- M.Ed. Special Education – presented by Dr. Frank Goforth
- M.Ed. Early Childhood Education – presented by Dr. Yong Zhu
- M.Ed. Middle Grades Education – presented by Dr. Frank Goforth (for Dr. Mujibur Khan)
- M.Ed. Secondary Education – presented by Dr. Bob Fernekes
- Ed.S. Middle Grades Education – presented by Amanda King
- Ed.S. Special Education – presented by Dr. Dustin Anderson and Dr. Camille Rogers
- Ed.S. Secondary Education – presented by Dr. Amanda King (for Dr. Cheryl Metrejean)
- Ed.S. Early Childhood Education – presented by Dr. Bob Fernekes (for Dr. Manouch Tabatabaei)
- Ed.S. Reading Education – presented by Dr. Dawn Tysinger
- Ed.D. Educational Leadership – presented by Dr. Debbie Allen
- M.Ed. Higher Education Adm – presented by Dr. Dustin Anderson
- M.Ed. School Psychology – presented by Dr. Hani Samawi
- Ed.S. Counselor Education – presented by Dr. Hani Samawi (for Dr. Daniel Linder)

- M.Ed. Counselor Education – presented by Dr. Bob Fernekes (for Dr. Raymona Lawrence and Dr. Simone Charles)
- M.Ed. Instructional Technology – presented by Dr. Rebecca Ziegler
- Ed.S. Instructional Technology – presented by Dr. Rebecca Ziegler (for Jocelyn Poole)
- MAT Master of Arts in Teaching – presented by Dr. Michele McGibony
- M.Ed. Curriculum and Instruction – presented by Dr. Bob Fernekes (for Dr. Jonathan Copeland)
- Ed.D. Curriculum Studies – presented by Dr. Bob Fernekes (for Dr. Sze-man Ngai)

There was a discussion of the programs that were previously under an umbrella program but had to be pulled apart as separate degree programs, due to PSC requirements. Those programs were only a year old so there was not enough information to be able to provide a complete review. Dr. Camille Rogers said it may have been beneficial to see information on the old program, before they were separated. Dr. Amanda King asked if a policy could be put in place to state that new programs could have at least three years before they have to go through a program review. Dr. Thomas Koballa said many of these programs were identified for comprehensive program reviews on staggered bases, and the College chose to move their program reviews to the year following their accreditation. This was before the change in PSC requirements. Ms. Candace Griffith said there is no need to create a policy for the Provost Office. Deans will only need to make a request to defer or reschedule the review and the Provost will consider the requests on a case by case bases.

Dr. Dustin Anderson and Dr. Rogers stated on an institutional level, we may need to look at disengagement of students in online programs.

Dr. Diebolt stated a number of these programs are online programs. He said there have been discussions of physical presence and we are not permitted to advertise programs in every state. This may become more restrictive. Dr. Diebolt said as we are trying to attract more students, we may have to think about how we are going to do this with respect to online programs.

There was a discussion of how diversity is much more than race and gender, and we should look at diversity of programs in the context of the field as a whole. Ms. Griffith stated she has always tried to encourage programs to identify diversity based on how it fits in the program; however, it is a Board of Regents (BOR) requirement that we specifically address diversity in terms of race and gender.

Dr. Fernekes thanked everyone for their participation in the program reviews.

MOTION: Dr. Anderson made a motion to approve the program reviews submitted, with the understanding that any editorial changes be made. A second was made by Dr. McGibony. The motion to approve program reviews discussed was passed.

Dr. Jensen asked if the Graduate Committee should make a comment to the BOR to ask them to expand the concept of diversity and what diversity means to a specific program. Ms. Griffith explained that all reviews are put on a SharePoint site and the BOR may or may not review them. She suggested the committee make a recommendation to the Provost to change the rubric to expand the definition of diversity. Dr. King suggested adding more information to the area to suggest for programs to highlight how diversity works in their program. The committee as a whole recognized the need to make this change.

MOTION: Dr. Allen made a motion for the Chair to send a memo to the Provost with the committee's recommendation for the concept of diversity to be expanded beyond race and gender. A second was made by Dr. Rogers, and the motion was passed.

The Chair's memo to the Provost is below.

GEORGIA SOUTHERN UNIVERSITY

ZACH S. HENDERSON LIBRARY
POST OFFICE BOX 8074
STATESBORO, GEORGIA 30460-8074
TELEPHONE (912) 681-5645
FAX (912) 681-0093

INFORMATION SERVICES DEPARTMENT

TO: Dr. Jean Bartels, Provost and VP for Academic Affairs
FROM: Dr. Bob Fernekes, Graduate Committee Chair
CC: Graduate Committee Minutes
DATE: April 22, 2014
SUBJECT: Comprehensive Program Review Rubric - Diversity

At the April 10th Graduate Committee Meeting, the committee passed a motion that the chair write a memo to the Provost and VP for Academic Affairs concerning the definition of diversity as it is described in the Comprehensive Program Review Rubric areas of focus: Faculty and Staff, and Students.

The Graduate Committee recognizes that diversity extends beyond simple matters of race and gender that are typically reported and extends to many other areas For example, faculty in many units are diverse in terms of cultural background, geography, multicultural educations, and in areas of specialization, which allows students the opportunity to be mentored in a variety of ways. Likewise, recognition of diverse student backgrounds in different contexts will strengthen recruiting as it relates to specific degree programs.

The Graduate Committee asks that the description of diversity be **broadened** to include additional areas in which faculty and students could be considered diverse beyond race and gender.

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The Chair received the following response from the Provost.

---------- Forwarded message ----------
From: **Jean Bartels** <jbartels@georgiasouthern.edu>
Date: Wed, Apr 23, 2014 at 9:33 PM
Subject: Re: Comprehensive Program Review Rubric - Diversity
To: Robert Fernekes <fernekes@georgiasouthern.edu>

Thank you for this memo, Robert. This may be a difficult issue to resolve, as I believe our data sources/collection processes may not differentiate beyond what is in the CPR. I will, however, take this under advisement and see what can be done.

Jean

Jean E. Bartels, PhD, RN
Provost and Vice President for Academic Affairs
Georgia Southern University
Box 8022
Statesboro, Georgia 30460-8022
Phone: (912) 478-5258
FAX: (912) 478-5279
E-mail: jbartels@georgiasouthern.edu

V.   NEW BUSINESS

A. College of Science and Mathematics

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

Chemistry
Course Revision(s)
CHEM 7090 – Selected Topics / Chemistry
  ➢   Repeatable for Credit
JUSTIFICATION:
Selected topics courses are used for one-off and temporary courses and hence are never the same course twice. It is common practice in all other COSM programs to allow multiple selected topics courses to count toward a degree. This particular selected topics course was erroneously set up as a non-repeatable course and this proposal corrects that error. Furthermore, since it involves no catalog changes this proposal requests an immediate effective term (spring 2014) as there are students in the new MSAPS program currently taking CHEM 7090 who previously took the course and were not informed that the course was set as non-repeatable until after the start of the semester.

Selected Topics Announcement(s)
CHEM 7090 – Nanotechnology Materials
JUSTIFICATION:
Justification -- Elective course for Materials and Coating Concentration of the MS in Applied Physical Science degree

Summary of Course --This class will consist primarily of class discussions and presentations. Students with faculty members will together probe the realm of nanomaterials, principally focused on inorganic materials. Topics covered will include synthesis, characterization, assembly and applications. This will be accomplished by regular student presentations (in groups) throughout the semester on topics assigned by the professor.

MOTION: Dr. Samawi made a motion to approve the agenda item submitted by the College of Science and Mathematics. A second was made by Dr. McGibony. The motion to approve Course Revision was passed.

B. College of Engineering and Information Technology

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

Computer Science
Course Revision(s)
CSCI 5331G – Systems Assurance Standards and Processes
  ➢ Title, Course Description, Prerequisite(s)
JUSTIFICATION:
Refocusing on systems and software assurance, the course will still provide assurance assessment/evaluation, but also becomes viable for the Software Engineering Certificate (in addition to the Network and Computer Security Certificate). The change of pre-requisites reflects prerequisites needed and provides the student earlier exposure to secure coding for which there is a growing demand. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Information Technology
Course Revision(s)
IT 5135G – Data Analytics
  ➢ Prerequisite(s)
JUSTIFICATION:
The prerequisite change from CISM 3135 to CISM 4134 has been made in consultation with the Chair of the Department of Information Systems to ensure that students are properly prepared to take the course. Given the nature of the knowledge required to do analytics, it was decided that CISM 4134 was the appropriate prerequisite. In addition, to allow Computer Science students to take the course, CSCI 3432 would be an appropriate prerequisite for those students to gain entry to the course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Mechanical Engineering
Proposed New, Revised, or Deleted Program(s)
Master of Science in Applied Engineering, M.S.A.E.
JUSTIFICATION:
Changes to the MSAE admissions requirements, and associated catalog pages are proposed herein.

For the past quarter century, there has been a growing debate as to the usefulness of standardized tests, such as the GRE, as a strong indicator of student success in graduate school. In a 2005 article, John Orlando wrote in an ACM publication that "The Educational Testing Service, which funds a considerable amount of research into the validity of the GRE, asserts only that 'GRE General Test scores tend to show moderate correlations with first-year [GPA] averages'. It also admits that there are 'critical skills associated with scholarly and professional competence that are not currently measured by graduate admissions tests.'" Additionally, the work of Thomas Monahan (Using Graduate Record Examination Scores in the Graduate Admissions Process at Glassboro State College. ERIC Document No. 329 183, 1991) suggests that GPA was a better indicator of graduate student success than GRE results.

Because of national accreditation requirements for engineering and information technology (ABET), graduates of accredited programs will have reasonably similar exposure to math, science, and general studies. Again, GPA is considered by our faculty to be a more encompassing indicator of success, knowledge, and/or understanding in these areas than the results of a standardized test. GPA is also a better measure of engineering and information technology knowledge and experimental skills, at the heart of the MSAE, which is not even addressed by the GRE.

While taking the exam is not a major burden, time and time again, our faculty have watched a number of our students procrastinate in completing this task, to the point where a percentage even decided against graduate school rather than taking another standardized test. In light of the questionable added value of GRE test scores as an indicator of graduate student performance in a program such as the MSAE, the graduate faculty involved with the MSAE program, propose eliminating the requirement of the standardized test.

Since communication abilities of international students remains a strong concern, it is also proposed that international students (a) whose native language is not English and/or (b) who did not complete their undergraduate degree in the United States would still have to submit TOEFL, ISE (written), and ESL (verbal) results for review.

The other changes are editorial to merely logically reorder the admissions requirement in their order of presentation.

Dr. Williams stated the curriculum forms for the IT 5135G course revision was correct; however, the course title is listed incorrectly on the College memo and the Graduate Committee agenda. The correct title for this course is Data Analytics. The minor edit will be corrected on the amended agenda.

MOTION: Dr. Rogers made a motion to approve the agenda items submitted by the College of Engineering and Information Technology. A second was made by Dr. Allen. The motion to approve the Course Revisions and Revised Programs was passed.

VI. **OLD BUSINESS**

A. **College of Education**

Dr. Tracy Linderholm presented the old business agenda item for the College of Education.

Other:
Change to Requirements for Educational Leadership Ed.D. students holding a Graduate Assistantship
JUSTIFICATION:
The Ed.D program in Educational Leadership – both Higher Education and P-12 - has recently gone through a full program change and instituted a new Doctoral Program beginning Fall 2013. With Tier I, students are required to complete 30 credit hours. Program course sequencing is reflected in students taking 2 classes per semester. Currently a program student must be registered in nine (9) credits to be eligible to hold a TA, RA or GA position. Current students holding a graduate assistantship and taking 9 credit hours may find themselves out of sequence at the end of Tier I and may need to wait up to 2 full semesters before beginning Tier II in Fall semester which hinders the department's programmatic responsibility to help students graduate in a timely manner. The Tier II component (30 credit hours) has shifted to a cohort model with students taking 2 courses (6 credit hours) per semester over 5 consecutive semesters. Under this cohort model, the classes are delivered through blended mediums having both face-to-face and online components. Since students are required to take 2 classes per semester, they are meeting full program requirements by enrolling in 6 credit hours per semester. The policy problem is that the GSU institutional policy is for students to be enrolled in 9 semester hours to hold a graduate assistantship. Under this current structure, this precludes our graduate students from holding a graduate assistantship especially once they reach the Tier II component of their doctoral degree. As such, regarding the EDD program in Educational Leadership, we are proposing that:

- Full-time student enrollment be changed from nine (9) to (6) credits for the fall and spring semesters.
- Half-time student enrollment be changed from four (4) to three (3) credits for the fall and spring semesters.
- Full-time student enrollment remain at six (6) credits for the summer semester.
- Half-time student enrollment remain at three (3) credits for the summer semester.

Dr. Linderholm said the department is proposing that full time equivalency be six hours, instead of nine, so that students can hold a graduate assistantship and continue through the program.

Dr. Jensen said this proposal helps students meet their programmatic requirements and allows them to graduate in a timely manner.

Dr. Linderholm confirmed that this change would be in effect when the students begin their program. A suggestion was made for this to be clearly stated in the proposal. Dr. Linderholm agreed to make the revision.

Mr. Wayne Smith asked what the effective date would be for this proposal. Dr. Linderholm said fall 2014. Mr. Smith said the January Graduate Committee meeting is the deadline for information to be submitted to the 2014-2015 catalog. There was a discussion of whether there was a need to enter this item in the catalog. Ms. Griffith said this would have to be approved at a higher level.

MOTION: Dr. Rogers made a motion to approve the old business agenda item submitted by the College of Education, pending review and approval by the Provost Office. A second was made by Dr. Anderson. The motion to approve the old business item was passed.

Dr. Charles Patterson met with the Provost to discuss the pending item, Ed.D. full-time equivalency. The following memo was generated after their discussion.

GEORGIA SOUTHERN UNIVERSITY

JACK N. AVERITT COLLEGE OF GRADUATE STUDIES
VEAZEY HALL
POST OFFICE BOX 8008
STATESBORO, GEORGIA 30460-8008
TELEPHONE (912) 478-2647

TO:	Dr. Bob Fernekes, Graduate Committee Chair
FROM:	Dr. Charles E. Patterson, Dean
CC:	Dr. Jean Bartels, Provost and VP for Academic Affairs
	Dr. Velma Burden, Registrar
DATE:	April 11, 2014
SUBJECTS:	1) April 10, 2014 Old Business Graduate Committee Agenda Item: Ed.D. Educational Leadership Proposal
	2) Approval of Catalog Changes

1)   April 10, 2014 Old Business Graduate Committee Agenda Item: Ed.D. Educational Leadership Proposal
This is written notification that the Provost Office concurs with the request that full-time equivalency be changed from 9 credits to 6 credits for students in the Ed.D. Educational Leadership program. However, its implementation in fall 2014, as requested by the Graduate Committee, should instead be postponed until fall 2015.

2) Approval of Catalog Changes
Also of note is the timing of all future program changes and revisions to be codified and recorded in the Graduate Catalog, as requested by the Registrar's Office. Let this serve as notification that the annual January Graduate Committee meeting will serve as the cutoff date for any and all curriculum changes and policy revisions for the upcoming fall semester. Items approved in the February, March and April meetings will be approved for the following fall semester. Colleges must adhere to this deadline in order to ensure appropriate action is taken to codify policy and curriculum revisions in the publication of new catalogs.

VII.   ANNOUNCEMENTS

    A. Proposed 2014-2015 Graduate Committee Meeting Schedule – The committee reviewed the proposed meeting schedule. With no objections, the schedule was approved.

    The approved meeting schedule is listed below.

Schedule of Meetings
Graduate Committee (GC)
2014-2015 Academic Year

Meeting Date	Meeting Time	Meeting Location	Agenda Items Due to Registrar's Office	Agenda Items Due to GC Recording Secretary	Agenda Items Posted on Web and Sent to GC Members
September 11, 2014	9:00 a.m.	Veazey Hall, Room 2001C	August 21, 2014	August 28, 2014	September 4, 2014
October 9, 2014	9:00 a.m.	Veazey Hall, Room 2001C	September 18, 2014	September 25, 2014	October 2, 2014
November 13, 2014	9:00 a.m.	Veazey Hall, Room 2001C	October 23, 2014	October 30, 2014	November 6, 2014
*January 22, 2015	9:00 a.m.	Veazey Hall, Room 2001C	November 21, 2014	January 8, 2015	January 15, 2015
February 12, 2015	9:00 a.m.	Veazey Hall, Room 2001C	January 22, 2015	January 29, 2015	February 5, 2015
March 12, 2015	9:00 a.m.	Veazey Hall, Room 2001C	February 19, 2015	February 26, 2015	March 5, 2015
April 9, 2015	9:00 a.m.	Veazey Hall, Room 2001C	March 19, 2015	March 26, 2015	April 2, 2015

Important Date

Important Dates

*Last meeting for items to be approved to be included
in the 2015-2016 Undergraduate and Graduate Catalogs.

Items approved at the February, March, and April meetings will be approved for Fall 2016.
Consideration will be given only for items that affect Accreditation, SACS and USG mandates.
Note: Items requiring Board of Regents/System Office approval may not
be included in the catalog if they are still pending Board of Regents/System Office approval.

Dr. Fernekes stated currently there are no graduate program reviews scheduled for 2014-2015.

VIII.   ADJOURNMENT

There being no further business, the meeting was adjourned on April 10, 2014 at 10:41 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved May 5, 2014
by electronic vote of Committee Members

UNDERGRADUATE COMMITTEE
MINUTES
April 1, 2014
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I.   CALL TO ORDER

Voting Members Present: Dr. Greg Chamblee, Dr. Isaac Fung, Dr. Jiehua Zhu, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Levi Ross, Ms. Lisa Yocco, Dr. Maria Alba-Flores, Mr. Paolo Gujilde, Ms. Ruth Baker
Non-Voting Members Present: Ms. Ashley Canelon, Ms. Candace Griffith, Ms. Cassandra Lumpkin, Dr. Diana Cone, Ms. Doris Mack, and Mr. Wayne Smith
Visitors: Dr. Brian Koehler, Dr. Charles Harter, Dr. Cindy Randall, Dr. David Williams
Absent: Dr. Aniruddha Mitra, Dr. Bettye Apenteng, Dr. Biswanath Samanta, Dr. Bruce McLean, Dr. Ellen Hamilton, Dr. Helen Bland, Dr. James Stephens, Dr. James Woods, Dr. Joe Ruhland, Dr. Karelle Aiken, Mrs. Lisa Smith, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Rami Haddad, Dr. Rebecca Ziegler, Dr. Steven Elisha, Dr. Susan Franks, Dr. William Amponsah

Dr. Kathy Thornton called the meeting to order at 3:50 p.m.

II.   ANNOUNCEMENTS

Items for consideration were presented by Dr. Kathy Thornton.

The Undergraduate Committee completed reviews of eight Comprehensive Program Self Study Reports for the following colleges and programs:

CEIT   BSCONS Construction Management
COBA   BBA Accounting; BBA Information Systems
COE   BSED Middle Grades; BSED Early Childhood; BSED Health and Physical Education; BSED Special
              Education
COPH   BSHS Health Education and Promotion

The committee unanimously approved the reviews.

Items for consideration were presented by Ms. Ruth Baker.

The library is working on developing a form that will confirm if the resources that are needed for new courses are available to support those courses involved. They anticipate it being ready for approval in the fall.

III.   APPROVAL OF AGENDA

A Fung/Chamblee motion to approve the agenda was passed unanimously.

IV.   COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Items for consideration were presented by Dr. David Williams.

Department of Computer Sciences
New Course(s)
CSCI 4132 – Data Warehouse Design
The course will cover data warehouse design principles and technical problems. Topics will include: data warehouse architectures, organizing data warehouse design projects, analyzing data and requirements, SQL aggregate and analytic functions, materialized views, star-joins and other DW related features, data vault modeling, dimensional modeling, physical design and implementation of integrated data warehouses using commercial ROLAP engines such as Oracle or SQL Server. *Prerequisites: CSCI 3432*
JUSTIFICATION:
We have used 5090 special topics designation with this course three times already with an increasing number of students and consider this course sufficiently well-established so that it can be offered regularly as an elective in the CS undergraduate program. The course will emphasize design of integrated data

warehouses and data marts as well as SQL capabilities of interest for data warehouses. This course expands the academic breadth of the degree and is in alignment with program accreditation with CAC of ABET.

A Chamblee/Gregg motion to review and approve the entire college at once passed unanimously.

Course Revision(s)

FROM: **CSCI 1301 – Programming Principles I**
Prerequisite(s) From: Math 1113

TO: **CSCI 1301 – Programming Principles I**
Prerequisite(s) Math 1113, Math 1232, Math 1441

    JUSTIFICATION:

This revision corrects an error and will allow Banner to recognize higher level mathematics courses as prerequisites for CSCI 1301 in addition to the current Pre-calculus requirement. This will eliminate the need for overrides for students who have taken those higher level math courses. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 3432 – Database Systems**
Prerequisite(s) From: CSCI 3230

TO: **CSCI 3432 – Database Systems**
Prerequisite(s) CSCI 1301, Math 2130

    JUSTIFICATION:

The department wants to move this course closer to the start of the curriculum to allow later Computer Science courses to take advantage of database knowledge. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5235 – Human Computer Interaction**

Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things as user requirements gathering and usability testing.

TO: **CSCI 4235 – Human Computer Interaction**

Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things as user requirements gathering and usability testing.

    JUSTIFICATION:

The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5239 – Game Programming**

TO: **CSCI 4439 – Game Programming**

    JUSTIFICATION:

The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5531 – Systems Assurance Standards and Processes**
Prerequisite(s) From: CSCI 5431

Course explores international and national standards (including ISO 17799) as frameworks in modeling internal security standards, policies and procedures. Lectures and case studies situate course topics in the explicit context of technologically rich environments of modern software and data intensive systems and networks. Lectures are based on systematic use of standards and assessments of realistic cases from diverse areas. Cases are used in a comprehensive manner covering the most relevant systems assurance issues in situations characterized by complex interdependencies, for example associated with multiple locations, substantial software development, large data center responsibilities and multilayered networks. Technical issues underlining non-electronic security are fully complemented with leadership ones in all areas of

security including those for large and medium-sized organizations. Students will be involved in risk assessments, comprehensive assurance planning, improvement of policies and procedures as well as budget preparations, an array of risk assessments and countermeasure planning based on solid understanding of technical issues involved, including relevant calculations in capacity planning, storage virtualization (using RAID for fault tolerance and backups).

TO: **CSCI 5531 – Systems and Software Assurance**
Prerequisite(s) CSCI 1302, CSCI 3432

This course presents a body of knowledge in systems and software assurance and evaluation including security, safety, and integrity analysis. The core part of the course is software assurance where students are exposed to code and architectural analysis, secure coding practices, standards, and tools. The course also explores standards in modeling internal security at the organizational level and will involve students in risk assessments, comprehensive assurance planning, as well as an array of countermeasure considerations. Graduate students will be required to complete an individual research project not required of undergraduate students.

JUSTIFICATION:

Refocusing on systems and software assurance, the course will still provide assurance assessment/evaluation, but also becomes viable for the Software Engineering Certificate (in addition to the Network and Computer Security Certificate). The change of pre-requisites reflects prerequisites needed and provides the student earlier exposure to secure coding for which there is a growing demand. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5534 – Software Testing and Quality Assurance**
Prerequisite(s) CSCI 5530
TO: **CSCI 4534 – Software Testing and Quality Assurance**
Prerequisite(s) CSCI 3236

JUSTIFICATION:

The prerequisite change is a result of streamlining our pre-requisite structure while providing requisite theoretical foundations and enabling the application of software testing earlier in the curriculum. The course numbering is changed because the Registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5537 – Broadband Networks**

Basic concepts of broadband networks including an introduction to broadband networks, principles and systems. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis.

TO: **CSCI 4537 – Broadband Networks**

The basic concepts of broadband networks including an introduction to broadband networks, principles and systems are presented. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis.

JUSTIFICATION:

The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **CSCI 5539 – Optical Networks**
TO: **CSCI 4539 – Optical Networks**
JUSTIFICATION:

The registrar has stated that the Computer Science department must change the numbering on all 5000 level Computer Science courses without a 5000G equivalent to an undergraduate number or add a 5000G course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Proposed New, Revised, or Deleted Program(s)
Computer Sciences, B.S. *(REVISED PROGRAM)*
   JUSTIFICATION:

A new course CSCI 4132, Data Warehouse and Design has been added to the curriculum, after successfully offering the course under a Special Topics number multiple times, and it is to be offered as a choice for one of the upper division electives required in the Computer Science program.

The proposed change to the game programming certificate will require students to complete CSCI 4439 "Game Programming" as a required course. Currently, it is possible to receive a game programming certificate without being required to take the Game Programming course and this change corrects that error.

The Computer Science Department has several 5000 level courses that do not have the cross listed 5000G graduate level counterpart courses. The Registrar's office has stated that the numbering on all 5000 level Computer Science courses without a 5000G equivalent must be changed to undergraduate numbers or new 5000G graduate courses must be submitted for each of them. A review of courses was made and a decision was made to change the number to undergraduate 4000 level on several of the courses. Course revision forms for these courses accompany this program revision.

This program revision contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process at the program level.

Department of Information Technology
Course Revision(s)
IT 3234 – Systems Acquisition Integration and Implementation
JUSTIFICATION:
> This course is offered both online and in traditional formats. The intention is to reflect this in the schedule type. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **IT 5135 – Data Analytics**
> *Prerequisite(s) IT 3131, CISM 3135, STAT 2231, BUSA 3131*

TO: **IT 5135 – Data Analytics**
> *Prerequisite(s) IT 3233, CISM 4134, CSCI 3432, STAT 2231*

JUSTIFICATION:
> The prerequisite change from CISM 3135 to CISM 4134 has been made in consultation with the Chair of the Department of Information Systems to ensure that students are properly prepared to take the course. Given the nature of the knowledge required to do analytics, it was decided that CISM 4134 was the appropriate prerequisite. In addition, to allow Computer Science students to take the course, CSCI 3432 would be an appropriate prerequisite for those students to gain entry to the course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

FROM: **WBIT 3111 - Information Technology Project Management**
> *Prerequisite(s) STAT 3130, WBIT 3010, WBIT 3110*

TO: **WBIT 3111 - Information Technology Project Management**
> *Prerequisite(s) STAT 1231, WBIT 3010, WBIT 3110*

JUSTIFICATION:
> The Consortium which manages the Web B.S. in Information Technology for the state of Georgia has requested this change and due to that fact influences the program beyond the local campus which necessitates timely action and disclosure of this revision.

FROM: **WBIT 4602– IT Strategy Seminar**
> *Prerequisite(s) (Additional Prerequisite): Senior Standing*

TO: **WBIT 4602 – IT Research Seminar**
> *WBIT 3111, WBIT 3200, WBIT 3600, WBIT 4120*

JUSTIFICATION:
> The Consortium which manages the Web B.S. in Information Technology for the state of Georgia has requested this change and due to that fact influences the program beyond the local campus which necessitates timely action and disclosure of this revision.

Proposed New, Revised, or Deleted Program(s)
Information Technology, B.S.I.T (WebBSIT) (REVISED PROGRAM)
JUSTIFICATION:
> These revisions will reflect changes in course name for WBIT 4602 and replacement of MATH 1231 with STAT 2231. The Consortium which manages the Web B.S. in Information Technology for the state of

Georgia has requested these changes and due to that fact influences the program beyond the the local campus which necessitates timely action and disclosure of the revisions.

Web Media Interdisciplinary Minor <mark>*(REVISED PROGRAM)*</mark>
    JUSTIFICATION:

        This minor is being deleted for two reasons: (1) declining enrollment/student interest (2) contributing departments are no longer able to offer the necessary courses. Deleting this minor also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Department of Mechanical Engineering
Course Deletion(s)
TMFG 1121 – Technical Drafting
TMFG 1123 – 3D Computer Drafting
TMFG 2522 – Computer Drafting
TMFG 3131 – Manufacturing Processes and Materials
TMFG 3132 – Materials Machining Technology
TMFG 3133 - Forming and Fabrication
TMFG 3134 - Electrical Technology
TMFG 3230 - Productivity Measurement and Improvement
TMFG 3231 - Introduction to Industrial Management
TMFG 3232 - Applied Industrial Statistics and Quality Assurance
TMFG 4121 - Machining, Forming and Fabrication Practicum
TMFG 4130 - Plastics Materials and Processes
TMFG 4132 - Power Systems and Control Application
TMFG 4293 - CO-OP
TMFG 4299 – Manufacturing Internship
TMFG 4330 – Cost Engineering
TMFG 4531 – Plant Layout
    JUSTIFICATION:

        All courses listed here were either required courses or electives in the B.S. in Manufacturing degree program that was officially terminated several years ago. The program page does not exist in the catalog. The courses have not been taught in the past 4-5 years and should be deleted from the catalog.

Proposed New, Revised, or Deleted Program(s)
Mechanical Engineering, B.S.M.E <mark>*(REVISED PROGRAM)*</mark>
    JUSTIFICATION:

        The purpose of this revision is to properly disclose the requirements necessary to graduate with Honors from the Mechanical Engineering program.

A Ruth/Fung motion to approve the new course, course revisions, course deletions and program revisions was passed unanimously.

V.   COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Charles Harter.

Department of Management
Selected Topics Course
BUSA 4830 International Business in France
    JUSTIFICATION:

        In this course, students will have the opportunity to learn about the theory and practice of international business generally, and through the comparative framework of France. Through observation and discussion with local professionals and business leaders in Rennes, France, students will gain an understanding of and assess comparatively how cultural and governance practices can act as an incentive or deterrent for creating internationally competitive business practices. Topics covered in the course include, but are not limited to: marketing strategies, management & human resources, product development processes, sales tactics, customer relations, international trade regulation, diversification of economic sectors, state development coordination, cultural heritage tourism, and taxation regulations. Dr. William (Bill) Wells will be the instructor.

VI.   ADJOURNMENT

There being no further business to come before the committee, a Chamblee/Fung motion to adjourn the meeting at 3:57 p.m. was passed unanimously.

VII.   OTHER BUSINESS

None.

Respectfully Submitted,

Ashley Canelon
Recording Secretary

NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
June, 2014

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

There are items to report.

1.   The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University Student-Athletes: http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html

2. The 2013-2014 grade report for GSU student athletes is as follows:

SPRING 2014
Overall Departmental Term GPA: 2.98

Men
Football 2.50
Baseball 3.04
Basketball 2.73
Golf 3.08
Soccer 3.31
Tennis 3.41
Total Male Spring 2014 Term GPA: 2.76

Women
Basketball 3.29
Rifle 3.01
Soccer 3.45
Softball 3.33
Swimming 3.36
Tennis 3.61
Track 3.11
Volleyball 3.41
Total Female Spring 2014 Term GPA: 3.32

ACADEMIC YEAR 2013 - 2014
Overall Departmental Annual GPA: 2.95

Men
Football 2.45
Baseball 3.09
Basketball 2.66

Golf 3.06
Soccer 3.13
Tennis 3.31 (highest, male team winner)
Total Male Annual 2013-2014 Term GPA: 2.71

Women
Basketball 3.27
Rifle 3.07
Soccer 3.42
Softball 3.42
Swimming 3.35
Tennis 3.50 (highest, female team winner)
Track 3.02
Volleyball 3.39
Total Female Spring 2014 Term GPA: 3.30

3. The GSU athletic department self-reported to the NCAA during the 2013-14 academic year four rules violations, all of which were of the secondary / level III type. The status for three of the self-reported violations, which involved 1) "illegal" telephone calls, 2) financial aid and 3) out of season practice is closed. The status of the fourth self-reported violation, which centers around awards and benefits, is currently in progress.

Academic Standards Committee met on May 19, 2014.

Present at the May 19th meeting were Deborah Allen (CHHS), Michelle Cawthorn (COSM), Lori Gwinett (LIB), John King (COBA), Marshall Ransom (COSM), Wayne Smith (REG), and Diana Sturges (CHHS).

Not present at the May 19th meeting were John Brown (COBA), Sally Brown (COE), Diana Cone (Provost), Susan Franks (COE), Hemchand Gossai (CLASS), Renee Hotchkiss (JPHCOPH), Katrina Jackson (LIB), Christopher Kadlec (CEIT), Santanu Majumdar (CLASS), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID), and Robert Vogel (JPHCOPH).

I. CALL TO ORDER
 ➢ **Voting Members Present:**
   Dr. Alisa Leckie, Dr. Barbara Hendry, Dr. Chuck Harter, Dr. Isaac Fung, Dr. James Woods, Ms. Jessica Minihan, Ms. Lace Svec, Dr. Marla Morris, Dr. Mohammad Ahad, Dr. William Amponsah, Dr. William Reynolds

 ➢ **Non-Voting Members Present:**
   Ms. Ashley Canelon, Ms. Candace Griffith, Dr. Diana Cone, Ms. Doris Mack, Mr. Wayne Smith

 ➢ **Absent:**
   Dr. Aniruddha Mitra, Dr. Bettye Apenteng, Dr. Cheryl Aasheim, Dr. Ellen Hamilton, Dr. Evans Afriyie-Gyawu, Dr. Joe Ruhland, Dr. Kathy Thornton Dr. Katy Gregg, Dr. Levi Ross, Ms. Lisa Yocco, Mr. Paolo Gujilde, Dr. Rocio Alba-Flores, Ms. Ruth Baker, Dr. Shainaz Landge

 Dr. Chuck Harter called the meeting to order at 3:35 p.m.

II. APPROVAL OF AGENDA

 A motion to approve the agenda was made by Amponsah/Fung and passed unanimously.

III. PROGRAM REVIEW

 Ms. Candace Griffith presented the Program Review information.

 There will be 15 Undergraduate programs that the Undergraduate Committee will be reviewing this year. The members of the committee will have roughly one month to complete the reviews, and they will begin in March 2015. Ms. Griffith has the guidelines and rubric information, and the process will be almost identical to last year's program review.

IV. DISCUSS FEBRUARY THROUGH APRIL 2015 MEETINGS

 Dr. Chuck Harter opened the floor to discussion on the Registrar's Office's request to hold off on curriculum submissions for the February, March and April meetings due to time constraints and the launch of CourseLeaf, the new curriculum and catalog software.

 Dr. Diana Cone requested that the issue go for a vote, and that the committee consider continuing to meet due to concerns they have received from the Graduate Committee side.

 Mr. Wayne Smith of the Registrar's Office informed the committee that the timeline for CourseLeaf implementation is unclear at this time. He went on to explain the process the Registrar's Office goes through to hold Undergraduate Committee meetings; the office's concern is the time they would have to dedicate to proofing, checking course numbers, correcting and approving the submissions before each meeting.

 Ms. Candace Griffith brought up that this issue was discussed last year and decided that each unit would handle their forms and submit a final copy to the Registrar's office. If the forms were submitted incorrect, they would go in the catalog incorrect.

Mr. Smith discussed the severity of the errors the Registrar's Office receives. He explained that wrong numbers and important information that are received in every submission would not be acceptable for the catalog in the condition of which they are received.

Dr. Christine Ludowise suggested that this issue go before the Faculty Senate and be voted on at that level, as almost 9 months of no curriculum discussion would have a negative effect on the departments.

Dr. Harter reminded the committee that they would still be meeting monthly and it would be a matter of not bringing new curriculum items to the table. The committee would meet for Program Reviews, SACS, System mandates and any other issue that would arise. He made the suggestion that the committee send out communications to the departments explaining the situation and asking that they consider submitting all items before February or delaying them until Fall.

Mr. Smith added that he anticipated meeting with the implementation team before the November meeting and would attempt to lock down a better idea and timeline and what to expect. He will bring that information to the Committee in November.

Dr. Harter informed the committee that the discussion would be put on hold until the November meeting when the Registrar's Office would have a more definite timeline. He asked the committee to come prepared to make a decision on what action to take at the next meeting.

ADDENDUM *(From the Office of the Registrar)*
After the Undergraduate Committee meeting on October 2, 2014, the Office of the Registrar discussed the comments that were made concerning the February, March and April 2015 Undergraduate Committee meetings. The Office of the Registrar will continue to review all undergraduate and graduate curriculum items submitted for those meetings. In an effort to streamline this process as we prepare to implement CourseLeaf, we will only review the information that our office enters into the Banner student information system. All other information will need to be catalog ready when submitted.

V.   COLLEGE OF EDUCATION

Items for consideration were presented by Dr. Deborah Thomas.

➢ **Department of Teaching and Learning**
   Course Revisions
   MGED 3131– Nature and Curriculum Needs of the Middle Grades Learner
   ➢   Pre-Requisite and Catalog Description change
   MGED 3332– Methods of Teaching Language Art/Reading in the Middle Grades
   ➢   Pre-Requisite and Catalog Description change
   MGED 3432 – Methods of Teaching Social Studies in the Middle Grades
   ➢   Pre-Requisite and Catalog Description change
   MGED 3731 – Middle School Practicum 1
   ➢   Pre-Requisite and Catalog Description change

A motion to approve the course revisions was made by Reynolds/Fung and passed unanimously.

VI.   COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler with Dr. Ray Chandler.

➢ **Department of Biology**
   New Course(s)
   BIOL 3131 – Principles of Physiology

Proposed New, Revised, or Deleted Program(s)
Biology, B.A.
Biology, B.S.B.
Biology, Minor

A motion to approve the new course and program changes was made by Fung/Ahad and passed unanimously.

➢ **Department of Chemistry**
Proposed New, Revised, or Deleted Program(s)
Chemistry (Concentration in Biochemistry), B.A.

A motion to approve the program change was made by Fung/Morris and passed unanimously.

➢ **Department of Geology and Geography**
Course Revision(s)
GEOG 5890 – Directed Study
➢ Repeatable for Credit
GEOG 5890S – Directed Study
➢ Repeatable for Credit
GEOL 5890 – Directed Study
➢ Repeatable for Credit

A motion to approve the course revisions was made by Minhan/Fung and passed unanimously.

Selected Topics Announcement(s)
GEOG 5090 – Advanced Remote Sensing and Geospatial Analyses
GEOG 5090 – Environmental Impact Assessment & Remediation
GEOG 5090 – Environment and Society
GEOL 5090 – Paleontology of Mammals

Selected Topics are for information only.

VII. COLLEGE OF HEALTH AND HUMAN SCIENCES

Items for consideration were presented by Dr. Stephen Rossi.

➢ **Recreation**
Course Revision(s)
RECR 3230 – Adventure Education
➢ Prerequisite(s)
Course Revision(s)
RECR 3235 – Outdoor Recreation Management
➢ Prerequisite(s)
Course Revision(s)
RECR 3236 – Planning Recreation Areas and Facilities
➢ Prerequisite(s)
Course Revision(s)
RECR 3335 – Introduction to Tourism Management
➢ Prerequisite(s)
Course Revision(s)
RECR 3336 – Heritage Tourism
➢ Prerequisite(s)
Course Revision(s)
RECR 3430 – Conference and Event Planning
➢ Prerequisite(s)
Course Revision(s)
RECR 3530 – Attraction and Tourism Management Field School
➢ Prerequisite(s)
Course Revision(s)
RECR 4130 – Assessment and Documentation in Therapeutic Recreation

> Prerequisite(s)

Course Revision(s)
RECR 4135 – Therapeutic Recreation Intervention Techniques
> Prerequisite(s)

Course Revision(s)
RECR 4230 – Environmental Education and Interpretation
> Prerequisite(s)

Course Revision(s)
RECR 4435 – Managing Recreation Organizations
> Prerequisite(s)

Course Revision(s)
RECR 4630 – Professional Development in Recreation
> Prerequisite(s)

Course Revision(s)
RECR 4730 – Professional Advancement in Therapeutic Recreation
> Prerequisite(s)

Course Revision(s)
RECR 4790 – Internship
> Prerequisite(s)

Proposed New, Revised, or Deleted Program(s)
Recreation and Tourism Management, Minor

A motion to approve the course revisions and program change was made by Ahad/Hendry and passed unanimously.

VIII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Items for consideration were presented by Dr. Christine Ludowise, Dr. Jeff Burson, Dr. Steven Harper, Dr. Barbara Hendry and Dr. Dan Bauer.

> **CLASS Dean**
> Course Deletion(s)
> AAST 5435 - The South in American Culture
> AAST 5437 - Cultures of Africa
> AMST 2332 - American Literature II
> AMST 2332S - American Literature II
> AMST 3033 - Introduction to American Studies
> AMST 3130 - African American History to 1877
> AMST 3131 - African American History Since 1877
> AMST 3133 - United States Constitutional History
> AMST 3134 - American Economic History
> AMST 3137 - Topics in U.S. Women's History
> AMST 3230 - American Military History
> AMST 3231 - Survey of African American Literature
> AMST 3237 - African American Politics
> AMST 3331 - History of American Film
> AMST 3332 - African American Theatre
> AMST 3333 - Southern Politics
> AMST 3336 - Social Problems
> AMST 3433 - Comic Book Writing in American Culture
> AMST 3437 - American Art History
> AMST 4030 - Selected Topics in American Studies
> AMST 4033 - Seminar in American Studies
> AMST 4130 - American Political Thought
> AMST 4132 - Recent America: U.S. Since 1945
> AMST 4133 - Gullah and Geechee Language and Culture
> AMST 4135 - The United States in the 1960s
> AMST 4139 - North American Archaeology
> AMST 4237 - The American Novel
> AMST 4331 - History of Mass Communication
> AMST 4337 - Rhetoric of Social Movements

AMST 4431 - Invasion of the Americas: Contact, Encounter, and Colonization in Early America
AMST 4432 - Early American History
AMST 5130 - Geography of North America
AMST 5131 - Historical Archaeology
AMST 5133 - Revolutionary America
AMST 5134 - Civil War and Reconstruction
AMST 5137 - The Antebellum South
AMST 5138 - The New South
AMST 5230 - Colonial American Literature
AMST 5231 - American Romanticism
AMST 5233 - American Realism
AMST 5234 - Southern Literature
AMST 5236 - Jazz History
AMST 5333 - Race and Ethnicity
AMST 5431 - North American Indians
AMST 5432 - Southeastern Indians
AMST 5435 - The South in American Culture
WGST 4332 - Sociology of Gender
WGST 5331 - Gender and Anthropology

Course Revision(s)
AAST 5333 - Race and Ethnicity
➢ Number, Schedule Type, Catalog Description

Proposed New, Revised, or Deleted Program(s)
Africana Studies Interdisciplinary Minor
American Studies Interdisciplinary Concentration
American Studies Interdisciplinary Minor
Women's and Gender Studies Interdisciplinary Concentration
Women's and Gender Studies Interdisciplinary Minor

A motion to approve the course deletions, course revisions and program changes was made by Woods/Reynolds and passed unanimously.

➢ **Department of Criminal Justice and Criminology**
Proposed New, Revised, or Deleted Program(s)
Justice Studies, B.S.J.S.

A motion to approve the program change was made by Morris/Fung and passed unanimously.

➢ **Department of History**
New Course(s)
HIST 3234 - The History of Islam in Southeast Asia
HIST 5534 - Contemporary China, 1949 to Present

Course Revision(s)
HIST 5532 - Modern China
➢ Title, Catalog Description

Proposed New, Revised, or Deleted Program(s)
History, B.A.

A motion to approve the new courses, course revision and program change was made by Woods/Fung and passed unanimously.

➢ **Department of Literature and Philosophy**
Course Deletion(s)
RELS 4337 - Folklife and Folk Religion
RELS 5133 - Sociology of Religion

Proposed New, Revised, or Deleted Program(s)
Religious Studies Interdisciplinary Concentration

Religious Studies Interdisciplinary Minor

A motion to approve the course deletions and program changes was made by Fung/Amponsah and passed unanimously.

➢ **Department of Music**
New Course(s)
MUSC 3111 - Method and Pedagogy, Violin/Viola I
MUSC 3112 - Method and Pedagogy, Violin/Viola II

Proposed New, Revised, or Deleted Program(s)
Composition, B.M.
Music, B.A.
Performance, B.M. (Instrumental)

A motion to approve the new courses and program changes was made by Fung/Woods and passed unanimously.

➢ **Department of Psychology**
Course Revision(s)
PSYC 3141 - Research Methods
➢   Prerequisite(s)
PSYC 3330 - Abnormal Psychology
➢   Schedule Type
PSYC 4630 - Senior Seminar
➢   Prerequisite(s)
➢

A motion to approve the course revisions was made by Minahan/Fung and passed unanimously.

➢ **Department of Sociology and Anthropology**
Course Deletion(s)
ANTH 4337 - Folklife and Folk Religion
ANTH 5337S - Ethnographic Methods
ANTH 5435 - The South in American Culture
ANTH 5437 - Cultures of Africa
ANTH 5437S - Cultures of Africa
SOCI 5133S - Sociology of Religion
SOCI 5139S - Sociology of Health Care
SOCI 5435 - The South in American Culture

Course Revision(s)
ANTH 3131 - World Archeology
➢   Schedule Type
ANTH 4131 - North American Archeology
➢   Number, Schedule Type, Prerequisite(s), Catalog Description
ANTH 4132 - Southeastern Archeology
➢   Number, Schedule Type, Catalog Description
ANTH 4331 - Anthropology and Human Problems
➢   Schedule Type
ANTH 4431 - European Cultures
➢   Number, Schedule Type, Catalog Description
ANTH 5131 - Historical Archeology
➢   Number, Schedule Type, Catalog Description
ANTH 5133 - Georgia Archeology
➢   Number, Schedule Type, Catalog Description
ANTH 5331 - Gender and Anthropology
➢   Number, Schedule Type, Catalog Description
ANTH 5337 - Ethnographic Methods
➢   Number, Schedule Type, Catalog Description
ANTH 5431 - North American Indians
➢   Number, Schedule Type, Catalog Description
ANTH 5432 - Southeastern Indians

- Number, Schedule Type, Catalog Description

ANTH 5631 - Anthropology of Language and Gender
- Number, Schedule Type, Prerequisite(s), Catalog Description

SOCI 2232 - Introduction to Social Services
- Prerequisite(s), Schedule Type

SOCI 3231 - Practice Skills
- Prerequisite(s), Schedule Type

SOCI 3333 - Deviance
- Schedule Type

SOCI 3336 - Social Problems
- Schedule Type

SOCI 3435 - Environmental Sociology
- Schedule Type

SOCI 4231 - Child Welfare and Family Services
- Prerequisite(s), Schedule Type

SOCI 4232 - Social Welfare Policy and Services
- Prerequisite(s), Schedule Type

SOCI 4335 - Self and Society
- Schedule Type

SOCI 4790 - Internship
- Prerequisite(s), Catalog Description

SOCI 5132 - Sociology of Community
- Number, Schedule Type, Catalog Description

SOCI 5133 - Sociology of Religion
- Number, Schedule Type, Catalog Description

SOCI 5134 - Sociology of Childhood
- Number, Schedule Type, Catalog Description

SOCI 5135 - Aging
- Number, Schedule Type, Catalog Description

SOCI 5137 - Social Movements
- Number, Schedule Type, Catalog Description

SOCI 5138 - Sociology of the Family
- Number, Schedule Type, Catalog Description

SOCI 5139 - Sociology of Health Care
- Number, Title, Schedule Type, Catalog Description

SOCI 5140 - Group Dynamics
- Number, Title, Schedule Type, Prerequisite(s), Catalog Description

SOCI 5332 - Death and Dying
- Number, Schedule Type, Catalog Description

SOCI 5333 - Race and Ethnicity
- Number, Schedule Type, Catalog Description

Proposed New, Revised, or Deleted Program(s)
Anthropology, B.A.
Sociology, B.S.

A motion to approve the course deletions, course revisions, and program changes was made by Fung/Woods and passed unanimously.

- **Department of Writing and Linguistics**

  New Course(s)
  WRIT 2135 - Reading as a Writer
  WRIT 4231 - Screenwriting
  WRIT 4232 - Advanced Screenwriting
  WRIT 4535 - Intellectual Property

  Course Deletion(s)
  WRIT 2531 - Introduction to Screenwriting

  Selected Topics Announcement(s)
  WRIT 2090 - Creativity and The Writer
  WRIT 2090 - Writing the Undead
  WRIT 3030 - Writing Food and Feasts

Selected Topics are for information only.

<u>Proposed New, Revised, or Deleted Program(s)</u>
    Linguistics Interdisciplinary Concentration
    Linguistics Interdisciplinary Minor
    Writing and Linguistics, B.A.

A motion to approve the new courses, course deletion and program changes was made by Reynolds/Woods and passed unanimously.

IX.   COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Mr. Jerry Burke.

<u>Course Revision(s)</u>
    MGNT 4435 Management of Quality and Process Improvement
    ➢   Title, Catalog Description, Prerequisite(s)

<u>Proposed, New, Revised or Deleted Program</u>
Management (Emphasis in Operations Management)

A motion to approve the course revisions and program change was made by Woods/Amponsah and passed unanimously.

X.   OTHER BUSINESS

Dr. Dan Bauer presented an idea for a course to be labeled "I" for International Students to use. The enrollment for WRIT 1101, a course designed for International Students, is low because students feel the course is a remedial course due to the subject (WRIT). The department feels that with the addition of "I" (much like Honors, Study Abroad, etc) it would encourage students to register for ENGL 1101I.

XI. ADJOURNMENT

A motion to adjourn the meeting at 4:26 was made by Woods/Amponsah and passed unanimously.

Respectfully Submitted,

Ashley Canelon
Recording Secretary

FACULTY SENATE – SENATE LIBRARIANS REPORT

OCTOBER 8TH, 2014

FACULTY SENATE – SENATE LIBRARIANS REPORT

OCTOBER 8TH, 2014

Faculty Senate – Academic Standards Committee

The committee has no report at this time.

Faculty Senate – Faculty Development Committee

The committee has no report at this time. This committee will have its first meeting on Friday, October 10th, 2014.

Faculty Senate – Faculty Research Committee

The committee has no report at this time. The committee will meet on Monday, October 6, 2014 for their first meeting and to elect a new chair.

Faculty Senate – Faculty Service Committee

The committee has no report at this time.

Faculty Senate – Faculty Welfare Committee

The committee has no report for the October 2014 Faculty Senate meeting at this time.

<h1>Faculty Senate – General Education Committee</h1>

Minutes September 29, 2014

Attendance: Michelle Cawthorn (chair), Jody Langdon, June Joyner, Gustavo Maldonado, Amy Ballagh, Linda Mullen, Rebecca Ziegler, Paolo Gujilde, Alan Woodrum, Marshall Ransom, Helen Bland, Ruth Whitworth, Delena Gatch, David Shirley

1. Welcome Back
   a. For new committee members: [Review Where We Came From](). Refer to document in Google Drive.
   b. Goals from last year
      i. Policies and Procedures Subcommittee
         1. Revise Core Course Approval Policy--this is complete, except for a vote.
         2. Begin collecting information to draft the Core's Comprehensive Program Review (due March 2015) for the BOR. Michelle needs to ask Dr. Cone for specifics before we can begin work on this. David noted that he had been informed that all of this work will be due March of 2016, NOT 2015.
            a. Follow-up with Core Courses for Course Assessment Plans (BOR).
         3. Ensure changes (including the courses aligned with the BOR outcome overlays) are published in the catalog (refer to GE Planning folder for documents)
      ii. Curriculum Subcommittee
         1. Develop/revise measurement tools for particular outcomes
            a. quality of life
            b. ethical and informed decision making
         2. Both of these had previous measurement tools that were deemed inappropriate once data collected using those tools was evaluated. Last year's assessment committee came up with a plan for a new module to measure ethical and informed decision making, which will be shared with the curriculum committee. We discussed how student affairs can help us gather data for the quality of life outcome, especially with attendance at campus-wide events. We could also collect information from individual departments or colleges. Additional questions could also be added to the final survey that students take as they are applying for graduation.
      iii. Assessment Subcommittee
         1. Follow-up to support the implementation of action plans
         2. Contact faculty to collect student work
         3. create a calendar

       iv. [Assessment and Curriculum Subcommittees' Timeline (Draft)](#).
This document was shared with the entire committee. It will be up
to individual subcommittees to meet the deadlines.

  c. Relationships with:
     i. Provost's Office: provides overall guidance in order to complete
major efforts
    ii. OIE: supports assessment efforts (developing outcomes,
measurement, action plans, and overall assessment strategies) as
they relate to SACSCOC and the BOR.
   iii. SAEM: provides opportunities for including supporting data for
the assessment of outcomes and provides a connection to the
Registrar's Office for publishing items in the Catalog
    iv. SGA: provides the interpretation of GenEd from the student
perspective, as well as promotes GenEd to the students.

2.   Major items for full GECC voting this Year:
  a. Core Policy
  b. Comprehensive Program Review
  c. Core Review Form: Next Steps. There are some items that may need to be
coordinated with the provost's office and student affairs, especially
regarding transferability of core classes.

3.   Motions
  a. Elect Minutes Recorder -- June Joyner agreed to take minutes.

4.   Other
  a. [Appointments to subcommittees/working groups](#). Subcommittee
assignments were passed out. June will chair the Assessment
Subcommittee, Jody Langdon will get the curriculum subcommittee
started, and Michelle C. will get the policies and procedures subcommittee
started.
  b. Each subcommittee schedule a separate meeting time. David shared a
schedule with all of the subcommittee chairs to help determine the best
time for subcommittees to meet prior to the next meeting. Each
subcommittee has a charge.
  c. Schedule next full committee meeting. The next meeting will be October
27 at 4 pm in the Biology Conference Room.

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – April 10, 2014

Present: Dr. Frank Goforth, CEIT; Dr. Deborah Allen, CHHS; Dr. Dustin Anderson, CLASS; Dr. Amanda King, COBA; Dr. Dawn Tysinger, COE; Dr. Michele McGibony, COSM; Dr. Rebecca Ziegler, Library; Dr. Yong Zhu, CEIT; Dr. Camille Rogers, COBA; Dr. Devon Jensen, COE; Dr. Hani Samawi, JPHCOPH, Dr. Bob Fernekes, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Emerson Christie, GSO Student Representative; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Audie Graham, COGS

Guests: Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Juan Vargas, CEIT; Dr. David Williams, CEIT; Dr. Gordon Smith, COBA; Ms. Doris Mack, Registrar's Office

Absent: Dr. Simone Charles, JPHCOPH; Dr. Li Li, CHHS; Dr. Marc Mitchell, CLASS; Dr. Jonathan Copeland, COSM

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, April 10, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Devon Jensen made a motion to add a College of Education item under Old Business. The College submitted the proposed change in full-time enrollment classification requirement for Educational Leadership Ed.D. students during the October 10, 2013 Graduate Committee meeting, and it was tabled pending further review from the College. The College of Education is requesting this item be reviewed again by the committee. With no objections, the motion to add this item under Old Business was passed.

III. DEAN'S UPDATE

In Dr. Charles Patterson's absence, Dr. Dick Diebolt provided an update on the following information items:
- As of today, summer graduate enrollment is at 1383. Last year at this time the enrollment was at 1380. The total enrollment for the institution for summer is 9237, compared to 9142 same time last summer.
- The target number of credit hour generation for summer is 65,000 and we are right now at 61,508.
- Fall registration is ongoing. As of today, graduate enrollment for fall is 751, compared to 794 same time last year for fall. Institutionally fall enrollment is at 11,542, compared to 11,281 for last fall.
- Encouraged everyone to attend the Research Symposium and to allow their students to participate.

IV. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEW

Twenty-two program reviews were presented for discussion and approved:
- MBA Campus - presented by Dr. Bob Fernekes
- WebMBA Online – presented by Dr. Bob Fernekes
- MAcc Accounting – presented by Dr. Devon Jensen
- M.Ed. Special Education – presented by Dr. Frank Goforth
- M.Ed. Early Childhood Education – presented by Dr. Yong Zhu
- M.Ed. Middle Grades Education – presented by Dr. Frank Goforth (for Dr. Mujibur Khan)
- M.Ed. Secondary Education – presented by Dr. Bob Fernekes
- Ed.S. Middle Grades Education – presented by Amanda King
- Ed.S. Special Education – presented by Dr. Dustin Anderson and Dr. Camille Rogers
- Ed.S. Secondary Education – presented by Dr. Amanda King (for Dr. Cheryl Metrejean)
- Ed.S. Early Childhood Education – presented by Dr. Bob Fernekes (for Dr. Manouch Tabatabaei)
- Ed.S. Reading Education – presented by Dr. Dawn Tysinger
- Ed.D. Educational Leadership – presented by Dr. Debbie Allen
- M.Ed. Higher Education Adm – presented by Dr. Dustin Anderson
- M.Ed. School Psychology – presented by Dr. Hani Samawi
- Ed.S. Counselor Education – presented by Dr. Hani Samawi (for Dr. Daniel Linder)

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- M.Ed. Counselor Education – presented by Dr. Bob Fernekes (for Dr. Raymona Lawrence and Dr. Simone Charles)
- M.Ed. Instructional Technology – presented by Dr. Rebecca Ziegler
- Ed.S. Instructional Technology – presented by Dr. Rebecca Ziegler (for Jocelyn Poole)
- MAT Master of Arts in Teaching – presented by Dr. Michele McGibony
- M.Ed. Curriculum and Instruction – presented by Dr. Bob Fernekes (for Dr. Jonathan Copeland)
- Ed.D. Curriculum Studies – presented by Dr. Bob Fernekes (for Dr. Sze-man Ngai)

There was a discussion of the programs that were previously under an umbrella program but had to be pulled apart as separate degree programs, due to PSC requirements. Those programs were only a year old so there was not enough information to be able to provide a complete review. Dr. Camille Rogers said it may have been beneficial to see information on the old program, before they were separated. Dr. Amanda King asked if a policy could be put in place to state that new programs could have at least three years before they have to go through a program review. Dr. Thomas Koballa said many of these programs were identified for comprehensive program reviews on staggered bases, and the College chose to move their program reviews to the year following their accreditation. This was before the change in PSC requirements. Ms. Candace Griffith said there is no need to create a policy for the Provost Office. Deans will only need to make a request to defer or reschedule the review and the Provost will consider the requests on a case by case bases.

Dr. Dustin Anderson and Dr. Rogers stated on an institutional level, we may need to look at disengagement of students in online programs.

Dr. Diebolt stated a number of these programs are online programs. He said there have been discussions of physical presence and we are not permitted to advertise programs in every state. This may become more restrictive. Dr. Diebolt said as we are trying to attract more students, we may have to think about how we are going to do this with respect to online programs.

There was a discussion of how diversity is much more than race and gender, and we should look at diversity of programs in the context of the field as a whole. Ms. Griffith stated she has always tried to encourage programs to identify diversity based on how it fits in the program; however, it is a Board of Regents (BOR) requirement that we specifically address diversity in terms of race and gender.

Dr. Fernekes thanked everyone for their participation in the program reviews.

MOTION: Dr. Anderson made a motion to approve the program reviews submitted, with the understanding that any editorial changes be made. A second was made by Dr. McGibony. The motion to approve program reviews discussed was passed.

Dr. Jensen asked if the Graduate Committee should make a comment to the BOR to ask them to expand the concept of diversity and what diversity means to a specific program. Ms. Griffith explained that all reviews are put on a SharePoint site and the BOR may or may not review them. She suggested the committee make a recommendation to the Provost to change the rubric to expand the definition of diversity. Dr. King suggested adding more information to the area to suggest for programs to highlight how diversity works in their program. The committee as a whole recognized the need to make this change.

MOTION: Dr. Allen made a motion for the Chair to send a memo to the Provost with the committee's recommendation for the concept of diversity to be expanded beyond race and gender. A second was made by Dr. Rogers, and the motion was passed.

The Chair's memo to the Provost is below.

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GEORGIA SOUTHERN UNIVERSITY

ZACH S. HENDERSON LIBRARY
POST OFFICE BOX 8074
STATESBORO, GEORGIA 30460-8074
TELEPHONE (912) 681-5645
FAX (912) 681-0093

INFORMATION SERVICES DEPARTMENT

TO: Dr. Jean Bartels, Provost and VP for Academic Affairs
FROM: Dr. Bob Fernekes, Graduate Committee Chair
CC: Graduate Committee Minutes
DATE: April 22, 2014
SUBJECT: Comprehensive Program Review Rubric - Diversity

At the April 10th Graduate Committee Meeting, the committee passed a motion that the chair write a memo to the Provost and VP for Academic Affairs concerning the definition of diversity as it is described in the Comprehensive Program Review Rubric areas of focus: Faculty and Staff, and Students.

The Graduate Committee recognizes that diversity extends beyond simple matters of race and gender that are typically reported and extends to many other areas For example, faculty in many units are diverse in terms of cultural background, geography, multicultural educations, and in areas of specialization, which allows students the opportunity to be mentored in a variety of ways. Likewise, recognition of diverse student backgrounds in different contexts will strengthen recruiting as it relates to specific degree programs.

The Graduate Committee asks that the description of diversity be **broadened** to include additional areas in which faculty and students could be considered diverse beyond race and gender.

The Chair received the following response from the Provost.

---------- Forwarded message ----------
From: **Jean Bartels** <jbartels@georgiasouthern.edu>
Date: Wed, Apr 23, 2014 at 9:33 PM
Subject: Re: Comprehensive Program Review Rubric - Diversity
To: Robert Fernekes <fernekes@georgiasouthern.edu>

Thank you for this memo, Robert. This may be a difficult issue to resolve, as I believe our data sources/collection processes may not differentiate beyond what is in the CPR. I will, however, take this under advisement and see what can be done.

Jean

Jean E. Bartels, PhD, RN
Provost and Vice President for Academic Affairs
Georgia Southern University
Box 8022
Statesboro, Georgia 30460-8022
Phone: (912) 478-5258
FAX: (912) 478-5279
E-mail: jbartels@georgiasouthern.edu

V. NEW BUSINESS

A. College of Science and Mathematics

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

Chemistry
Course Revision(s)
CHEM 7090 – Selected Topics / Chemistry
  ➢ Repeatable for Credit
JUSTIFICATION:
Selected topics courses are used for one-off and temporary courses and hence are never the same course twice. It is common practice in all other COSM programs to allow multiple selected topics courses to count toward a degree. This particular selected topics course was erroneously set up as a non-repeatable course and this proposal corrects that error. Furthermore, since it involves no catalog changes this proposal requests an immediate effective term (spring 2014) as there are students in the new MSAPS program currently taking CHEM 7090 who previously took the course and were not informed that the course was set as non-repeatable until after the start of the semester.

Selected Topics Announcement(s)
CHEM 7090 – Nanotechnology Materials
JUSTIFICATION:
Justification -- Elective course for Materials and Coating Concentration of the MS in Applied Physical Science degree

Summary of Course --This class will consist primarily of class discussions and presentations. Students with faculty members will together probe the realm of nanomaterials, principally focused on inorganic materials. Topics covered will include synthesis, characterization, assembly and applications. This will be accomplished by regular student presentations (in groups) throughout the semester on topics assigned by the professor.

MOTION: Dr. Samawi made a motion to approve the agenda item submitted by the College of Science and Mathematics. A second was made by Dr. McGibony. The motion to approve Course Revision was passed.

B. College of Engineering and Information Technology

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

Computer Science

Course Revision(s)

CSCI 5331G – Systems Assurance Standards and Processes
  ➢ Title, Course Description, Prerequisite(s)

JUSTIFICATION:

Refocusing on systems and software assurance, the course will still provide assurance assessment/evaluation, but also becomes viable for the Software Engineering Certificate (in addition to the Network and Computer Security Certificate). The change of pre-requisites reflects prerequisites needed and provides the student earlier exposure to secure coding for which there is a growing demand. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Information Technology

Course Revision(s)

IT 5135G – Data Analytics
  ➢ Prerequisite(s)

JUSTIFICATION:

The prerequisite change from CISM 3135 to CISM 4134 has been made in consultation with the Chair of the Department of Information Systems to ensure that students are properly prepared to take the course. Given the nature of the knowledge required to do analytics, it was decided that CISM 4134 was the appropriate prerequisite. In addition, to allow Computer Science students to take the course, CSCI 3432 would be an appropriate prerequisite for those students to gain entry to the course. This course revision also contributes to the overall continuous improvement process required by CAC of ABET and demonstrates "closing-the-loop" in the assessment process.

Mechanical Engineering

Proposed New, Revised, or Deleted Program(s)

Master of Science in Applied Engineering, M.S.A.E.

JUSTIFICATION:

Changes to the MSAE admissions requirements, and associated catalog pages are proposed herein.

For the past quarter century, there has been a growing debate as to the usefulness of standardized tests, such as the GRE, as a strong indicator of student success in graduate school. In a 2005 article, John Orlando wrote in an ACM publication that "The Educational Testing Service, which funds a considerable amount of research into the validity of the GRE, asserts only that 'GRE General Test scores tend to show moderate correlations with first-year [GPA] averages'. It also admits that there are 'critical skills associated with scholarly and professional competence that are not currently measured by graduate admissions tests.'" Additionally, the work of Thomas Monahan (Using Graduate Record Examination Scores in the Graduate Admissions Process at Glassboro State College. ERIC Document No. 329 183, 1991) suggests that GPA was a better indicator of graduate student success than GRE results.

Because of national accreditation requirements for engineering and information technology (ABET), graduates of accredited programs will have reasonably similar exposure to math, science, and general studies. Again, GPA is considered by our faculty to be a more encompassing indicator of success, knowledge, and/or understanding in these areas than the results of a standardized test. GPA is also a better measure of engineering and information technology knowledge and experimental skills, at the heart of the MSAE, which is not even addressed by the GRE.

While taking the exam is not a major burden, time and time again, our faculty have watched a number of our students procrastinate in completing this task, to the point where a percentage even decided against graduate school rather than taking another standardized test. In light of the questionable added value of GRE test scores as an indicator of graduate student performance in a program such as the MSAE, the graduate faculty involved with the MSAE program, propose eliminating the requirement of the standardized test.

Since communication abilities of international students remains a strong concern, it is also proposed that international students (a) whose native language is not English and/or (b) who did not complete their undergraduate degree in the United States would still have to submit TOEFL, ISE (written), and ESL (verbal) results for review.

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The other changes are editorial to merely logically reorder the admissions requirement in their order of presentation.

Dr. Williams stated the curriculum forms for the IT 5135G course revision was correct; however, the course title is listed incorrectly on the College memo and the Graduate Committee agenda. The correct title for this course is Data Analytics. The minor edit will be corrected on the amended agenda.

MOTION: Dr. Rogers made a motion to approve the agenda items submitted by the College of Engineering and Information Technology. A second was made by Dr. Allen. The motion to approve the Course Revisions and Revised Programs was passed.

VI. OLD BUSINESS

A. College of Education

Dr. Tracy Linderholm presented the old business agenda item for the College of Education.

Other:
Change to Requirements for Educational Leadership Ed.D. students holding a Graduate Assistantship
JUSTIFICATION:
The Ed.D program in Educational Leadership – both Higher Education and P-12 - has recently gone through a full program change and instituted a new Doctoral Program beginning Fall 2013. With Tier I, students are required to complete 30 credit hours. Program course sequencing is reflected in students taking 2 classes per semester. Currently a program student must be registered in nine (9) credits to be eligible to hold a TA, RA or GA position. Current students holding a graduate assistantship and taking 9 credit hours may find themselves out of sequence at the end of Tier I and may need to wait up to 2 full semesters before beginning Tier II in Fall semester which hinders the department's programmatic responsibility to help students graduate in a timely manner. The Tier II component (30 credit hours) has shifted to a cohort model with students taking 2 courses (6 credit hours) per semester over 5 consecutive semesters. Under this cohort model, the classes are delivered through blended mediums having both face-to-face and online components. Since students are required to take 2 classes per semester, they are meeting full program requirements by enrolling in 6 credit hours per semester. The policy problem is that the GSU institutional policy is for students to be enrolled in 9 semester hours to hold a graduate assistantship. Under this current structure, this precludes our graduate students from holding a graduate assistantship especially once they reach the Tier II component of their doctoral degree. As such, regarding the EDD program in Educational Leadership, we are proposing that:

- Full-time student enrollment be changed from nine (9) to (6) credits for the fall and spring semesters.
- Half-time student enrollment be changed from four (4) to three (3) credits for the fall and spring semesters.
- Full-time student enrollment remain at six (6) credits for the summer semester.
- Half-time student enrollment remain at three (3) credits for the summer semester.

Dr. Linderholm said the department is proposing that full time equivalency be six hours, instead of nine, so that students can hold a graduate assistantship and continue through the program.

Dr. Jensen said this proposal helps students meet their programmatic requirements and allows them to graduate in a timely manner.

Dr. Linderholm confirmed that this change would be in effect when the students begin their program. A suggestion was made for this to be clearly stated in the proposal. Dr. Linderholm agreed to make the revision.

Mr. Wayne Smith asked what the effective date would be for this proposal. Dr. Linderholm said fall 2014. Mr. Smith said the January Graduate Committee meeting is the deadline for information to be submitted to the 2014-2015 catalog. There was a discussion of whether there was a need to enter this item in the catalog. Ms. Griffith said this would have to be approved at a higher level.

MOTION: Dr. Rogers made a motion to approve the old business agenda item submitted by the College of Education, pending review and approval by the Provost Office. A second was made by Dr. Anderson. The motion to approve the old business item was passed.

Dr. Charles Patterson met with the Provost to discuss the pending item, Ed.D. full-time equivalency. The following memo was generated after their discussion.

GEORGIA SOUTHERN UNIVERSITY

JACK N. AVERITT COLLEGE OF GRADUATE STUDIES
VEAZEY HALL
POST OFFICE BOX 8008
STATESBORO, GEORGIA 30460-8008
TELEPHONE (912) 478-2647

TO:	Dr. Bob Fernekes, Graduate Committee Chair
FROM:	Dr. Charles E. Patterson, Dean
CC:	Dr. Jean Bartels, Provost and VP for Academic Affairs
	Dr. Velma Burden, Registrar
DATE:	April 11, 2014
SUBJECTS:	1) April 10, 2014 Old Business Graduate Committee Agenda Item: Ed.D. Educational Leadership Proposal
	2) Approval of Catalog Changes

1)   April 10, 2014 Old Business Graduate Committee Agenda Item: Ed.D. Educational Leadership Proposal

This is written notification that the Provost Office concurs with the request that full-time equivalency be changed from 9 credits to 6 credits for students in the Ed.D. Educational Leadership program. However, its implementation in fall 2014, as requested by the Graduate Committee, should instead be postponed until fall 2015.

2)   Approval of Catalog Changes

Also of note is the timing of all future program changes and revisions to be codified and recorded in the Graduate Catalog, as requested by the Registrar's Office. Let this serve as notification that the annual January Graduate Committee meeting will serve as the cutoff date for any and all curriculum changes and policy revisions for the upcoming fall semester. Items approved in the February, March and April meetings will be approved for the following fall semester. Colleges must adhere to this deadline in order to ensure appropriate action is taken to codify policy and curriculum revisions in the publication of new catalogs.

VII.   ANNOUNCEMENTS

A. **Proposed 2014-2015 Graduate Committee Meeting Schedule** – The committee reviewed the proposed meeting schedule. With no objections, the schedule was approved.

The approved meeting schedule is listed below.

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Schedule of Meetings
Graduate Committee (GC)
2014-2015 Academic Year

Meeting Date	Meeting Time	Meeting Location	Agenda Items Due to Registrar's Office	Agenda Items Due to GC Recording Secretary	Agenda Items Posted on Web and Sent to GC Members
September 11, 2014	9:00 a.m.	Veazey Hall, Room 2001C	August 21, 2014	August 28, 2014	September 4, 2014
October 9, 2014	9:00 a.m.	Veazey Hall, Room 2001C	September 18, 2014	September 25, 2014	October 2, 2014
November 13, 2014	9:00 a.m.	Veazey Hall, Room 2001C	October 23, 2014	October 30, 2014	November 6, 2014
*January 22, 2015	9:00 a.m.	Veazey Hall, Room 2001C	November 21, 2014	January 8, 2015	January 15, 2015
February 12, 2015	9:00 a.m.	Veazey Hall, Room 2001C	January 22, 2015	January 29, 2015	February 5, 2015
March 12, 2015	9:00 a.m.	Veazey Hall, Room 2001C	February 19, 2015	February 26, 2015	March 5, 2015
April 9, 2015	9:00 a.m.	Veazey Hall, Room 2001C	March 19, 2015	March 26, 2015	April 2, 2015

Important Date ➡ (points to *January 22, 2015 row)

Important Dates ➡ *Last meeting for items to be approved to be included in the 2015-2016 Undergraduate and Graduate Catalogs.

Items approved at the February, March, and April meetings will be approved for Fall 2016.
Consideration will be given only for items that affect Accreditation, SACS and USG mandates.
Note: Items requiring Board of Regents/System Office approval may not
be included in the catalog if they are still pending Board of Regents/System Office approval.

Dr. Fernekes stated currently there are no graduate program reviews scheduled for 2014-2015.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 10, 2014 at 10:41 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved May __, 2014
by electronic vote of Committee Members

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – September 11, 2014

Present: Dr. Frank Goforth, CEIT; Dr. Jim Harris, CEIT; Dr. Deborah Allen, CHHS; Dr. Dustin Anderson, CLASS; Dr. Richard Flynn, CLASS; Dr. Jake Simons, COBA; Dr. Devon Jensen, COE; Dr. Michele McGibony, COSM; Dr. Oscar Pung, COSM; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Rebecca Ziegler, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Manouch Tabatabaei, [Alternate] COBA; Dr. Amelia Davis, [Alternate] COE; Dr. Stacy Smallwood, [Alternate] JPHCOPH; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. David Williams, CEIT; Dr. Brian Koehler, COSM; Dr. Stephen Rossi, CHHS; Dr. Stuart Tedders, JPHCOPH, Mrs. Lisa Wilson, COE

Absent: Dr. Li Li, CHHS; Dr. Camille Rogers, COBA; Dr. Dawn Tysinger, COE; Dr. Simone Charles, JPHCOPH

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, September 11, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Michele McGibony made a motion to approve the agenda as written. A second was made by Dr. Deborah Allen and the motion to approve the agenda was passed.

III. ELECTION OF GRADUATE COMMITTEE CHAIR

Dr. Rebecca Ziegler nominated Dr. Bob Fernekes to serve as the 2014-2015 Graduate Committee Chair. Dr. Dustin Anderson seconded Dr. Ziegler's motion. With no other nominations and no objections, Dr. Fernekes was elected to serve as Chair for the 2014-2015 Graduate Committee meetings.

IV. APPROVAL OF 2014-2015 GRADUATE COMMITTEE MEETING SCHEDULE

Dr. James Stephens made a motion to approve the 2014-2015 Graduate Committee meeting schedule. A second was made by Dr. Frank Goforth and the motion to approve the schedule was passed. Dr. Fernekes stated that during the January meeting the graduate committee will take another look at the committee meeting schedule, and possibly cancel a meeting and conduct the committee's business electronically with the concurrence of the Dean, College of Graduate Studies.

V. NEW BUSINESS

A. Comprehensive Program Review

Dr. Fernekes stated there are four graduate programs listed on the Comprehensive Program Review (CPR) due in Spring 2015. The Graduate Committee is responsible for reviewing the program reviews. Candace Griffith confirmed that the individual program reviews are due to the Provost Office by March 1, 2015. The Graduate Committee will be receive the reviews as soon as the Provost Office receives them and forwards them along. The four graduate programs are listed below:
- M.S. Recreation Administration
- M.S. Sport Management
- M.A. Political Science
- M.S. Mathematics

Dr. Fernekes encouraged programs to submit their CPRs before the March 1st deadline, if it is feasible. This would provide additional time for the Graduate Committee to complete their reviews of the programs.

B. Jack N. Averitt College of Graduate Studies

Dr. Dick Diebolt presented the information items for the Jack N. Averitt College of Graduate Studies.

Information Items:

1

January Deadline – The January 22, 2015 meeting is the last meeting for curriculum items to be approved and included in the 2015-2016 Graduate Catalog. Dr. Diebolt said for programs to be aware of the deadline to submit agenda items for the January meeting, if they plan to submit changes for the next catalog.

Total institutional enrollment is down 44, compared to the same time last year. Graduate enrollment is down 170. The College of Graduate Studies plans to run a list of students who have not paid tuition up to this point. Information will be sent out to those individuals to try to get as many of them back. Normally about 50-60% of the graduate students who were canceled end up returning.

Early Access Programs – Dr. Diebolt provided some background on the proposal that was submitted last year for the Early Access Program. COGS will not be allowed to move forward on this proposal. He stated the information was received that SACSCOC was projected to issue a statement that would prohibit abbreviated programs or couble counting credits.   It is unknown how this will affect the 4+1 and 3+2 programs already in place at other institutions.

TA2 Training Policy – Graduate assistants who are teaching assistants (TA2) are required to complete training. Dr. Diebolt distributed a handout with additional information on the training that is provided by the Centers for Teaching and Technology (CT2) on campus.

Public Administration lost their accreditation – The M.S. Public Administration program lost their accreditation with the National Association of Schools of Public Affairs and Administration (NASPAA).

ETD Submission Deadlines – Dr. Diebolt asked if the committee would like to readdress the deadlines that pertain to ETD submissions. COGS wants to make sure that students have sufficient time to schedule their examinations, and prepare and submit their theses or dissertations and COGS has time to process documents and student information. This topic is an information item and is up for consideration if the Graduate Committee would like to discuss further.
The three deadlines to consider are listed below:
1) The deadline to hold terminal or comprehensive examination is four weeks prior to the end of the semester.
2) The deadline to submit for final format review is three weeks prior to the end of the semester.
3) The final submission deadline is the last day of the semester, which is the same day as commencement.

Graduate Faculty - Adjunct Status – As a SACSCOC requirement, all non-Georgia Southern professionals must be recommended by the department as Adjunct (Instruction) or Adjunct (Non-Instruction). This includes non-GSU faculty who will be serving on a these or dissertation committee (voting or non-voting). Information has been sent out regarding this procedure.

Dr. Diebolt stated the Masters of Science in Applied Geography final prospectus that was at the Board of Regents was not approved. Dr. Devon Jensen said he was in a meeting with Provost Bartels this morning and she stated she attended the last BOR meeting. She raised this issue with people on the program committee and she provided clear points for them. He said they are reassessing the decision, so that it can be reviewed again.

Dr. James Stephens asked if the adjunct status changes for Graduate Faculty apply to guest lecture. Ms. Candace Griffith said a guest lecture does not require adjunct status; however, if the faculty member wants to be an adjunct and formally affiliated with GSU then the department would need to complete the paperwork.

Dr. Jensen asked what the M.S. Public Administration program will do now that they have lost their accreditation. Dr. Christine Ludowise said the program lost its accreditation based on the number of faculty. They had a resignation over the summer and they fell below the required number of faculty members. Their plan is to search this fall and have a self-study in the spring; and NASPAA will return in fall 2015 to do a reaccreditation visit. Dr. Ludowise said once they get a new faculty member in they should meet all standards.

C. **College of Health and Human Sciences**

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Dr. Deborah Allen presented the agenda item for the College of Health and Human Sciences.

Nursing

New Course(s)
NURS 5131G – Scientific and Medical Terminology

JUSTIFICATION:
This is an elective course to help prepare undergraduate and graduate students interested in expanding their knowledge of medical terminology and related pathophysiology.

Dr. Diebolt stated in the past the committee approved a policy regarding dual credit courses that stated how the departments must define precisely the additional requirements for which graduate students will be responsible to earn graduate credit when enrolled in a 5000G level course He said the School of Nursing provided that information in their submission.

MOTION: Dr. Stephens made a motion to approve the agenda item submitted by the College of Health and Human Sciences. A second was made by Dr. Goforth. The motion to approve the New Course was passed.

    D. **Registrar's Office**

Mr. Wayne Smith presented the information/discussion items for the Registrar's Office.

Information/Discussion Items:
Curriculum Forms Submission – Mr. Smith reviewed the various curriculum forms and discussed the different situations of when each form would be used. The forms are located on the Registrar's website at http://em.georgiasouthern.edu/registrar/faculty-staff/committees/ (select the Graduate Committee tab and then Curriculum Forms and Instructions). Colleges are required to complete these forms when submitting their curriculum items to the Registrar's Office. Dr. Jake Simons asked Mr. Smith if the Registrar's Office adjusted the form to eliminate the default error on the grade mode section of the form. Mr. Smith said that he would have to look back and see if the error was corrected.

Mr. Smith said these forms will not be required for much longer. The Registrar's Office has purchased Couse Leaf, which is a new curriculum and catalog software system. Dr. Goforth asked that the Registrar's Office make things very clear of what documents will be required when submitting a new program proposal. Ms. Griffith suggested adding a sentence that if they want to complete this form for them to be sure they have complied with the new Academic Program Policy and refer them to the policy link. Mr. Smith said in the meantime the Registrar's Office will incorporate Ms. Griffith's suggestion into the current instruction page for the new program curriculum form.

Dr. Diebolt asked what the projection is for the new catalog system. Mr. Smith said they are still in the beginning stages and is not sure when everything will be complete. A catalog will be the first item they produce with the new system. He hopes it will be the 2015-2016 catalog, but he is unsure at this time. The next phase will be to incorporate the curriculum items. Mr. Smith said the Registrar's Office, Provost Office and consultants will assist with implementation.

Dr. David Williams asked if it is still possible to submit paperwork to deactivate a course, if they do not plan to offer the course for a couple of years. Ms. Griffith said they typically do not ask the departments to submit a course deletion form unless the course has not been offered in five years. She said if it is creating a problem and students are trying to enroll in the course then they would recommend deactivating and reactivating.

Department and College Curriculum Committees – It is a SACSCOC's policy to have minutes for the department and college curriculum committee meetings. There are a number of colleges/departments that are not currently doing this. Mr. Smith said everyone needs to begin to comply with the policy.

Dr. Diebolt asked if Digital Commons would be a better place to host all of the Graduate Committee agendas and minutes. Mr. Smith said the Registrar's Office may look into that. Ms. Griffith strongly suggested that the Registrar's Office choose something that is easily accessible to everyone. She said it was very difficult to find information needed for SACSCOC, and they really need the signed copies. Dr. Rebecca Ziegler said the documents in Digital Commons are not password protected and are

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available to all. Dr. Goforth said he is not comfortable with publishing this information to the public. Mr. Smith said he will be attending a meeting with other Registrar's Officers next week and will ask this question.

Discuss February through April Curriculum Meetings – Mr. Smith said he brought this discussion item up at the Undergraduate Committee meeting but a decision was not made. He wanted to have the same discussion with the Graduate Committee. He said the Registrar's Office would like to suggest that no new curriculum items be submitting in the February, March and April Graduate Committee meetings so that the Registrar's Office would have more time to work on the Course Leaf implementation. Dr. Fernekes asked the committee to think about the Registrar's suggestion and discuss with their college.

VI. OLD BUSINESS

A. Tabled items from April 11, 2013 Graduate Committee meeting – JPHCOPH

Proposed New, Revised, or Deleted Program(s):
Public Health, M.P.H
JUSTIFICATION:
The competencies are being updated and other information is being added to be consistent with other sections within the program information. The statement under Degree Admission Requirements about SOPHAS should be added to all program pages.

Environmental Health Sciences, M.P.H.
JUSTIFICATION:
The competencies are being updated and correcting a typo.

Healthcare Administration, M.H.A.
JUSTIFICATION:
Other information is being added to be consistent with other sections within the program information. The statement under Degree Admission Requirements about SOPHAS should be added to all program pages.

Public Health, Dr.P.H.
JUSTIFICATION:
The competencies are being updated and other information is being editied to be consistent with other sections within the program information. The statement under Degree Admission Requirements about SOPHAS should be added to all program pages.

Biostatistics, Dr.P.H.
JUSTIFICATION:
Other information is being editied to be consistent with other sections within the program information.

Community Health Behavior and Education, Dr.PH.
JUSTIFICATION:
Other information is being editied to be consistent with other sections within the program information.

Public Health Leadership, Dr.P.H
JUSTIFICATION:
Other information is being editied to be consistent with other sections within the program information.

Dr. Diebolt explained that the proposal submitted by the JPHCOPH during the April 11, 2013 Graduate Committee meeting was tabled because no one was present to respond to the committee's questions. Mr. Wayne Smith added that the Registrar's Office made and error and mistakenly included the tabled items in the 2013-2014 catalog. Mr. Smith explained that was the year that items submitted in the February – April meetings were able to be included in the next year's catalog.

Dr. Diebolt suggested that the committee make a motion to un-table the original proposal and withdraw the old version, and then recommend approval of the amended version that is presented in the September 11, 2014 Graduate Committee agenda.

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MOTION: Dr. Jake Simons made a motion to un-table the proposal submitted during the April 11, 2013 Graduate Committee meeting and have it withdrawn. Dr. Devon Jensen provided the second. With no objections, the committee approved un-tabling the original submission and having it withdrawn. Dr. Flynn made a motion to approve the amended version that is already in the current graduate catalog. A second motion was made and the amended Program Revisions submitted by the Jiann-Ping Hsu College of Public Health was approved.

VII. ANNOUNCEMENTS

Dr. Diebolt stated the Conference of Southern Graduate Schools (CSGS) will be presenting a thesis award at the 2015 meeting in New Orleans. There is an award in the area of math, physical sciences and engineering; and another in humanities and fine arts. COGS sent an email out yesterday to Department Chairs, Program Coordinators and Program Directors announcing this information. He asked everyone to encourage students in these areas to submit. The deadline for COGS to receive the submissions is 5 PM on November 10th. COGS will then have to forward the submissions to the CSGS by November 14th.

Dr. Diebolt said there is a new procedure for students who are in graduate certificate programs. COGS has developed a new site for students to submit a certificate completion application, and there is a $25 processing fee associated with the application. The certificate is then awarded to the student and COGS will be able to track who is receiving certificates and when. Dr. Diebolt stated this application is separate from the graduation application for graduate degree programs.

Dr. Stephens said it was announced at the August Graduate Program Directors' meeting that Dr. Diebolt will be retiring at the end of fall 2014. He wanted to let the committee know and told Dr. Diebolt that he will be missed.

Dr. Fernekes mentioned Digital Commons and Selected Works, Georgia Southern University's open access digital collection for scholarship and creative works. The following link provides a description, access, and contact information: http://library.georgiasouthern.edu/research-sources/digital-commons/ In addition, Dr. Fernekes mentioned the Interuniversity Consortium for Political and Social Research (ICPSR) which Georgia Southern is a member institution. The ICPSR maintains and provides access to a vast repository of interdisciplinary, political and social science data for research and instruction, as well as instructional modules for teaching with data, reusable datasets for secondary research, guides to specialized data collections coupled with a bibliography of 70,000+ articles based on data deposited at the ICPSR. You can access thru GALILEO portal or https://www.icpsr.umich.edu To create an account and login for complete access | Click the Find & Analyze Data Tab on the landing page. The Log In/Create Account Link is in the upper left corner of the screen. Note: Create your account from an on campus computer. For additional information, contact Dr. Bob Fernekes, Information Services Librarian, email: fernekes@georgiasouthern.edu

Dr. Ziegler reminded everyone that GSU is a member of the Center for Research Libraries. She explained this is a repository that purchases and holds an array of research material. Faculty and students can access material through GALILEO or the catalog on their website, http://www.crl.edu/. She said for the faculty to keep this in mind for their own research or their student's research. The Center is also opened to suggestions and recommendations of what they should buy.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on September 11, 2014 at 9:52 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

> Minutes were approved September __, 2014 by electronic vote of Committee Members

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Faculty Senate Library Committee
September 18, 2014 - 2:00 pm
Library Conference Room

Present:

Bede Mitchell, Dean of Library

Ann Hamilton, Assoc. Dean of Library

John Hatem, COBA

Beth Downs, COE

Quentin Fang, COSM

Hani Samawi, JPHCOPH

Katrina Jackson, Library

Russell Thackston, CEIT

Susan Sammons, CHHS (via telephone)

Absent:

Richard Flynn, CLASS

Tiffanie Townsend, SEC Appointed

Dean Mitchell welcomed the committee members and reviewed the committee's charge.

Election of Committee Chair: Dean Mitchell reported on the responsibilities of the chair. The committee chair will help identify dates for meetings, ascertain agenda items, and determine if the items justify a meeting of the committee. The chair will represent the committee should they bring a motion before the Senate, in order to offer explanation or answer questions regarding the motion. The chair will review minutes prepared from committee meetings and ensure that they are recorded and forwarded to the Senate librarian. The chair will act as the contact and respond to faculty should they have questions regarding the library and the Library Committee.

It was the consensus of the committee to table the election of the chair until the next meeting in order to have a more full representation of the committee.   This issue will be addressed in scheduling the next meeting.

Report from the Dean on the State of the Library:

Dean Mitchell reviewed several handouts with the committee.

Major Objectives and Accomplishments for 2013-2014:

This report summarizes the library's institutional effective objectives, our commitments for accomplishing them and maximizing future efforts. He stated that most of what we do in the library is related to the university's strategic themes of enhancing student success and promoting academic excellence. This has been accomplished through numerous activities, as reflected in the list of accomplishments.

Accomplishments and Productivity for 2013-2014:

Several significant or major library accomplishments were highlighted from this report:

Digital Commons, the library's institutional repository, has grown tremendously over the past year. It contains over 5,600 faculty/student papers covering more than 400 disciplines. Items have been downloaded over 153,000 times from countries all over the world. Six items have been downloaded over 1,000 times, with two of these items downloaded more than 2,000 times. The most measured by full-text downloaded is the ETD collections (Electronic Thesis and Dissertations), with a total of over 99,700 downloads for FY 2014. Digital

Commons has the capability to support faculty journal publications and currents supports five: ijSOPTL International Journal Scholarship of Teaching and Learning; Georgia Educational Researcher; Coastal Review; Journal of Student Success in Writing; National Youth at Risk Journal.

SelectedWorks - At June 30, the report reflected 166 faculty publications; that figure has increased to 230 as of today. SelectedWorks provides a location for faculty to feature their CV's, professional biography, and a listing of all their scholarly and teaching activities, as well as links to full text of their work when copyright is available.

Library Collection - 24,000 items were added to the library's collection last year, included over 10,000 print items, over 8,000 electronic titles, and 5,500 microform items.

Gifts - 3,400 gift items were added to the library's collection; two large manuscript collections were added to our Special Collections.

Dean Mitchell noted that FY 2013-2014 was very active from the standpoint of gathering new resources and making them available to faculty and students. He added that the faculty and staff continue to find new ways of support, such as open access journals. The library is now providing software for conference management that continuing education is using to record conference proceedings that we can upload into Digital Commons for anyone in the world to view.

FY 2014 Total Expenditures:
Dean Mitchell reviewed the library's FY 2013-2014 expenditures. He noted areas of support to the general operating budget through online tuition funds, student tech fee funds, and year-end funds. These additional funds help pay for online subscriptions and materials that support students. He stressed the importance of the $673,227 year-end funds in maintaining the library's subscription commitments. These dollars are used to make pre-payments against subscriptions that the library maintains for supporting faculty programs. He added that without these funds the library's operating budget would be short about half a million dollars. If the library experiences a budget year where these year-end funds are not made available, a lot of subscriptions will have to be cancelled. He added that this possibility emphasizes the importance of faculty identifying resources that are not being fully utilized or that are no longer needed and could be eliminated in order to save funds or redirect funds to a resource which is of greater need.

National Center for Education Statistics:
Dean Mitchell compared the statistics report (the latest one made available online) with the library's FY 2014 statistics pointing out the total library expenditures per FTE student. He added that these statistics are important to the committee as they monitor how we manage our resources and services, in that the statistics provide some useful benchmark comparisons.

Anticipated Materials Budget Expenditures for FY 2014-2015:
The table reflects how the materials budget is expended. It does not indicate how year-end funds would be expensed if made available to us, but as noted above, such funds are usually spent on pre-paying subscription renewals. The most sizeable expenditure will be made for electronic periodicals $1,165,000, followed by electronic databases $560,000, and approvals/firm orders (books) $300,000. Dean Mitchell noted that more and more individuals are leaning toward electronic resources for convenience reasons.

GALILEO, continuing to provide value:

The handout was distributed to all USG library directors recently by the Board of Regents' Executive Director of Library Services, whose office manages the statewide system of GALILEO. Dean Mitchell pointed out the bullet stating: *$22,871,532+: projected cost to duplicate GALILEO's resources for all institutions individually for one year.* In other words, if Henderson Library had to subscribe to the resources we get from GALILEO for one year, we would pay a certain amount, as would each of the other 31 institutions, adding up to $22,871,532+. The actual amount that GALILEO spends is only $2.5 million on all of these resources for all 31 institutions, a remarkable deal the institutions received by supporting GALILEO. He stressed the importance of constantly reminding our legislators and patrons about the importance and value of GALILEO.

Affordable Learning Georgia:

Dean Mitchell updated the committee on the Board of Regents statewide initiative. The BOR is encouraging faculty to look at the free resources that they have brought together on the Affordable Learning Georgia website. These resources have been developed by their colleagues from USG and other higher educational universities across the country, and in many instances these free resources can take the place of the expensive textbooks students are being told to purchase. Some statistics indicate that students are not buying textbooks because they cannot afford them due to the rising cost of tuition, etc. As the cost of textbooks and tuition rates continue to climb, we will be hearing much more about this initiative. Dean Mitchell plans to promote the initiative to the campus through open sessions where individuals can discuss the resources that are available.

Next Meeting Date:

The next meeting of the committee will be scheduled in mid-October. In scheduling the meeting, emphasis will be placed on having full representation of the committee for the purpose of electing a committee chair. The committee will be polled for a date and time, and agenda topics.

Faculty Senate – Undergraduate Committee

The committee has no report for the October 2014 Faculty Senate meeting at this time.

Faculty Senate

Senate Librarians Report

November 19th, 2014

Academic Standards Committee meeting, August 7, 2014.

Present: John Brown (COBA), Michelle Cawthorn (COSM), Diana Cone (Provost), Lori Gwinett (LIB), Katrina Jackson (LIB), Christopher Kadlec (CEIT), John King (COBA), Anirrudha Mitra (CEIT), Marshall Ransom (COSM), *Jon Rawlinson (REG), Diana Sturges (CHHS), Robert Vogel (JPHCOPH).

Not present: Deborah Allen (CHHS), Sally Brown (COE), Susan Franks (COE), Guatam Kundu (CLASS), Santanu Majumdar (CLASS), Connie Murphey (FIN AID), Claire Robb (JPHCOPH), and *Wayne Smith (REG).

*Jon Rawlinson (REG) filled in for Wayne Smith (REG).

Appeals for August 7, 2014			
TALLY			
E1 Students			
E1 - Automatic 10 pts down or less	30	E1 - Approved by Dean	7
E1 - Automatic Autos-2.0 or better for past 2 terms	22	E1 - Denied by Dean	12
E1 - Denied by Committee	19		
E1 - Approved by Committee	3		
Total E1 Appeals	74		
E2 Students			
E2 - Automatic 10 pts down or less		E2 - Approved by Dean	
E2 - Automatic Autos-2.0 or better for past 2 terms	1	E2 - Denied by Dean	
E2 - Denied by Committee			
E2 - Approved by Committee	2		
Total E2 Appeals	3	**E2 - Approved by Assoc. Provost**	15
Total Approved Appeals	80		
Grand Total Appeals	99		

Academic Standards Committee meeting, August 13, 2014.

Present: John Brown (COBA), Sally Brown (COE), Diana Cone (Provost), Lori Gwinett (LIB), Christopher Kadlec (CEIT), John King (COBA), Guatam Kundu (CLASS), Jon Rawlinson (REG), Claire Robb (JPHCOPH), Wayne Smith (REG), Diana Sturges (CHHS)-Chair.

Not present: Deborah Allen (CHHS), Michelle Cawthorn (COSM), Susan Franks (COE), Katrina Jackson (LIB), Santanu Majumdar (CLASS), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID), Marshall Ransom (COSM), Robert Vogel (JPHCOPH).

E2 Students			
E2 - Automatic 10 pts down or less		E2 - Approved by Dean	
E2 - Automatic Autos-2.0 or better for past 2 terms		E2 - Denied by Dean	
E2 - Denied by Committee			
E2 - Approved by Committee			
Total E2 Appeals	**0**	**E2 - Approved by Assoc. Provost**	
Total Approved Appeals	**4**		
Grand Total Appeals	**7**		

Minutes from the Fall 2014 Meeting
Faculty Development Committee

October 10, 2014
Henderson Library Suite 1303

Members Present:
Basil Coates, Patricia Hendrix, Devon Jensen, Rober Pirro, Abid Shaikh, Padmini Shankar, and Jerry Wilson.

Minutes:

1. Discussion of annual allocations
   - Allocations are consistent with prior years: Total annual fund less the Award for Excellence in Instruction amount; then the net amount is divided by five so that one-fifth is allocated to each of the five awards over the academic year.

2. Discussion of funds remaining for the fiscal year
   - Available Balance as of September 1, 2014: $55,083.00
   - Approximately $18,361 available for each of the three awards – 2014 Fall Travel, 2014 Fall Development of Instruction and 2015 Spring Travel.

3. Reviewed and discussed 37 (2014) Fall Travel Award applications and 7 Development of Instruction Award applications
   - Awarded 16 (42%) applicants for a total of $19,985.03 in travel grants
   - Awarded 3(43%) applicants for a total of $18,015.00 in instructional grants
   - The committee spent a little more on travel for fall 2014, leaving a balance of $17,082.97 for 2015 Spring Travel.

4. The committee discussed future review dates and meeting schedule for 2015 Spring & Summer Travel and Summer Development of Instruction Awards.

Meeting adjourned.

On behalf of the FDC,
Minutes submitted by Padmini Shankar & Abid Shaikh, Co-Chairs

Georgia Southern University Faculty Research Committee (2014-15)
October 6, 2014, 11 PM Veazey Hall 2001C
Minutes

I.   The meeting was called to order by Ele Haynes at 11:05 AM

II.   The agenda was approved as read

III.   Roll Call:

Member	Attendance	Rotate off in July of ( )
Janice Steirn- Chair (FRC elected)	P	2016
Li Li - CHHS	P	2015
Kymberly Drawdy - COE	P	2015
Onyile Onyile - CLASS	P	2015
Moya Alfonso - JPHCOPH	P	2016
Shaowen Xu - CEIT	P	2016
Paolo Gujilde - Library	P	2016
Jun Liu – COBA	P	2015
Ji Wu - COSM	P	2016
Janice Steirn - Senate Appointed	P	2016
Ele Haynes – VPRED	P	Appointed

IV.   Welcome
   A.   Introduction of members - The committee members introduced themselves by giving their names and, college represented.
   B.   Election of Committee Chair - Janice Steirn of Psychology was nominated by Dr. Li Li. The nomination was seconded by Dr. Drawdy. The committee voted unanimously to elect Dr. Steirn.

V.   SharePoint and Website Tour –

   A.   Ele gave the committee a brief tour of the existing web based committee work spaces. The FRC maintains the SharePoint site for the fiscal year. The workspace is only accessible by current committee members. Committee members are able to upload, download and edit documents on the site.
   B.   Each committee member should have received an email invitation to view the site last month. The link will be supplied electronically by email following the meeting. Committee members who have trouble getting on the site should contact Ele.
   C.   The website contains the guidelines for the competitions for this year. Committee members are responsible for making their colleges aware of the opportunities and should become familiar with the guidelines now to accurately assist their colleagues in submission over the next few months.

Share Point - https://inside.georgiasouthern.edu/vpr/research/frc/FRC2014-2015/SitePages/Home.aspx
Web site - http://research.georgiasouthern.edu/orssp/institutional-funding/

VI.   Committee Work

   A.   **Award for Excellence in Research**

      i.   2 awards are given each fiscal/academic year. Awards are accompanied by a $4000 stipend paid in July. Recipients are required to participate and present in the Focus on Excellence Lecture series in the year following award. All recipients must be on GSU contract for the academic year following election.
         1.   Award winners for 2014-15 are Valentin Soloiu, Mechanical Engineering and Hua Wang, Mathematics.

      ii.   Deadlines
         1.   September 19, 2014-– Nominations submitted to ORSSP
            a.   Three announcements were sent through GSFAC to seek nominations. Also advertised through President's Council, New Faculty Orientation and Research Express newsletter.
         2.   October 31, 2014 at 11:00 am in Veazey 2001C– Application deadline
         3.   December 1, 2014 at 11:30 am in Veazey 2001C – Application First Round Ranking
         4.   December 15, 2014 at 11:30 am in Veazey 2001C – Final Selection
         5.   March 1, 2015 – Recommendations due to VPRED and Provost

   B.   **Faculty Research Seed Internal Funding Award**
      i.   Program allows for up to $10,000 in budgeted requests
      ii.   Projects funded under this program must describe the external funding opportunity to which the funded project is intended to lead.
      iii.   Deadlines

1. January 16, 2015 – Applications submitted to ORSSP
2. May 1, 2015 – Award letters prepared for recipients
3. July 1, 2015 – No pre-award spending in FY15

C. **Faculty Research Scholarly Pursuit Internal Funding Award**
   i. Program allows for up to $5,000 in budgeted requests
   ii. A specified product is required for this funding. (exhibit, publication, presentation, etc.)
   iii. The product is required before any requested stipend can be paid.
   iv. Deadlines
      1. January 16, 2015 – Applications submitted to ORSSP
      2. May 1, 2015 – Award letters prepared for recipients
      3. July 1, 2015 – No pre-award spending in FY15

D. **Publication Fund – Rolling Deadlines**
   i. Guidelines – The publication fund contains $5000 for the fiscal year. The fund pays for page charges, image charges, open access fees, non-scientific editorial fees, application fees of less than $100 after publication acceptance.
   ii. The fund is paid on a first come basis. Department chairs are tasked with determining the scientific merit of the work and the journal stature.
   iii. The fund is historically sufficient to pay applicant requests through at least March of the fiscal year.

E. **Sponsor Collaboration Support Program**
   i. Guideline - The sponsor collaboration support travel fund was rolled into the funding for publications last year. The fund is intended to support faculty members who have an opportunity to meet with potential funding officers and program officers of granting agencies to enhance external funding opportunities.
   ii. Applications to this fund are evaluated and approved by the VPRED office to allow for strategic access to agency officials and synergistic use of funding where possible.
   iii. This is the 3rd year the funding source has been available. To date, no one has requested access.

F. **Grant Writing Workshop**
   i. Grant Writing Workshop – The committee has sponsored grant writing workshops. All were well received and we have had a good return on investment in external submissions and grant writer enrichment.
      1. CUR- Small scale, individual attention – 2011-12 (5 grant proposal submissions from 12 participants; 1 funded)
      2. Stephen Russell- large scale – classroom presentation – 2012-13 (Positive participant responses, participants self-reported submission enhancement)
      3. Robert Lucas – workshop style presentation - 2013-14 – 60 participants
      4. NSF Biological Directorate- 2013-14 – 30 participants
      5. TBD – 2014-15 - Committee members tasked with bringing potential workshop presentation sources to the committee.
   ii. Committee Assignment – options for workshop sources for a February/May presentation timeframe.

G. **Limited Submission Funding**
   i. Ad Hoc –
      1. Committee members may, from time to time, be asked to read grant applications for programs where there is a limit on the number GSU faculty who may submit to the specified program. Assignments will be made based upon need, discipline and expertise. Turnaround on the evaluations will be short. This will not occur regularly.

H. **Calendaring of meetings**
   i. Fall Semester –
      1. Excellence orientation – Excellence review materials will be posted to the SharePoint site.
      2. The committee will meet face to face on December 1 and 15 at 11:30 AM in Veazey Hall conference room 2001C. Members will be prepared to present their primary and secondary reviews of assigned excellence award applications.
      3. Committee members who have questions about the use of the SharePoint, review process or need additional orientation are invited to contact the committee chair or Ele for additional assistance.
   ii. Spring Semester – Committee members will provide their spring schedules of availability to the committee chair by the December 1st meeting to allow for scheduling of a standing meeting time for the spring semester.

VII. **Adjourn –** 11:57 PM

Faculty Service Committee
Wed Oct 29, 2014 2pm – 4pm
Marvin Pittman Administration Building Room 2002

Present: Gulzar Shah, Myung Jeong, Brent Wolfe, Jorge Suazo, Gwen Carroll, Katrina Jackson, Shahnam Navaee, Tabatha Irvin, Diana Cone
Absent: Judi Robbins (medical leave)

1. **Welcome**

2. **Budget Review: Discussion of proposal and allocation of funds**

    a. Committee discussed the total available funding and requested amounts

    b. Allocation of funds

        i. The committee received a total of 19 proposals, requesting $46,185

        ii. For this cycle, the committee allocated $21,834.80 out of the $36,388 available for the entire year.

        iii. Each proposal was discussed based on the criteria clearly spelled out in a rubric used by the committee

        iv. The committee approved 12 proposals for fundung, for a total $18,716.

        v. The remaining 7 proposals were denied, based on committee members' unanimous decision

3. **Next steps**

        i. The committee chair will sign the letters of approval/denial and they will be sent to the applicants

        ii. Excellence in Service nominations was due by Nov. 07. Spring allocation meeting will take place from 9:00 AM-11:00 AM, on Wednesday, Feb 18, 2015.

4. **Adjourned** – The meeting was adjourned before 4:00 PM

Faculty Welfare Meeting Minutes of October 8, 2014

Attending: Diana Cone, Olga Amarie, Yasar Bodur, Hani Samawi, Lixin Li, Cynthia Frost, Rob Pirro, Kathy Thornton, Lucy Green, Fred Smith (Chair), Moya Alphonso (notes)

5 year chair review discussion

- No one at the meeting had a chair under five year review
- Provost's office sends out annual administrator evaluation survey
- Should be transparency with department – results
- Keep this issue on the agenda. There may be others which are not here today who can report. We should remember to check this topic again next year.

Five year dean review

- Dean review for Dr. Mitchell, Dean of the Henderson Library, went well
- Provost was very transparent with scores and summary. Included exact scores of unit head, faculty, and staff.
- Shared with faculty, staff and department heads as a group – not as described in the guidelines (i.e., separate meetings) This may have been due to the small size of the Library and the Provost's schedule
- Results included comments
- Would transparency be problematic for an unpopular dean? What happens if overall review is negative?
- No answers to this
  There also is a provision to do early review – 1/3 of faculty call for it

Evaluation of Teaching Discussion

- Review of current policy as described in Faculty Handbook (handout)
- Something we develop might be added to Faculty Handbook , since anything codified in the Handbook is automatically important.
- The genesis of the project began in the late spring. After the Ad Hoc Committee on Student Ratings of Instruction issued their report, the Faculty Welfare Committee was asked to submit motions based on their recommendations. One of the recommendations was that the FWC design some model "best practices" plans for evaluating teaching.
- Review Award for Excellence in Instruction criteria – possibly use for ideas for revising handbook
- Handbook recommends tracking student achievement in graduate school and employment. That sounds like a good idea, but how feasible is it? Not very.
- Need to be evidence-based
  - Current literature thorough discredits the concept of learning styles

- - But included in handbook and guidelines "adapted to various learning styles"
  - Research has been "misinterpreted and misapplied
    Preference for: "present materials in different formats" = use the word "multi-modal"
  - Get across the idea that learning is context dependent
    - "adapted to learning contexts" is better
    - Various other observations on the evaluation of teaching
    - Concern with quantitative measures of teaching effectiveness
    - Need to find ways that don't rely on student ratings of instruction
    - Need more peer reviews of instruction
    - Peer reviews are problematic as well – faculty ask friends/people they know which leads to never seeing a negative peer evaluation
    - Peer review committee
    - Faculty choose peer reviewer and committee choose a second reviewer
    - Document student feedback and how made changes
    - Course analysis document
    - Development of instruction over time
    - Did for one specific course
    - Focus on goals and reflections on goals set
    - Narrative goes to the chair
    - Relies on self-evaluation
    - Occasional peer evaluation
- External review of online course by CT2 – they review online courses now
- Other Department
  - Teaching and evaluation committee
  - Used to choose peer evaluation
  - It's a good idea to have a rubric for peer reviewers to follow
  - Interesting new development in at least two departments. Large introductory courses are being standardized. They will use the same text and take the same end of semester exam. Thus in time the exam results could be used as a part of teaching evaluation.
  - Drawback is you might find the K-12 problem of teachers teaching to the test.
  - Also, hour dedicated to assessment during faculty meeting
    - One department brainstormed 52 questions regarding teaching effectiveness
- Drop/Withdrawal/Fail rates
  - Need to look at over time to establish a pattern within instructors

  - New chair gave low rating to those with highest former ratings
  - Use a matrix – no transparency
  - Chair then left for other institution
- Standardization in whose best interest – students? Faculty?
- Can't look at one measure – have to use mixed methods/measures approach

- Portfolio approach is needed
- Committee for Teaching at College of Public Health
    - Led by director of CT2
    - Struggling to define teaching effectiveness
    - Bring ideas for next meeting
- Cognitive dissonance – Socratic method needs to be assessed as well
- Recent research article from abroad included results showing the higher the student ratings the lower the achievement. This article measured the performance of students in the second of a series of courses in a sequence.
    - Lower your student ratings of instruction, the better your students achieve
    - Instructors who assign the most work get lowest SRI but students end up being better prepared for subsequent courses

Next Steps

- Search for other best practices from other institutions
- Goal – menu - choose out of the following
- Ideas to combine into a method to review effectiveness
- There is a reliance on SRI despite general guidelines in paragraph in handbook
- There are already some good ideas in the paragraph in the Handbook. Do we really need to do this project as assigned, or would simply revising the language in the Handbook achieve the desired results?
- Add examples of student work products to paragraph
- Disciplines differ so can't be prescriptive
- Maybe CT2 can lead the task of creating a repository of materials on teaching effectiveness
- Development of new/revised courses needs to be assessed too

Next Meeting

- Include those who couldn't make this meeting
- Consider modifying wording in handbook
- Think about how to promote what's in the handbook across campus
- "empower faculty to challenge the system"

GE&CCC Minutes Oct 28, 2014

Present: Michelle Cawthorn (Chair), Sally Brown, Rebecca Ziegler, Linda Mullen, Paolo Gujilde, David Shirley, Alan Woodrum, Delena Gatch, Amy Ballagh

Not Present: Gustavo Maldonado, Helen Bland, Jody Langdon, Marshall Ransom, Nan LoBue, Ruth Whitworth

1. **Sub-committee Reports**
   a. Curriculum Committee
      i. We were charged with determining whether specific courses in the core were matching up to the proper outcome overlays. We have been collecting syllabi from courses in the core and will be matching course objectives to the course overlays in the coming weeks.
      ii. We were also charged with developing a new assessment for ethical and informed decision making. Amy has been in contact with campus judicial affairs and found that there is not any direct or indirect measures that can be used. There seem to be other schools with a similar outcome, so we will continue to look there for options. It is possible that we may have to create an assessment from scratch for this outcome.

   b. Policies and Procedures: Michelle and David are meeting with Diana Cone and Candace Griffith to review

   c. Assessment: Reviewing and prioritizing tasks; collecting rubrics. Will have a timeline of work for the rest of fall and all of spring terms.

2. **GECCC group to work on Core Curriculum Approval Process (Draft document)**
   a. Was not voted on last year b/c not enough voting members present
   b. Delena Gatch (Interim Assessment Director of IE) has reviewed and is concerned that the process for evaluating existing courses included in Core Curriculum process is flawed: currently, there are no procedures for evaluating claims that a course meets SLOs, or for making, implementing, or following up on recommendations when necessary.
   c. Alan suggests that the new software (to be in use Fall 15) will help with the forms as they go through the review process
   d. Amy suggests that the form should more accurately be titled "Approval, Review and Assessment of Core Curriculum Courses"
   e. Michelle moved and June seconded that the **Core Curriculum Approval Process Draft be sent back to the Policies and Procedures Committee for review and action: Incorporate an assessment component in the Process for evaluating existing courses included in the Core Curriculum; ideal turn-around: revised policy and procedure shared with GECCC by Nov 17, to be voted on at next GECCC meeting on Dec. 1.**

3. **Core Course Assessment Report Form**

a. David will identify appropriate assessments that are already ongoing (for example, in Area A1, the Writing and Linguistics Department already assesses the ENGL 1101 and ENGL 1102 courses; in Area D2, the JMU Scientific Reasoning test is already being utilized), and identify those areas in which assessment of appropriate courses is not yet developed.
b. In January, the GECCC will revisit these areas, examine the information, and develop a plan for action.

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – October 9, 2014

Present: Dr. Frank Goforth, CEIT; Dr. Jim Harris, CEIT; Dr. Deborah Allen, CHHS; Dr. Dustin Anderson, CLASS; Dr. Richard Flynn, CLASS; Dr. Jake Simons, COBA; Dr. John Brown, COBA; Dr. Dawn Tysinger, COE; Dr. Devon Jensen, COE; Dr. Michele McGibony, COSM; Dr. Oscar Pung, COSM; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Stacy Smallwood, [Alternate] JPHCOPH; Ms. Debra Skinner, [Alternate] Library; Mr. Tyler Maddox, SGA Student Representative; Dr. Charles Patterson, COGS; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Melanie Reddick, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Stuart Tedders, JPHCOPH, Dr. Ted Brimeyer, CLASS; Dr. Timothy Teeter, CLASS; Dr. Steven Harper, CLASS

Absent: Dr. Li Li, CHHS; Dr. Simone Charles, JPHCOPH; Dr. Rebecca Ziegler, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, October 9, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. James Stephens made a motion to approve the agenda as written. A second was made by Dr. Michele McGibony and the motion to approve the agenda was passed.

III. DEAN'S UPDATE

Dr. Charles Patterson provided an update on the following items:

- There are times when Program Directors accept applicants who have been excluded from a graduate program at Georgia Southern or another institution. This has been discussed in Dean's Council and there is a concern with the ability for the student to be successful, especially if the cumulative graduate GPA places the student at an immediate disadvantage. The Deans have made a recommendation that if a Program Director recommends acceptance to a student who has been excluded at any institution, then the application will be referred to the Academic Dean for review/confirmation of the recommendation for admission, before coming back to the College of Graduate Studies. The Dean of the College of Graduate Studies will still maintain the acceptance authority over this and all other applicants.

- Another item discussed in Dean's Council is the ability for GOML students to hold an assistantship. There is currently a policy in place that allows students in fully online programs to hold an assistantship, but GOML programs may not have been fully considered as part of this policy. There are times when GOML courses are taught by other instructors at other institutions and there is a tuition sharing procedure between institutions. As such, it would not be appropriate for GSU to waive the tuition under an assistantship and place the other institution in a financial disadvantage. It was decided that GOML students would no longer be allowed to hold graduate assistantship positions at GSU. Dr. Patterson said we have only had one instance of this, so we do not anticipate this affecting any students beyond this one person.

- Graduate Student Organization is hosting a Homecoming Tailgate for graduate students and graduate faculty on October 11, 2014, 4-6 PM. They will be setup behind Paulson Stadium in the Corporate Tailgate area between the Shuttle/bus stop and the Bishop Building.

- Due to the Affordable Care Act Policy, graduate assistants will now begin approving their time in ADP, and supervisors will have to approve the student's time as well. Human Resources is currently populating the 20 hours in ADP for all GAs, RAs, and TAs. COGS is in the process of working with HR to assign and determine who should be listed as the student's supervisor. Students will not have the ability to alter their time in ADP, but the supervisors will have that capability if needed. Additional guidance will come out regarding training for supervisors who are not currently approving timecards in ADP.

Dr. Frank Goforth asked if there will be something in Hobsons AY that states an applicant was excluded from GSU or another institution. He is concerned he will miss this information on the transcripts. Mr. Tristam Aldridge said there is already a question on the application that addresses this issue, but there have been applicants who state they have not been excluded but the transcript states they were. Mr. Aldridge said COGS will add a field on the application that will allow COGS to enter this information.

Dr. McGibony asked when they will begin approving GA's timecards in ADP. Dr. Patterson said he believes HR wants to implement this in the October pay cycle.

IV. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEWS

Dr. Fernekes said during the last meeting it was stated that there were four graduate programs up for review, but now there are only two programs. Ms. Candace Griffith stated two programs decided to deactivate, and therefore will not be undergoing program review. These programs have been inactive for a number of years and there would not be much data on these programs to conduct a proper review. The two programs that will be deactivated are the M.S. Recreation Administration and the M.A. Political Science. The College of Liberal Arts and Social Science will process the necessary paperwork through the Graduate Committee to deactivate these programs, until they decide how they want to proceed. The two programs undergoing program review are the M.S. Mathematics and the M.S. Sport Management.

Dr. Dick Diebolt asked if these programs were already under the deactivation title, because they had not accepted students into these programs. Ms. Griffith stated the College never officially filed paperwork to deactivate the programs.

Dr. Diebolt said M.S. Recreation Administration is currently in the catalog. He said this is misleading and will imply that this program is active. Dr. Christine Ludowise stated the M.A. Political Science paperwork in November to deactivate program. Dr. Patterson recommended paperwork be submitted to deactivate both programs before the January meeting.

V. NEW BUSINESS

A. College of Science and Mathematics

Dr. McGibony presented the agenda item for the College of Science and Mathematics.

Department of Geology and Geography
Selected Topics Announcement(s)
GEOG 5090G – Environmental Impact Assessment & Remediation
JUSTIFICATION:
Course Summary:
This course will introduce students to the National Environmental Policy Act (NEPA), its Environmental Impact Assessment (EIA) process per the Council on Environmental Quality (CEQ), and review criteria regarding whether a Finding Of No Significant Impact (FONSI) or requirement for an Environmental Impact Statement (EIS) is issued. Students will see how the EIA process can be applied to the workflow of federal projects, from the research phase through planning, remediation, monitoring, evaluation, and improved regulatory enforcement/environmental policy. The opportunity to perform a desktop EIA as a group is also provided to undergraduates. Graduate students will have three additional requirements: (1) to play a supervisory role in the preparation of an undergraduate group's EIA, (2) to review a second undergraduate group's EIA then write a CEQ-style review letter issuing either a FONSI or requirement for EIS, and (3) to lead discussions of reading materials.

Justification:
Environmental Impact Assessment/Mitigation (EIA/M) 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 a development project's environmental consequences. Furthermore, most environmental scientist job opportunities seek graduates trained in EIA/M techniques as NEPA compliance is required for almost any federally-supported project in the United States, from timber harvesting and energy development, to public housing.

No action was needed for Selected Topics Announcement.

Dr. Jim Harris asked what the status is on SACSCOC allowing 5000G level courses. Ms. Griffith said the Compliance Certification Report is currently undergoing the offsite review and feedback should be received by the end of November. If this is an area of concern it will be flagged. She said Dr. Teresa Flateby is aware of this issue and continues to discourage the use of 5000G level courses. SACSCOC still needs additional language that clearly states what additional work and experiences graduate students will have to do versus undergraduate students. This language should be stated in the syllabus and the course description in the catalog.

B. **College of Liberal Arts and Social Sciences**

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

Dr. Steven Harper stated the Department of Music withdrew their new course submission items.

Dr. Ted Brimeyer presented the agenda item for the Department of Sociology and Anthropology.

Department of History
New Course(s)
HIST 5534G - Contemporary China, 1949 to Present
JUSTIFICATION:
This 5000-level course would serve both advanced undergraduates and graduate students in a growing field that has drawn attention from both historians and the general public in the recent years: the history of the People's Republic of China. It provides a new course for history majors' non-Western course requirement as well as an additional elective option in Asian history.

Course Revision(s)
HIST 5532G - Modern China
➤ Title, Catalog Description
JUSTIFICATION:
Since a new course, Contemporary China, is proposed to be added to the catalog, it is necessary to revise the course title of the existing Modern China (HIST 5532) in order to draw a clear line between the two courses. Also, the description of Modern China seems to be dated and needs to be revised.

Department of Music
New Course(s)   - Proposals Withdrawn by Department

MUSC 6111 - Method and Pedagogy, Violin/Viola I
JUSTIFICATION:
This course is required for Graduate Violin/Viola Performance majors. Additionally, this course will be offered to graduate Music Education majors, music minors, and non-majors. The proposed course will concentrate on upper string instruments. The proposed course will be part of a two-course sequence: MUSC 6111 will be offered in the fall semester and MUSC 6112 will be offered in the spring semester. The need for the proposed course consisting of two parts is based on the specifics of the materials offered, the time to cover the broad area of string instrumental techniques, as well developing abilities to teach violin/viola independently with demonstrated results in the final teaching exam.

MUSC 6112 - Method and Pedagogy, Violin/Viola II
JUSTIFICATION:
This course is required for Graduate Violin/Viola Performance majors. Additionally, this course will be offered to graduate Music Education majors, music minors, and non-majors. The proposed course will concentrate on upper string instruments. The proposed course will be part of a two-course sequence: MUSC 6111 will be offered in the fall semester and MUSC 6112 will be offered in the spring semester. The need for the proposed course consisting of two parts is based on the specifics of the materials offered, the time to cover the broad area of string instrumental techniques, as well developing abilities to teach violin/viola independently with demonstrated results in the final teaching exam.

Department of Sociology and Anthropology
Proposed New, Revised, or Deleted Program(s)
Social Science, M.A.
JUSTIFICATION:

The Department of Psychology wishes to withdraw from the Master of Arts in Social Science graduate program. They have agreed to permit the current students to matriculate, but we will no longer accept students into the psychology concentration. The other revisions are simply corrections to the catalog.

Dr. Diebolt said the additional requirements for graduate students are outlined in Item #5 of the HIST 5534G new course form; however, this language is not stated in the catalog description. Dr. Goforth stated the language should differentiate what the outcomes and additional knowledge is for graduate students. The committee agreed that the language should be included in the catalog description. After a discussion, Dr. Teeter agreed to revise the catalog description to include this language.

Dr. Steven Harper stated the Department of Music is withdrawing their new course proposals (MUSC 6111 and MUSC 6112).

Dr. Diebolt asked Dr. Brimeyer if there is an agreement to have someone in the Psychology Department assist students who are in a thesis track. Dr. Brimeyer said yes, if the student is doing a thesis in the psychology concentration, the student will be advised by the Psychology Department. Dr. Diebolt asked if a timeline has been discussed for the amount of time a student will have to complete the psychology track. Dr. Ludowise said they do not anticipate it being a long period of time for the students to complete the program; the latest date would be Spring 2016.

Dr. Diebolt asked if the Library has confirmed that there are adequate resources available for the HIST 5534G new course. Dr. Teeters said yes, they have sufficient resources.

MOTION: Dr. Stephens made a motion to approve the agenda item submitted by the Department of Sociology and Anthropology and the items submitted by the Department of History, with the understanding that the HIST 5534G catalog description would be revised to include the suggested changes. A second was made by Dr. Flynn, and the motion to approve the items was passed.

The revised HIST 5534G new course form is below.

Georgia Southern University **New Course Form**	*Revised - 11/7/12*

Subject: <u>HIST</u>
Number: <u>5534G</u>
    Answers to all the following questions must be submitted. Limit total responses to two pages.

1. **Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.**
   This 5000-level course would serve both advanced undergraduates and graduate students in a growing field that has drawn attention from both historians and the general public in the recent years: the history of the People's Republic of China. It provides a new course for history majors' non-Western course requirement as well as an additional elective option in Asian history.

2. **Similarity with existing course: Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.**
   There is no other course being offered at Georgia Southern University that teaches the history of post-1949 China

3. **Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {(e.g., Educator Preparation Committee (EPC)}?**
   Not Applicable

4. **Course Goals/Outcomes: List the broad goals of the proposed course. List the specific and measurable student learning outcomes of this course. Link each of the student learning outcomes to both the program requirement that the outcome addresses and the specific assessment method that will be used to measure the outcome.**
   Desired Student Learning Outcomes (SLO):

4

a) Students will apply skills learned in lower-level courses at a higher degree of analytical sophistication.
b) Students will discuss, analyze, and interpret primary and secondary source materials through written and oral assignments.
c) Students will achieve proficiency in history which include the ability to present and structure extended arguments related to the topic, and the continuing development of writing skills necessary to support and express this knowledge. These outcomes will be measured regularly throughout the semester by evaluation of the students' written assignments, projects and examinations .Students will be familiar with both the history and the historiography of contemporary China, and be able to analyze major theoretical issues.
.

These course outcomes derive from and will advance the B.A. History program outcomes:
1. Display knowledge of fundamental themes and narratives in history;
2. Conduct original historical research and writing; and
3. Communicate historical knowledge and explanations to others.

5. **Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at** ***http://cogs.georgiasouthern.edu/download/forms/GraduateFacultyForms/Policy%20on%20Dual%20List ed%20Courses%20-%20final%20100809.pdf*)**
   (a) **Briefly describe how student learning will be assessed.**
   (b) **If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.**

This course will require oral communication components that include primary document presentations and student participation during classroom discussions on secondary sources. Students will be evaluated based on the accuracy of their understanding of the assigned primary and secondary source readings, the clarity and strength of their own arguments, and their ability to integrate content synthesized from the readings under discussion and other course materials. Written work will include weekly scholarly literature reviews based on assigned readings and two written examinations. These written assignments will be evaluated based on strength of arguments, clarity of presentation, and other requirements that coincide with Departmental assessment rubrics.

The dual listed graduate student (MA level) version of this course will be structurally similar to the above description, with the following exceptions: graduate student will be required to write one extra primary source-based research paper on a topic of their choosing (in consultation with the instructor). The final research paper will be a minimum of 15 pages will be required to integrate more articles and books must have a greater quantity and sophistication in primary source analysis.

6. **Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.**

This course will examine the economic, political, social, and cultural history of China from 1949 to the present day through lectures and discussions. Topics include:
Dilemmas of Victory: Communist Liberation of 1949;
Challenges Faced during the Transition Period, 1949-1953;
From the Great Leap Forward to the Cultural Revolution;
Women in the Early People's Republic;
Cultural Fever of the 1980s;
Economic Reform and its Economic Impact;
Tiananmen in History and Memory;
Post-Mao Social Mobility and Stratification;
Political Legitimacy at the End of the Twentieth Century;
New Social and Enviornmental Challenges at the Turn of the Twenty-First Century;
Chinese People: Their Lives and Their Voices.

The methodology for the course involves information being delivered by lecture and readings, to include primary and secondary sources. For iterations of this course, typical readings would include (depending on the semester and the topical focus of the course) such works as: Craig Dietrich, People's China: A Brief History (Oxford, 1998); Merle Goldman, ed., The Paradox of China's Post-Mao Reforms (Harvard, 1999); Frank Dikötter, Mao's Great Famine: The History of China's Most Devastating Catastrophe, 1958-1962 (Walker, 2010); John Pomfret, Chinese Lessons: Five Classmates and the Story

of the New China (Henry Holt, 2007); Keith Schoppa, Twentieth Century China: A History in Documents (Oxford, 2010); Craig Calhoun, Neither Gods nor Emperors: Students and the Struggle for Democracy in China (Berkeley, 1994); June Chang, Wild Swans: Three Daughters of China (Touchstone, 2003). Guest speakers with personal experiences in contempory China will be invited to the classroom as well.

7. **University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit's plan to garner these resources.**
No additional resources are required to teach this course beyond those that currently exist at both the department and university library.

8. **Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)**
N/A

(Please complete curriculum form which follows)

New Course Form

Revised - 11/7/12

To: ☐ **Undergraduate Committee (UGC)**   *Date Format: mm/dd/yy)* **UGC/GC Meeting Date:** _____
     ☒ **Graduate Committee (GC)**   *(Date Format: mm/dd/yy)* **Date Submitted:** 08/01/14
     (Term Format: 201108) **Proposed Effective Term:** 201501
     (CIP Code Format: 123456) **Classification of Instructional Program (CIP) Code:** 540106

College Code: 12 - CLASS   **Department Code:** 1209   **Department:** History

1. **Subject:** HIST   **Number:** 5534G

2. **Full Course Title for Catalog:** Contemporary China, 1949 to Present
   Abbreviated Course Title (max 30 characters): _____
     (Only abbreviate if Full Course Title is MORE than 30 characters)

3. **Will this course be cross-listed with other courses?** No
     If Yes, please list the cross-listed courses below.
     Subject: _____   **Number:** _____
     Subject: _____   **Number:** _____
     Subject: _____   **Number:** _____
     A *New Course Form* or *Course Revision Form* MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College

4. **Will this course be listed on any program page(s)?** Yes
   If yes, a *Proposed New, Revised, or Deleted Program Form* must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. **Does this new course affect another Department or College?** No
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

6.
	Low		High
Credit Hours:	3	Drop-Down	___
Billing Hours:	3	Drop-Down	___
Lecture/Seminar Contact Hours:	3	Drop-Down	___
Lab Contact Hours:	___	Drop-Down	___
Will multiple labs be offered for each lecture section?			Drop-Down
Other Contact Hours:	___	Drop-Down	___
Total Contact Hours:	3	Drop-Down	___
	(Low)		(High)
Ratio of Contact Hours to Credit Hours:	1 : 1		___ : ___

7. **Repeatable for Credit:** No
     ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

8. **Additional Fees:** No If yes, amount: _____

9. **Level:**   S2-Masters Drop-down Drop-down

10. **Grade Mode:**   N = Normal Drop-down Drop-down Drop-down
      (Default)

11. **Schedule Type:** A = Lecture Drop-down Drop-down Drop-down
      (Default)
     *Schedule Type must match Lecture, Lab, or Other Hour Type (#6) *

<table>
<tr><td rowspan="6">PROPOSED</td><td colspan="5">COURSE PREREQUISITE(S)</td></tr>
<tr><td>Subject: _____</td><td>Number: _____</td><td>Concurrent: <u>No</u></td><td>Minimum Grade: <u>D</u></td></tr>
<tr><td>And   Subject: _____</td><td>Number: _____</td><td>Concurrent: <u>No</u></td><td>Minimum Grade: <u>D</u></td></tr>
<tr><td>And   Subject: _____</td><td>Number: _____</td><td>Concurrent: <u>No</u></td><td>Minimum Grade: <u>D</u></td></tr>
<tr><td>And   Subject: _____</td><td>Number: _____</td><td>Concurrent: <u>No</u></td><td>Minimum Grade: <u>D</u></td></tr>
<tr><td colspan="4">Additional prerequisite(s):
Are prerequisites to be enforced at Registration? <u>Drop-down</u></td></tr>
</table>

<table>
<tr><td rowspan="6">PROPOSED</td><td colspan="2">COURSE CO-REQUISITE(S)</td></tr>
<tr><td>Subject: _____</td><td>Number: _____</td></tr>
<tr><td>And   Subject: _____</td><td>Number: _____</td></tr>
<tr><td>And   Subject: _____</td><td>Number: _____</td></tr>
<tr><td>And   Subject: _____</td><td>Number: _____</td></tr>
<tr><td colspan="2">Additional co-requisite(s):
Are co-requisites to be enforced at Registration? <u>Drop-down</u></td></tr>
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<table>
<tr><td rowspan="2">PROPOSED</td><td>CATALOG DESCRIPTION</td></tr>
<tr><td>This course focuses on China's unique historical trajectory of modernization from 1949 to the present. It consists of a series of topical lectures on changes in China's politics, economy, society, and culture, with special emphasis on important events such as the Great Leap Forward, the Cultural Revolution, China's Post-Mao Reforms, the 1989 Tiananmen Incident, and the 2008 Beijing Olympics. Graduate students will be given extra written assignments determined by the instructor that integrate more articles and books in their research and will be required to show greater sophistication in primary source analysis.</td></tr>
</table>

C. Jiann-Ping Hsu College of Public Health

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

<u>New Course(s)</u>
HSPM 7332 - Population Health
JUSTIFICATION:
Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7333 - Healthcare Governance
JUSTIFICATION:
Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7334 - Human Resources Healthcare
JUSTIFICATION:
Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7336 - Healthcare Supply Chain Management
JUSTIFICATION:

8

For the development of advancing management curriculum for Masters of Health Administration, students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7337 - Integrative Health Enterprise Analytics and Decision Making
JUSTIFICATION:
For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7338 - Contemporary Issues in Healthcare
JUSTIFICATION:
For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7710 - Administrative Internship
JUSTIFICATION:
Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

Course Revision(s)
HSPM 6136 - Health Services Management, Human Resources and Governance
➢ Title, Catalog Description
JUSTIFICATION:
Course will be solely focused on management hence the title and catalog description changes. Human resources and governance will become separate courses.

HSPM 7235 - Health Law
➢ Title
JUSTIFICATION:
The course title is being modified to reflect that ethics is also taught in the course.

Proposed New, Revised, or Deleted Program(s)
Healthcare Administration, M.H.A.
JUSTIFICATION:
Changes are being made for the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. These changes will help to prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive. Additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education (CAHME) accreditation process.

Health Policy and Management, M.P.H.
JUSTIFICATION:
The title of the course is changing as part of the Master of Healthcare Administration (MHA) changes.

Environmental Health Sciences, M.P.H.
JUSTIFICATION:
The competencies are being updated and correcting a typo.

Public Health, Dr.P.H.
JUSTIFICATION:
Clarifying the Candidacy Exam so it is more specific.

Community Health Behavior and Education, Dr.P.H.
JUSTIFICATION:
Other information is being edited to be consistent with other sections within the program information.

Public Health Leadership, Dr.P.H.
JUSTIFICATION:
Other information is being edited to be consistent with other sections within the program information.

Dr. Jake Simons stated he was concerned with the HSPM 7334, 7336 and 7337 new course submissions because of the strong overlap with courses offered in the College of Business Administration. He stated it seems appropriate to have some kind of coordination between JPHCOPH and COBA to ensure there is a shared understanding of the topics being discussed. Dr. Stephens said JPHCOPH has a very good relationship with COBA and the MBA program. Dr. Stephens explained that COBA's courses have a general curriculum and the new courses submitted by JPHCOPH have a focused curriculum on healthcare only. He said if these courses are not provided it will cause a problem with their accreditation. There was a discussion by the committee as to whether there should be a consensus from other departments, if there is an overlap in course offerings. After further discussion, a number of committee members suggested these items be tabled until JPHCOPH could clarify their communication with COBA. Dr. Simons suggested JPHCOPH involve the following COBA faculty members in this discussion: Dr. Gordon Smith, Dr. Jerry Burke and Dr. Bob Hoell. Dr. Fernekes said an invitation would be extended to these faculty members to attend the next Graduate Committee meeting.

Mr. Wayne Smith reminded the committee that the deadline to submit curriculum items for the November 13th meeting is October 23rd and the deadline for the January 22nd meeting is November 21st. If no changes are made to the items then the tabled items would be listed under Old Business on the next agenda.

Dr. Stephens said he preferred to table all items pertaining to the M.H.A. program. Dr. Tedders requested the committee still consider approving the last four program revisions listed on the agenda.

MOTION TO TABLE ITEMS: Dr. Simons made a motion to table all agenda items submitted by the Jiann-Ping Hsu College of Public Health, with the exception of the Environmental Health Sciences, M.P.H., Public Health, Dr.P.H., Community Health Behavior and Education, Dr.P.H., and the Public Health Leadership, Dr.P.H. program revisions. Dr. Harris made a second to table the items and the motion was passed. (Four committee members voted to oppose the motion to table, while nine members voted in favor of the motion.)

Dr. Diebolt asked what the proposed procedure was to notify students if they fail the candidacy exam. Dr. Tedders stated JPHCOPH notifies them of their test results but the official notification will come from COGS. Dr. Diebolt clarified that COGS would notify students that they have been excluded and registration cancelation would be initiated through COGS to the Registrar's Office. Dr. Tedders agreed with Dr. Diebolt's statement.

MOTION TO APPROVE ITEMS: Dr. Flynn made a motion to approve the Environmental Health Sciences, M.P.H., Public Health, Dr.P.H., Community Health Behavior and Education, Dr.P.H., and the Public Health Leadership, Dr.P.H. program revisions. A second was made by Dr. Devon Jensen and the motion was passed.

Dr. Ludowise clarified that students in the Master of Arts, Social Science Psychology Concentration will stay in the program, but they will not admit any more students into this concentration. There are currently four students remaining in the Psychology MASS program.

VI. **OLD BUSINESS**

A. **Discussion of ETD Submission Deadlines** – Dr. Diebolt stated there has been some discussion regarding the deadlines being too close to the end of the semester. The three deadlines to consider are listed below:

1) The deadline to hold terminal or comprehensive examination is four weeks prior to the end of the semester.
2) The deadline to submit for final format review is three weeks prior to the end of the semester.
3) The final submission deadline is the last day of the semester, which is the same day as commencement.

There was no discussion to consider altering the deadlines.

B. **Storage Solution for Graduate Committee Agendas and Minutes** – Dr. Patterson stated he reached out to the Library to see if Digital Commons would be a good resource to store this information. Ms. Debra Skinner stated right now items can be limited to just the GSU domain, but she will have to get confirmation to see if items can be restricted to just faculty and staff. Dr. Patterson stated COGS has the ability to put a link behind a firewall that only faculty and staff could access, and this could be another option for the committee. There was a discussion as to why the committee would not want this information accessible to the public. Dr. Deborah Allen stated there may be times when new programs are being developed and we would not want others to know so they could possible jump in ahead of us. The committee agreed that this is a valid reason. Dr. Patterson said COGS will build infrastructure and will update the committee during the next meeting.

C. **Discussion of February through April Curriculum Submissions** – Dr. Patterson said programs have expressed concern in regard to the Registrar's Office's request to not submit curriculum items during the February, March and April 2015 meetings. The programs have strongly recommended continuing business as usual. Mr. Smith stated the Registrar's Office agreed to continue with the normal process.

Mr. Smith stated the Provost Office brought another item up at the Undergraduate Committee meeting. He said the Registrar's Office will expect all colleges to submit their information with no errors, and they will no longer proof information for errors. They will only review the information that is entered into Banner, but all other information will need to be catalog ready when submitted.

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

VIII. **ADJOURNMENT**

There being no further business, the meeting was adjourned on October 9, 2014 at 10:15 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved October 28, 2014 by electronic vote of Committee Members

Faculty Senate Library Committee
October 28, 2014 - 2:00 pm
Library Conference Room

Present:

Bede Mitchell, Dean of Library
Ann Hamilton, Assoc. Dean of Library
John Hatem, COBA
Susan Sammons, CHHS
Quentin Fang, COSM

Hani Samawi, JPHCOPH
Katrina Jackson, Library
Russell Thackston, CEIT
Richard Flynn, CLASS
Tiffanie Townsend, SEC Appointed

Absent: Beth Downs, COE
Errol Spence, SGA Representative

Election of Committee Chair: Richard Flynn was approved to serve as chair of the committee. His responsibilities will include identifying dates for meetings, ascertain agenda items, and determine if the items justify a meeting, review minutes prepared from committee meetings and ensure that they are recorded and forwarded to the Senate Librarian, act as the contact and respond to faculty should they have questions regarding the library and the Library Committee, and represent the committee should they bring a motion before the Senate, in order to offer explanation or answer questions regarding the motion. The Dean of the Library's office staff will provide the necessary assistance in these duties.

Dean Mitchell announced the next meeting of the committee will probably be scheduled sometime in February. Topics he anticipates for discussion will include the library's FY16 budget and possible revisions that may need to be made to the library's submission in the SACS Self Study document. The document is currently under review and feedback is expected sometime in late November or early December.   Any additional topics committee members would like added to the agenda should be sent to Dean Mitchell.

Informing Faculty of Library Services:
Dean Mitchell discussed the need to find ways to attract the attention of faculty in order to inform them of the the many library services available to them. One possibility he suggests is for the library host a box lunch session the week prior to Spring semester where the library would share information on their many services and faculty would have the opportunity to ask questions. Topics would include information on copyright issues (Ex: Ga. State's copyright issues), Affordable Learning Georgia, Demand Driven Acquisitions, Discover Tool - it's advantages and disadvantages, and Selected Works. The university attorney would be included in regard to any copyright issues.   The floor was opened for discussion.   Suggestions voiced for consideration included:
- Hold sessions the first few weeks of the semester, not before classes begin.
- Hold more than one session on different days and times in order to draw better attendance.
- Add the topic of intellectual property issues.
- Check on levels of commitment that would conflict with scheduling sessions.
- Putting in the required time and effort in promoting sessions for better attendance.
- Promote the sessions with catchy topics that will grab the faculty's interests.
- Visiting the colleges independently and distributing information first-hand to groups and/or individuals. (This suggestion was favored by committee members. Additional suggestions were added such as holding informal sessions in a room of the college and inviting key people to talk about the topics that interest that particular group.)

- Getting faculty into the library is an important step in familiarizing faculty with library services and should be considered in some instances.

Dean Mitchell stated he will use these suggestions when planning the sessions.

Demand Driven Acquisitions:

Dean Mitchell gave a brief overview of Demand Driven Acquisitions, a option designed to provide cost-effective access to e-book titles when they are needed, as they are needed and taking the guess-work out of selection and removing barriers to access. DDA provides students, faculty, and staff with access to more information resources while maximizing the Library's purchasing dollars. He stated that the Library will be using an Ebrary platform that will provide us with a catalogue record that meets our criteria and will that will be entered into our online catalog so that when an individual is searching they will find these electronic books. If the individual clicks on the link and downloads the title or spends a certain amount of time on the selection, then we are charged for the title and we now own it. This is great way to offer more selections but only pay for those that are used.

The group also discussed the method of slips and cards that faculty has been using and the time involved in reviewing book lists per discipline. Dean Mitchell stated that the DDA service could eventually extend into traditional books. The library's next steps are to review the current approval plan in light of the large numbers of books that are purchased but not consulted. By focusing more on purchasing books at the time-of-need, it would be possible to redirect the savings toward other areas of need, such as high-demand subscriptions.

Unless urgent topics arise that cannot wait until a February meeting, Dean Mitchell and Dr. Flynn will consult the committee on the best times in February for the next committee meeting.

NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
October, 2014

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

There are 4 items to report.

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation
    Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University:
    http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html

2. Below is the text of a recent communication from the Knight commission regarding the
    NCAA governance redesign.

September 22, 2014

At its **Sept. 8-9 meeting**, the Knight Commission urged the new NCAA governance
structure and leaders in charge of the College Football Playoff to make changes that
will better align athletic programs with institutions' educational missions, and protect
the integrity and sustainability of college sports. The public meeting discussion focused
on potential new approaches for college sports and new health and safety initiatives.

Knight Commission Recommendations:
Among the Commission's recommendations to refocus efforts on the primary
educational mission of college sports are the following:

1. **Financial Incentives**: Financial rewards associated with the NCAA Division I men's
basketball tournament and the College Football Playoff, whose finances are managed
outside the NCAA, should be modified to more clearly align rewards and resources
toward supporting and achieving athletes' educational goals and broad-based
participation. [Note: The Commission's prior suggestions about ways to change the
incentives associated with these revenue pools can be found in its **2010 report** and
again in a **2012 memo to presidents**.]

2. **Funding for Health and Safety Research and Initiatives**: A portion of the
College Football Playoff revenues should contribute to concussion research and other
health and safety initiatives, which are vital to football players. Currently, these
national initiatives are not supported by any football-related revenues.

3. **Reduce Athlete Time Commitment**: As recommended in the Commission's **2010
report**, *Restoring the Balance*, athletic time demands on college athletes must be
reduced.

4. **Full Financial Transparency**: Each public and private Division I institution should
publish its annual NCAA financial report on revenues and expenses. The
Commission will continue to update its **Athletic and Academic Spending Database
for NCAA Division I institutions** to improve the transparency for athletic spending.

The **Commission also announced the launch of a major study** to explore alternative scheduling and competitive sport structures that may respond to increasing financial pressures and concerns about travel and other time demands on college athletes. The study will be conducted with all Division I institutions in California, North Carolina and Virginia.

Finally, **the Commission commended moves** made by some universities to provide four-year athletics scholarships and to guarantee financial assistance for former athletes through degree completion. These initiatives are consistent with **prior Commission recommendations** to emphasize the educational mission of college sports. The Commission continues to support these types of initiatives and encourages other universities to adopt them.

Podcasts for the Commission's public sessions on Sept. 8 can be heard here:
- **Podcast of Session 1: "New Health and Safety Initiatives for College Athletes"**

Presenter: **Brian Hainline**, chief medical officer, NCAA
- **Podcast of Session 2: "Potential New Approaches for the Next Era of College Sports"**

Panelists: **Alan Ashley**, chief of sport performance, USOC; **Dan Beebe**, president, Dan Beebe Group; former commissioner, Big 12 Conference and Ohio Valley Conference; **Sandy Hatfield Clubb**, athletics director, Drake University; **Mike Gilleran**, executive director, Santa Clara University Institute for Sports Law and Ethics; former commissioner, West Coast Conference; and **Oliver Luck**, athletics director, West Virginia University

New Commission Member:
The Commission also **welcomed new Knight Commission member Myron Rolle,** a second-year medical student at the Florida State University College of Medicine.

Media Coverage:
Some of the articles reporting on the public discussion and ideas offered by the panelists can be found here:

- *USA Today*, **Knight Commission panel discusses new initiatives for NCAA sports**, 09/08/2014

- *McClatchy*, **College officials study better policies for student-athletes**, 09/08/2014. (Published in *The Charlotte Observer* and *The Sacramento Bee*)

- *Chronicle of Higher Education*, **At Meeting of Knight Commission, Old Ideas Are New Again**, 09/09/2014

- *Tallahassee Democrat*, **Former FSU star Rolle joins Knight Commission**, 09/08/2014

Contact Executive Director Amy Perko at perko@knightcommission.org
if you have any questions.

About the Knight Commission on Intercollegiate Athletics
The Knight Commission on Intercollegiate Athletics was formed by the John S. and

James L. Knight Foundation in October 1989 to promote a reform agenda for college sports. The Commission's efforts aim to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities. A number of the Commission's prior recommendations have been adopted, including the NCAA rule that requires teams to be on track to graduate at least half of its players to be eligible for postseason championships. More information, including recommendations from its prior reports, can be accessed at **knightcommission.org**.

About the John S. and James L. Knight Foundation
Knight Foundation supports transformational ideas that promote quality journalism, advance media innovation, engage communities and foster the arts. We believe that democracy thrives when people and communities are informed and engaged. For more, visit **knightfoundation.org**.

3. **Grant Opportunity for Many Academic Disciplines** – Below is the text of a communication from Brian Hainline regarding grant opportunities. Please share this with any and all interested colleagues. You will need to contact Dr. Hainline to confirm that the September 15 date is not a firm deadline.

Dear Dr. Chris Geyerman,

The NCAA has created a pool of $4 million to help protect and educate all of our student-athletes. Ten research grants of up to $400,000 each will be awarded to develop ways to change the culture of concussion safety.

I'm writing to invite your institution to participate in the NCAA-U.S. Department of Defense Mind Matters Challenge, an initiative that seeks to alter student-athletes' attitudes and behaviors – and those of the people who influence them – regarding concussion reporting.

The culture needs to change. Everyone involved in college sports needs to better understand that a concussion is a serious medical condition that requires appropriate treatment, just like a knee injury, eye injury or broken bone – and we hope to spur that transformation with this challenge. Our goal is to improve the effectiveness of concussion education programs delivered to student-athletes, coaches, soldiers and other at-risk populations.

The challenge will launch this fall as part of our broader $30 million alliance with the DOD. Challenge winners will receive research grants or prize funds for ideas that could help spur the needed change in the culture of concussion reporting. The challenge can't succeed, though, without your participation.

We know that our member institutions are conducting important research in this space and we ask that you help us personally invite these talented individuals at Georgia Southern University to participate. We want to ensure that this message is communicated to your faculty and staff who are leading relevant research in the sciences, arts, marketing and education departments. We would also like to invite leading scholars and practitioners with track records of successful behavior and communication-focused work on other topics related to student-athlete, college student, or military service member safety or well-being to apply to this funding opportunity.

So we're asking you to provide us with the contact information for any faculty in your institution who might be interested in submitting a proposal when the Mind Matters Challenge launches in October. Specifically, we are looking for individuals in the following disciplines:

   • Marketing

- Communications
- Education
- Film/Theater
- Neurology
- Mental Health
- Public Health
- Psychology/Behavioral Studies
- Sports Medicine/Sport and Exercise Science
- Grants and Technology Transfer Offices
- Other relevant researchers/clinicians

We have created an online form to make responding easy. Please complete the form by September 15, 2014.

We have enlisted NineSigma, a firm well-versed in organizing innovation challenges like this one, to design the competition and maximize our outreach to the NCAA membership and the global community. To that end, NineSigma will take the lead in engaging the experts at your institution.

Thank you for helping Georgia Southern University participate in this important initiative.

Sincerely,

Brian Hainline, M.D.
NCAA Chief Medical Officer

4. Below is a copy of a memorandum describing NCAA scholarships. If you or your colleagues know of qualified student-athletes please direct them to me.

MEMORANDUM

September 19, 2014

TO: Faculty Athletics Representatives]
    Directors of Athletics   ] -- at NCAA Member Institutions.
    Senior Woman Administrators   ]

FROM: Jeffrey O'Barr
       Associate Director of Accounting.

SUBJECT: NCAA Scholarship Nominations.

The FAR nomination period for the postgraduate scholarships has begun. Please find pertinent scholarship information listed below.

- The Walter Byers Scholarship Program awards one male and one female student-athlete a $24,000 postgraduate scholarship in recognition of outstanding undergraduate achievement (minimum of 3.5 cumulative grade point average) and potential for

success in postgraduate study and their chosen careers. The scholarship may be renewed for a second year. Additional information can be obtained by clicking here.

• The Jim McKay Scholarship Program awards one male and one female student-athlete a $10,000 postgraduate scholarship in recognition of outstanding academic achievement (minimum of 3.5 cumulative grade point average) and potential to make a major contribution in the sports communications industry. Additional information can be obtained by clicking here.

• The Postgraduate Scholarship Program awards $7,500 three times a year corresponding to each sport season (fall, winter and spring). There are 29 scholarships available for men and 29 scholarships available for women (minimum of 3.2 cumulative grade point average) for use in an accredited graduate program. Additional information can be obtained by clicking here.

To learn more about other grant and scholarship opportunities available thru the NCAA national office, click here for program descriptions and application information.

Thank you very much for your assistance.

JO:lmt