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Faculty Senate Librarian's Report, December 7, 2011

Respectfully Submitted

Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report.

- **Academic Standards**
Chair: Rob Yarbrough (COST)
No Report

- **Faculty Development**
Chair: Michelle Reidel (COE)
No Report

- **Library Committee**
Chair: Greg Harwood (CLASS)
No Report

- **Faculty Welfare**
Chair: Joe Ruhland (COBA)

**Faculty Welfare Committee
Meeting, Nov. 14, 2011
Minutes**

Presiding: Joe Ruhland, Chair (COBA; Recording)

Present: Todd Hall (CHHS), Hsiang-Jui Kung (CIT), Paige Rutner (CIT), Patricia Walker (CLASS), Robert Costomiris (CLASS), Stephanie Sipe (COBA), Susan Franks (COE), Ming Fang He (COE), Frederic Mynard (COST), Talar Markossian (JPHCOPH), JoEllen Broome (LIB)

New Agenda Items:

Election of New Committee Chair

Robert Costomiris graciously volunteered for the role of chair and was approved unanimously.

Other Discussion Items

Discussion ensued with regard to Paths to Success. The group agreed to table further discussion until a report from the task force has been released.

In light of recent events, the committee discussed the seeming lack of documented procedure regarding calls of no-confidence in administrators. One college seems to be proactively instituting such a process. Stephanie Sipe volunteered to do research for existing procedures at other universities as well as internally.

Next Meeting: TBD

- **Faculty Service**

Chair: Mary Marwitz (CLASS)

The **Faculty Service Committee** met on Thursday, October 20, 2011 to consider applications for faculty service awards. In attendance were Kathy Thornton (CHHS), Kymberly Harris (COE), Goran Lesaja (COST), Jonathan Harwell (LIB), Brian Bossak (JPHCOPH), and Mary Marwitz (Senate); also Kathy Albertson (Provost's Office) and Tabitha Irvin (Provost's Office).

In this competition for the fall cycle, the committee reviewed 18 proposals, 11 for service projects and 7 for travel for professional service, requesting total support of \$44,894.02. Nine proposals were either fully or partially funded; awards totaled \$12,526.27.

- **Faculty Research**
Chair: Fred Mynard (CLASS)

Faculty Research Committee November 29, 2011– 2:00 PM

Minutes

- I. The Faculty Research Committee was called to order at 2:10 p.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda and minutes of 11/1/2011 as read.
- III. Roll Call
 - A. Present
 - i. Frederic Mynard - Chair
 - ii. Melanie Stone – CLASS
 - iii. Xinfang (Joselyn) Wang– COBA
 - iv. Hua Wang– COST
 - v. Marvin Goss – Library
 - vi. Ruth Whitworth – JPHCOPH
 - vii. Debbie Shaver – ORSSP
 - viii. Ele Haynes – Research Compliance
 - B. Absent
 - i. Hyo-Joo Han– CIT
 - ii. Dan Czech – CHHS
 - iii. Julie Maudlin- COE
- IV. **Grant Writing Workshop Options:**
 - A. The committee voted to host a grant proposal development workshop facilitated through the Council for Undergraduate Research. The workshop will be competitive in nature and require a firm commitment from faculty to participate in all 4 days of the institute.
 - B. Committee Discussion
 - i. The week after finals is the preferred target week to accommodate the most faculty.
 - ii. The committee will host 3 facilitators and between 15 and 21 participants.
 - iii. Guidelines will be produced during December to recruit for a January competition.
 - iv. ORSSP will contact CUR to get access to their application package to inform our application.
 - v. One slot will be retained for preference to each of the eight colleges.
- V. **Committee membership update.**
 - A. Dr. Marvin Goss will be retiring at the end of the fall semester. Dr. Jessica Minihan will take his place as the Library representative on the committee in January.
- VI. **Calendaring of meetings**
 - A. Dr. Mynard will send an email to all committee members requesting their teaching and fixed appointment schedule for the spring.
 - B. Dr. Mynard will locate the matching openings in committee member schedules to locate an appropriate slot for spring meetings.
 - C. Committee members are requested to be as flexible as possible. It is difficult to coordinate 11 schedules.

VII. Committee Work

A. Award for Excellence in Research and Creative Scholarly Activity

- i. Ele has put a spreadsheet on the SharePoint to allow you to select primary review packet preferences for the Excellence Awards. Since the applications are due on the last day of the semester, assignments will be made as close to the preference list as practical based upon the number of complete applications received.
- ii. Deadlines
 1. October 21, 2011-- Nominations submitted to ORSSP
 2. December 16, 2011 – Application deadline
- iii. Next year's submission deadline should be one week earlier to allow committee members to review materials before the break.

VIII. Adjourned 3:05 p.m.

A. Calendar dates

- i. December 16, 2011 – Excellence Application deadline
- ii. January 24, 2012 – Internal Seed Applications deadline

Faculty Research Committee November 1, 2011– 2:00 PM

Minutes

- I. The Faculty Research Committee was called to order at 2:10 p.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda as read.
- III. Roll Call
 - A. Present
 - i. Frederic Mynard - Chair
 - ii. Melanie Stone – CLASS
 - iii. Hyo-Joo Han– CIT
 - iv. Xinfang (Joselyn) Wang– COBA
 - v. Dan Czech – CHHS
 - vi. Julie Maudlin- COE
 - vii. Hua Wang– COST
 - viii. Marvin Goss – Library
 - ix. Ruth Whitworth – JPHCOPH
 - x. Debbie Shaver – ORSSP
 - xi. Ele Haynes – Research Compliance
 - xii. Sue Ann Crabtree – Business Manager - VPR
- IV. **Welcome (Chair)**
 - A. Dr. Mynard welcomed Ruth Whitworth, JPHCOPH representative. Ruth will assume the remainder of Karl Peace's term. Ruth is a biostatistician.
- V. **Calendaring of meetings**
 - A. The current time will need to change in the spring semester to accommodate committee member teaching schedules. Some college teaching schedules are not yet set. Dr. Mynard will poll the committee closer to the new semester to find an appropriate time and day of the week.

VI. Committee Work

A. Award for Excellence in Research and Creative Scholarly Activity

- i. Nomination letters are posted to the SharePoint site heading Excellence Review Uploads – 2011-12.
- ii. The nomination letters will be updated to encourage all nominated faculty to upload as much of their application material as possible in electronic format as a pilot toward paperless submissions.
- iii. A hard copy application will be required. Electronic submissions of as many parts of the proposal as possible will be encouraged.
- iv. Marvin Goss will explore options to store excellence application review materials at the library in a secure location that will allow FRC member access while safeguarding faculty materials.
- v. Deadlines
 1. October 21, 2011— Nominations submitted to ORSSP
 2. December 16, 2011 – Application deadline
- vi. Next year's submission deadline should be one week earlier to allow committee members to review materials before the break.

Publication Fund

- vii. The committee voted to amend the publication guidelines to allow funding of page charges for student/faculty collaborative publications.

VII. Grant Writing Workshop Options:

- A. Deb Shaver presented the results of her investigations into options for grant writing workshops and mentorships. Seven examples were provided.
- B. Options:
 - i. Hosted on-site workshop
 - ii. Grant writing institute – send a limited number
 - iii. One – 3 day hosted workshop
 - iv. In house mentorship program
 - v. Provide matching travel support for faculty attending grant writing workshops
- C. The committee will review the materials and meet on November 29 to finalize a plan. The committee favored hosting an onsite workshop with an external speaker to be integrated with in house mentorships for first time grant writers.

VIII. Adjourned 3:45 p.m.

- A. Calendar dates
 - i. November 29, 2011—Grant Workshop Funding and Promotion
 - ii. December 16, 2011 – Excellence Application deadline
 - iii. January 24, 2012 – Internal Seed Applications deadline

- **Graduate Committee**

Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES

Chair: **Dr. Robert Fernekes**

Graduate Committee Meeting Date – November 10, 2011

- Present: Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COST; Mr. Jonathan Harwell, Library; Dr. Camille Rogers, CIT; Dr. Caren Town, CLASS; Dr. Yasar Bodur, COE; Dr. Goran Lesaja, COST; Dr. Josh Vest, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Deborah Allen, CHHS [Alternate for Dr. Dan Czech]; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Dr. Stephen Zerwas, Institutional Effectiveness; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Dr. Tracy Linderholm, COE; Mr. Wayne Smith, Registrar's Office; Dr. Christine Ludowise, CLASS; Mrs. Naronda Wright, Graduate Admissions; Mrs. Erica Colbert, Graduate Admissions; Mrs. Melanie Reddick, COGS; Dr. Jackson Rainer, CLASS; Dr. Michael E. Nielsen, CLASS; Dr. Johnathan O'Neill, CLASS; Dr. Shahnam Navaee, COST; Dr. Lynn Woodhouse, JPHCOPH; Dr. James Green, COE; Dr. Bill Wells, COBA
- Absent: Dr. Dan Czech, CHHS; Dr. Ednilson Bernardes, COBA; Dr. Simone Charles, JPHCOPH; Dr. Thomas Buckley, CHHS; Dr. Mikelle Calhoun, COBA

I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, November 10, 2011 at 8:02 AM.

II. APPROVAL OF AGENDA

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

III. DEAN'S UPDATE

Dr. Dick Diebolt stated the curriculum amendment forms have been revised and the new forms are located on the Registrar's website. <http://students.georgiasouthern.edu/registrar/UndergradCommittee/curriculumforms.htm>

Colleges should use the revised forms when submitting items for the January 2012 Graduate Committee meeting. The Registrar's Office will only accept the old forms if the college has already submitted their agenda items.

IV. NEW BUSINESS

A. Jiann-Ping Hsu College of Public Health

Dr. Lynn Woodhouse presented the agenda item for the Jiann-Ping Hsu College of Public Health.

Proposed New, Revised, or Deleted Program:

Dr.P.H., Public Health Leadership concentration

JUSTIFICATION:

The trend in the Jiann-Ping Hsu College of Public Health is that most of DrPH students enrolled in the Public Health Leadership concentration are mid-career public health professionals seeking career advancement. This trend appears consistent with that observed throughout the nation. The professionals seeking this degree are not looking to change careers; rather they are seeking career advancement by mastering competencies and skills related to the delivery and evaluation of public health programs. Georgia, as well as other parts of the country, are in desperate need for well-trained public health workforce. The blended DrPH program in Public Health Leadership is positioned to offer a convenient platform to meet this identified need. Blended programs offer intensive training opportunities while being sensitive to potential students who cannot abandon current career and family obligations. In addition, blended degrees are a convenient means for learning public health competencies and skills from the convenience of their home while maintaining significant personal contact with faculty without the burden of an extensive commute. The majority of Georgia is rural and having a blended DrPH program in Public Health Leadership in Southeast Georgia will offer an opportunity for Georgia's public health workforce to attain these desired educational needs.

Dr. Diebolt stated he emailed Dr. Stuart Tedders the following questions:

- 1) Will the concentration require additional library resources?
- 2) Will adding this concentration take away research time on the part of any faculty involved in this proposed concentration?
- 3) Will adding this concentration require any additional faculty or faculty resources?
- 4) Will adding this concentration require additional funding resources?

Dr. Diebolt stated Dr. Tedders responded “no” to all questions. Dr. Woodhouse said there would not be any change in tuition.

MOTION: Dr. Camille Rogers made a motion to approve the agenda item submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Goran Lesaja. The motion to approve the Program Revision was passed.

B. College of Science and Technology

Dr. Shahnam Navaee presented the agenda items for the College of Science and Technology.

Mechanical & Electrical Engineering

Course Revisions:

MENG 5136G - Introduction to Finite Element Analysis

JUSTIFICATION:

MENG 3122 has been modified to ENGR 2112.

MENG 5231G - Tribology and Reliability

JUSTIFICATION:

MENG 3341 has been modified to MENG 3331.

EENG 5432G - Programmable Logic Controllers

JUSTIFICATION: Raising the prerequisite requirements in order to improve student success.

It was noted by Dr. Daniel Gleason that the prerequisite courses are now one less credit hour than the previous prerequisite courses.

MOTION: Dr. Rogers made a motion to approve the agenda items submitted by the College of Science and Technology. A second was made by Dr. Lesaja. The motion to approve the Course Revisions was passed.

C. College of Business Administration

Dr. Rogers presented the agenda items for the Department of Information Systems.

Department of Information Systems

Course Revision(s):

CISM 7339 ERP - Certification

JUSTIFICATION:

Updating course title to reflect that this is a review class, and not the actual certification course.

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

Enterprise Resources Planning (ERP) Certificate Program

JUSTIFICATION:

- (1) Update to Program Description to reflect that it is a fully online professional graduate certificate program.
- (2) Course Name change for CISM 7339

Dr. Diebolt asked if the ERP program will have an online tuition rate. Dr. Rogers stated there will be a \$650 per credit hour tuition rate for this program and a proposal will go to the Provost Office after the Graduate Committee approves the program revision. Dr. Patterson said if the revision is approved the request for online tuition rate should go through the College of Graduate Studies (COGS) and then the Provost Office. Dr. Rogers agreed to send the proposal for the online tuition rate to COGS first.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Information Systems. A second was made by Dr. Ming Fang He. The motion to approve Course Revision and ERP revision was passed.

School of Accountancy

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

M.Acc. Accounting

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

M.Acc. Accounting, Forensic Accounting Concentration

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

MOTION: Dr. Flynn made a motion to table the items submitted by the School of Accountancy, because no one from the Accounting Department was present to discuss the agenda items. A second was made by Dr. Caren Town. The motion to table the Program Revisions was passed.

D. College of Liberal Arts and Social Sciences

Dr. Johnathan O'Neill presented the agenda items for the Department of History.

Dr. Christine Ludowise presented the agenda items for the Department of Political Science and the Department of Sociology and Anthropology.

Dr. Michael E. Nielsen presented the agenda items for the Department of Psychology.

Department of History

Selected Topics Announcement(s):

HIST 5030G - The British and Irish Enlightenments, 1600-1815

JUSTIFICATION:

This course will examine the long history of the Enlightenment in the British Isles in terms of both ideas and the institutions that made them thrive. It begins with the emergence of rational thinking and mathematical training in the context of navigation and colonization, looking particularly at the work of Francis Bacon and the emergence of libraries like that of Thomas Bodley. During the late seventeenth century, the development of public spaces like coffee houses as well as institutions like London's Royal Society and the Dublin Philosophical Society as well as public libraries like that of Archbishop Marsh in Dublin and Sir Hans Sloane's British Library in London will be considered in relation to the rise of Newtonian and empiricist thinking. Debates about the nature of knowledge will be considered in relation to Enlightenment movements in Ireland, Scotland, the American colonies and India and compared with new strands of popular enlightenment and educational reform. The course concludes with Romantic critiques of Enlightenment in the aftermath of the failure of the French Revolution and rebellions in Ireland and Britain like Mary Shelley's Frankenstein (1818) and the writings of Sir Walter Scott. The course is organized around the development of digital projects connected with the Irish Enlightenment research project and Georgia Southern's summer programs in Waterford and London.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, and 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Graduate students will be assigned additional reading and assessed through additional research, writing, and/or oral presentation assignments not required of undergraduates. This course will advance the Master of Arts learning outcomes because students' work will develop their research, writing, and argumentation skills, as well as increasing their substantive historical knowledge.

HIST 5030G - The French Enlightenment

JUSTIFICATION:

This course will survey the history of the Enlightenment from the end of Europe's catastrophic confessional conflicts before 1648 until the French Revolution in the early 19th century. Students will gain a transnational familiarity with cosmopolitan currents of eighteenth-century thought, culture, literature, philosophy, religion and political thought by study of primary sources and recent scholarly debates. Emphasis will be placed, at the discretion of the professor, on various national, religious, or thematic elements in comparative context across Europe's dynastic states and global empires, at times with a view toward various continuities between eighteenth-century concerns and their enduring legacy in the present. Graduate students will pursue more specialized study of both content and scholarly literature.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, and 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030G - Tudor-Stuart England

JUSTIFICATION:

This course covers the period 1485-1714, a decisive era in the making of modern Britain and the modern world. During this time, two of England's most famous monarchs (Henry VIII and Elizabeth I), and one of its most infamous rulers (Oliver Cromwell), created a new church, a new literature, and a new empire spanning the globe. We will examine this 230-year period primarily along political and social lines: "reason of state," the development of bureaucracies, diplomacy (foreign and domestic), and responses to the growing gap between church and state first introduced by the Reformation and reaching a climax 100 years later in the major reorganizations of government by Stuart detractors. The course ends with the end of the Stuart Dynasty, and with it, the end of native English, Welsh, and Scottish monarchs.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, and 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Graduate students will be assigned additional reading and assessed through additional research, writing, and/or oral presentation assignments not required of undergraduates. This course will advance the Master of Arts learning outcomes because students' work will develop their research, writing, and argumentation skills, as well as increasing their substantive historical knowledge.

HIST 5030G - Race and Ethnicity/Past-Present

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

Department of Political Science

Selected Topics Announcement(s):

POLS 7030 - Theories of Deviance

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

Department of Psychology

New Course(s):

PSYC 9230 - Diversity Issues in Psychology

JUSTIFICATION:

The course is consistent with the mission statement of the PsyD program to create a generalist/rural psychology program. This course will satisfy a class requirement for the PsyD program

PSYC 9330 - Rural Mental Health

JUSTIFICATION:

The course is consistent with the mission statement of the PsyD program to create a generalist/rural psychology program. This course will satisfy a class requirement for the PsyD program

Course Revision(s):

PSYC 7111 - Supervision

JUSTIFICATION:

The grading mode was entered incorrectly when the course was established, and ever since has required a change in the course grading mode be entered and justified each semester. The prerequisite was added to ensure students have communicated with the program director before enrolling in the course.

PSYC 7490 - Advanced Directed Study

JUSTIFICATION:

The prerequisite needs to be changed because the course is an individual arrangement course in which students select an individual professor with whom they wish to work. A given student is able to work with only a limited number of students in a given semester; consequently, students discuss with professors whether their areas of interest align sufficiently for supervision of the research, and professors agree to supervise a few students' work in a given semester.

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

Psychology M.S. (Psy.D. Track)

JUSTIFICATION:

This is a reinstatement of the MS in Psychology degree, an existing, approved program which is an in-track, non-terminal master's degree consistent with the accreditation guidelines and standards for internship applications. There is one line of change that is to be implemented:

Program Requirements: All students must have completed the first two years (54 credit hours) of the PsyD program through the spring semester of the second year, and successfully completed the Clinical Qualifying Examination.

Psy.D. - Doctor of Clinical Psychology

JUSTIFICATION:

A review of the curriculum showed that students need more focused attention to rural mental health issues, consistent with the program's mission and accreditation expectations. Adding two courses, (a) Diversity Issues in Psychology, PSYC 9230, and (b) Rural Mental Health, PSYC 9330, will improve students' understanding of mental health issues peculiar to rural settings. PSYC 9230, Diversity Issues in Psychology, will present students with current research on social and psychological diversity issues in rural areas, and how those affect psychological assessment, consultation, and service delivery. Rural Mental Health, PSYC 9330, will present students with current research on the unique mental health needs of people in rural areas, and how those needs can best be addressed.

Department of Sociology and Anthropology

Selected Topics Announcement(s):

SOCI 6091 - Race and Ethnicity/Past-Present

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

SOCI 6091 - Theories of Deviance

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

No action was needed for the Selected Topics Announcements submitted by the Departments of History, Political Science, and Sociology and Anthropology.

Dr. Lesaja asked if the PSYC 9330 course would overlap courses in the Jiann-Ping Hsu College of Public Health. Dr. Jackson Rainer said the course would not overlap.

Dr. He stated previously students took courses in the Counseling Department in the College of Education. Dr. Rainer explained their students will no longer have to take courses in the College of Education. He said he has already communicated with the Counseling Department of the change.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Psychology. A second was made by Dr. He. The motion to approve the New Courses, Course Revisions, and program Revisions was passed.

E. College of Education

Dr. James Green presented the agenda items related to the Ed.D. in Education Administration program.

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

Department of Leadership, Technology, and Human Development

For Information:

Report of the ad hoc Committee on Ed.D. Re-design

JUSTIFICATION: The justification for the program re-design was presented in the document titled Report of the ad hoc Committee on Ed.D. Re-design to the EDLD Faculty that was also presented to the Graduate Curriculum Committee in support of the proposal. Program quality and focus on the needs of the practicing administrator were emphasized, along with other focus points.

Key Assessment and Transition Points for Ed.D. Re-design

JUSTIFICATION: The transition points would assist the department in tracking student progress and help the student advisor monitor the student progress in the program.

Transition Plan: Implementation of Ed.D. in Educational Leadership

JUSTIFICATION: Plan would result in fewer course sections needing to be taught and reduce the dissertation case load for department faculty.

New Course(s):

EDLD 9331 - Building Leadership Capacity

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9332 - Organizational Behavior in Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9333 - Ethics in Educational Leadership

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9432 - Program Evaluation for School Leaders

JUSTIFICATION:

This course is required in the revised EdD program. It is part of the required research and evaluation sequence.

EDLD 9434 - Transformative Practice I

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9435 - Transformative Practice II

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9531 - Leadership in Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9532 - Higher Education Resource Allocation and Deployment

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9533 - Globalization and Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9534 - Cognitive Issues in Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9535 - Executive Leadership in Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

Course Revision(s):

EDLD 9631 - Research Seminar I

JUSTIFICATION:

The revision will result in doctoral students identifying, evaluating, and annotating a comprehensive body of research that is relevant to their professional interest. It will enable a more thoughtful approach to the conception of a dissertation topic and more thorough preparation of a comprehensive review of literature, which follows in EDLD 9632 (also being revised).

EDLD 9632 - Research Seminar II

JUSTIFICATION:

The revision will result in doctoral candidates having a much more solid foundation for preparation of the dissertation pre-prospectus. Moreover, upon successful defense of the pre-prospectus (which would be expected to occur in the following semester), candidates will be much further along in the preparation of the prospectus than is the case at present.

ITEC 8133 - Current Trends and Issues in Instructional Technology

JUSTIFICATION:

As of Fall 2011, the Georgia Professional Standards Commission, which is responsible for Teacher Certification, requires all teachers seeking a certification upgrade to enroll in a graduate program that specifically identifies initial certification related course content in a minimum of 3 courses. In response to this new initiative, the EdS in Instructional Technology has redesigned this course to reflect this PSC requirement.

ITEC 8134 - Theories and Models of Instructional Design

JUSTIFICATION:

As of Fall 2011, the Georgia Professional Standards Commission, which is responsible for Teacher Certification, requires all teachers seeking a certification upgrade to enroll in a graduate program that specifically identifies initial certification related course content in a minimum of 3 courses. In response to this new initiative, the EdS in Instructional Technology has redesigned this course to reflect this PSC requirement.

ITEC 8839 - Field-Based Research in Instructional Technology

JUSTIFICATION:

As of Fall 2011, the Georgia Professional Standards Commission, which is responsible for Teacher Certification, requires all teachers seeking a certification upgrade to enroll in a graduate program that specifically identifies initial certification related course content in a minimum of 3 courses. In response to this new initiative, the EdS in Instructional Technology has redesigned this course to reflect this PSC requirement.

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

Ed.D. in Educational Administration

JUSTIFICATION:

The current Ed.D. in Educational Administration program attempts to serve candidates with two distinct sets of needs with one common course of study. Moreover, the curriculum has not been substantively updated in nearly twenty years. In the meantime, the Carnegie Foundation and relevant professional organizations have issued recommendations for revision to the professional doctorate in education. This proposal constitutes a re-design of the curriculum that incorporates these recommendations and revised professional standards. In addition, the proposal deliberately capitalizes on distance learning technologies in order to impact a wider geographic area. Attached is a comprehensive report by the EDLD faculty that explains how the re-design of the program addresses current needs and market opportunities.

Department of Teaching and Learning

New Course(s):

MSED 7433 - Teaching Business Education in the Secondary Schools

JUSTIFICATION:

In order to meet the new Professional Standards Commission's requirements for a certificate upgrade, this advanced methods course in Business Education is needed for candidates who currently hold a T-4 in Business Education and are enrolling in the M.Ed. in Teaching and Learning: Secondary Education program with a concentration in Business Education.

Course Deletion(s):

MSED 5531G - Integrating Computer Technology and Mathematics

JUSTIFICATION:

MSED 5531/5531G have not been offered in a number of years. The courses are no longer needed as elective options.

Course Revision(s):

MGED 8633 - Seminar in Middle Grades Education

JUSTIFICATION:

With the changes in the program to include content-specific course requirements, the capstone course in the program--MGED 8633-- needs to have a prerequisite change to ensure that candidates complete courses that prepare them for conducting their action research study in the capstone course.

MSED 8331 - Trends in Middle and Secondary Language Arts

JUSTIFICATION:

This course revision provides opportunity for content area middle and secondary teachers to work collaboratively across disciplines rather than in isolation. In order to meet the new certificate upgrade requirements for content, this course is being developed that will be taken by candidates who enter the program with varied teaching fields. The candidates will complete the course requirements in their specific teaching field.

MSED 8333 - Research in Language Arts

JUSTIFICATION:

This course revision provides opportunity for content area middle and secondary teachers to work collaboratively across disciplines rather than in isolation. In order to meet the new certificate upgrade requirements for content, this course is being developed that will be taken by candidates who enter the program with varied teaching fields. The candidates will complete the course requirements in their specific teaching field.

SCED 8633 - Seminar in Secondary Education

JUSTIFICATION:

With the changes in the program to include content-specific course requirements, the capstone course in the program--SCED 8633-- needs to have a prerequisite change to ensure that candidates complete courses that prepare them for conducting their action research study in the capstone course.

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

M.Ed. in Teaching and Learning

JUSTIFICATION:

In order to align the curriculum with the candidates' specific certification field, the programs of study for the M.Ed. in Teaching and Learning's Concentration One: Middle Grades Education and Concentration Two: Secondary Education are being revised to modify the content requirements in both program concentrations to ensure that candidates complete a program of study that meets the content requirements for one's specific certification field. As part of this change, two revised courses are being included in the Content-Specific sections of the programs of study (MSED 8331 and MSED 8333).

The contact information for each Concentration (One through Five) is being removed since students in this master's program are being advised in the COE's Graduate Academic Services Center. As listed at the top of the program's Catalog page, Ronnie Sheppard remains the point of contact for the degree program.

Ed.S. in Teaching and Learning

JUSTIFICATION:

In order to align the content-specific requirements in the program with one's area of certification, the program is designating the courses in which candidates must complete their course requirements in their area of certification.

Also, item #2 in the Admission Requirements is being updated. "Instructional Technology" is being removed since students in this field would enroll for the Ed.S. in Instructional Technology which was reactivated with GC approval on 10/13/10.

Online Delivery - M.Ed. Teaching & Learning, Concentration One: Middle Grades Education
Online Delivery - M.Ed. Teaching & Learning, Concentration Two: Secondary Education
Online Delivery - Ed.S. in Teaching and Learning

JUSTIFICATION:

To reach a broader audience.

There was a discussion of how the supplemental hour in the Ed.D. in Education Administration program affects Financial Aid for students and the payment of fees.

Dr. Diebolt asked if the College of Education will be submitting a proposal to request a standard online tuition rate for the M.Ed. Teaching & Learning, Concentration One: Middle Grades Education, M.Ed. Teaching & Learning, Concentration Two: Secondary Education, and the Ed.S. in Teaching and Learning. Dr. Linderholm said the College of Education will submit the request to COGS.

Dr. Diebolt asked what the transition plan will be to notify students that the fees will be changing. Dr. Linderholm stated current students have three years to finish the program without paying the increased fee. Students admitted in fall 2012 will start paying online rate. Dr. Linderholm said notifications will be sent to students of changes and will also be posted online. Dr. Patterson stated deterring fees will have to go through President's Cabinet for approval. Dr. Patterson said the President's Cabinet may only approve students to deter one year.

MOTION: Dr. Bodur made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Lesaja. The motion to approve the New Courses, Course Revisions, Course Deletion, and Program Revisions was passed.

F. Update on Inter-University Consortium for Political and Social Research (ICPSR)

Dr. Fernekes stated he will be receiving additional literature on the Inter-University Consortium for Political and Social Research (ICPSR). He encouraged the committee members to review the content of the ICPSR website and to create an account in order to download data files available to members only. Dr. Fernekes will share additional information with the committee as soon as the literature arrives.

G. Soldiers-2-Scholars

Dr. Fernekes said a week from today the Taskforce will receive a charge from President Keel on how to approach the Soldiers-2-Scholars program. Dr. Fernekes asked the committee members to start thinking of what can be done in their colleges/programs to help returning military and their family members who are planning to pursue a graduate education. Information on training opportunities is available on the website.

V. OLD BUSINESS

- A. **Program Review** – Dr. Stephen Zerwas stated the Office of Institutional Effectiveness is not only preparing data for programs under review, but they have also begun preparing data for the rest of the graduate programs.
- B. **Scholarship Sub-Committee Results** – Dr. Patterson thanked the sub-committee for their participation in reviewing the scholarship applications. The recipients are listed below:

The Women's Network George and Catherine Peacock Graduate Scholarship – Megan Donaldson, MBA, Marketing

The G. Lane and Christine S. Van Tassell Graduate Scholarship – Ting Peng, M.A.T. Master of Arts in Teaching, Special Education

The Katie & Tanner Miller/Van Tassell Family Graduate Scholarship – Shannon Browning-Mullis, MA History

VI. REQUEST TO UNTABLE THE DEPARTMENT OF ACCOUNTING AGENDA ITEMS

Dr. Flynn made a motion to untable the agenda items submitted by the Department of Accounting. A second was made by Dr. Rogers. Dr. Bill Wells presented the following items for the College of Business Administration.

School of Accountancy

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

M.Acc. Accounting

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

M.Acc. Accounting, Forensic Accounting Concentration

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

MOTION: Dr. Flynn made a motion to approve the items submitted by the School of Accountancy. A second was made by Dr. Rogers. The motion to approve the Program Revisions was passed.

VII. ANNOUNCEMENTS

Dr. Diebolt stated the Graduate School Fair was held yesterday and he is waiting to receive the final report from Career Services. There were 62 programs represented from all over. He will share information as soon as he receives the report.

Mr. Wayne Smith reminded everyone that the January meeting is the last meeting for items to be approved to be included in the 2012-2013 Graduate Catalog.

Dr. Diebolt said COGS now has access to the GRE conversion scores. He asked Mr. Smith how programs should submit language for the change in scores. Mr. Smith said he would check with the Registrar's Office to see if each program has to submit revisions through the Graduate Committee. He will follow up with Dr. Diebolt as soon as he receives an answer.

Dr. Ludowise stated a number of Program Directors have said information in brochures is wrong. Dr. Diebolt will work with the College of Liberal Arts and Social Science to resolve this issue.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 10, 2011 at 8:55 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved December 9, 2011 by electronic vote of Committee
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- **Undergraduate Committee**
Chair: Ron MacKinnon (COBA)

UNDERGRADUATE COMMITTEE

MINUTES NOVEMBER 8, 2011, 3:30 P.M.

I. CALL TO ORDER

- **Present:** Dr. Adrian Gardner, Dr. Bruce McLean, Dr. Deborah Allen, Ms. Debra Skinner, Dr. Edward Mondor, Dr. Jacob Warren, Ms. Jessica Minihan, Dr. Julie Maudlin, Dr. Mark Hanna, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Sabrina Ross, Ms. Ann Evans, Ms. Caroline James
- **Visitors:** Dr. Alice Hall, Ms. Candace Griffith, Dr. Christine Ludowise, Dr. Deborah Thomas, Dr. Janie Wilson, Dr. Jonathan Bryant, Dr. Shahnam Navaee, Dr. Stephen Rossi
- **Absent with Alternate in attendance:** Ms. Lisa Yocco, Dr. Mary Hazeldine
- **Absent:** Dr. Chuck Harter

Dr. Ron MacKinnon called the meeting to order at 3:33 p.m.

II. APPROVAL OF AGENDA

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

III. COLLEGE OF EDUCATION

- **Department of Teaching and Learning**

Course Deletion(s)

MSED 5531 - Integrating Computer Technology and Mathematics

JUSTIFICATION:

MSED 5531/5531G have not been offered in a number of years. The courses are no longer needed as elective options.

A Maudlin/Ross motion to approve this course deletion was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S.Ed., Special Education (REVISED PROGRAM)

JUSTIFICATION:

In order to meet the NCATE/PSC standard for diversity, ESED 5234 Cultural Issues: ESOL is being added to the program.

A Maudlin/Garno motion to approve this program revision was passed unanimously.

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

- **Department of History**

Selected Topics Announcement(s)

HIST 3030 - The Age of Theodore Roosevelt

JUSTIFICATION:

This course will cover the pivotal period in which the United States made the transition from an agricultural and rural nation to an industrial powerhouse. The course will examine the complex processes of industrialization, urbanization, immigration, technological advances, expansionism, and international ties as well as Theodore Roosevelt's relation to these events. Particular attention will be paid to political and economic developments, specifically as they relate to the evolution of the modern presidency. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - History of Vietnam

JUSTIFICATION:

This course will examine the history of Vietnam from its origins to the present. The course will start with the beginnings of Vietnamese society through a thousand years of Chinese colonial rule and Vietnam's development as an independent state from 939 A.D. until the arrival of French colonizers in the nineteenth century. The impact of French colonial rule served as a traumatic entry into the modern era that brought sweeping changes to the country and society. Resistance to the French, Japanese and finally the Americans created the context of today's socialist republic that has reentered the world. While the politics, military actions and diplomacy of the French and American governments will be included, primary emphasis will be placed on the Vietnamese and their struggle for independence and autonomy. The course will use a variety of texts such as textbooks, literature and poetry, documents, documentary films, biographies and autobiographies to tell the Vietnamese story. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - Piracy in the Americas

JUSTIFICATION:

This course focuses on the history of piracy in the Americas from European contact to the mid-1700s, an age marked by exploration, colonization, overseas trade, endemic religious conflicts, expansive empires, and refractory fiefdoms. Spain and Portugal began the exploration, overseas trade and conquest of this period, but their successes quickly led their northern neighbors, particularly the French, English, and Dutch, to cast covetous eyes upon slow-moving, inbound treasure ships. The interactions between predators and prey will be the primary subject of this course. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - Race and Sport in America

JUSTIFICATION:

This lecture, discussion, and seminar-style course will examine the ways in which African-American and Latino athletes have influenced and been influenced by mainstream American culture, society, politics, and foreign policy in the twentieth century. We will focus on the role of athletes in the Civil Rights, Black, and Brown Power Movements, sports as a vehicle for social mobility, racism and segregation in professional, college, high school, and amateur sports, and the historic appropriation and exploitation of African-American and Latino athletes. Topics include boxer Jack Johnson and the Progressive Era, the barnstorming Cuban Giants, sprinter Jesse Owens and the 1936 Nazi Olympics, Jackie Robinson and the integration of Major League Baseball, Pancho Gonzalez, Althea Gibson, and tennis, and Muhammad Ali and the Vietnam War, to name just a few examples. A diverse and engaging set of readings will feature autobiographies and memoirs as well as scholarly articles and historical monographs. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030H - The Arab-Israeli Conflict

JUSTIFICATION:

The Arab-Israeli conflict has been a major feature of the geopolitical calculations of the leaders of numerous countries since 1947, despite the fact that the area under question is hardly larger than Massachusetts. This course examines why the conflict has been so intractable: Although we usually see it as a matter of 1) conflicts between Arabs and Israelis in Palestine/Israel, it also involves 2) conflicts between the state of Israel and various Arab states in the region, 3) conflicts, muted since the end of the Cold War but still present, between powerful states outside the region who are sucked into the first two sets of conflicts, 4) conflicts within the American community over the nature of our commitment to Israel and how to reconcile it with other national interests, 5) conflicts within the Israeli body politic over relationships with their Arab neighbors, and 6) conflicts between Arab states and within the various Palestinian communities over their relationships with Israel. This course will consider each aspect of the conflict from its inception to the present. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the Department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030 - The British and Irish Enlightenments, 1600-1815

JUSTIFICATION:

This course will examine the long history of the Enlightenment in the British Isles in terms of both ideas and the institutions that made them thrive. It begins with the emergence of rational thinking and mathematical training in the context of navigation and colonization, looking particularly at the work of Francis Bacon and the emergence of libraries like that of Thomas Bodley. During the late seventeenth century, the development of public spaces like coffee houses as well as institutions like London's Royal Society and the Dublin Philosophical Society as well as public libraries like that of Archbishop Marsh in Dublin and Sir Hans Sloane's British Library in London will be considered in relation to the rise of Newtonian and empiricist thinking. Debates about the nature of knowledge will be considered in relation to Enlightenment movements in Ireland, Scotland, the American colonies and India and compared with new strands of popular enlightenment and educational reform. The course concludes with Romantic critiques of Enlightenment in the aftermath of the failure of the French Revolution and rebellions in Ireland and Britain like Mary Shelley's *Frankenstein* (1818) and the writings of Sir Walter Scott. The course is organized around the development of digital projects connected with the Irish Enlightenment research project and Georgia Southern's summer programs in Waterford and London. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030 - The French Enlightenment

JUSTIFICATION:

This course will survey the history of the Enlightenment from the end of the Europe's catastrophic confessional conflicts before 1648 until the French Revolution in the early 19th century. Students will gain a transnational familiarity with cosmopolitan currents of eighteenth-century thought, culture, literature, philosophy, religion and political thought by study of primary sources and recent scholarly debates. Emphasis will be placed, at the discretion of the professor, on various national, religious, or thematic elements in comparative context across Europe's dynastic states and global empires, at times with a view toward various continuities between eighteenth-century concerns and their enduring legacy in the present. Graduate students will pursue more specialized study of both content and scholarly literature. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced

because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030 - Tudor-Stuart England

JUSTIFICATION:

This course covers the period 1485-1714, a decisive era in the making of modern Britain and the modern world. During this time, two of England's most famous monarchs (Henry VIII and Elizabeth I), and one of its most infamous rulers (Oliver Cromwell), created a new church, a new literature, and a new empire spanning the globe. We will examine this 230-year period primarily along political and social lines: "reason of state," the development of bureaucracies, diplomacy (foreign and domestic), and responses to the growing gap between church and state first introduced by the Reformation and reaching a climax 100 years later in the major reorganizations of government by Stuart detractors. The course ends with the end of the Stuart Dynasty, and with it, the end of native English, Welsh, and Scottish monarchs. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Selected Topics Announcements are for information only.

➤ **Department of Psychology**

Course Revision(s)

FROM: PSYC 3130 - Tests and Measurements

Prerequisite(s): A minimum grade of "C" in PSYC 1101 and STAT 2231.

TO: PSYC 3130 - Tests and Measurements

Prerequisite(s): A minimum grade of "C" in PSYC 1101.

JUSTIFICATION:

STAT 2231 was required of all students at one time, but several years ago was changed when PSYC began offering PSYC 2231. Now, listing STAT 2231 as a prerequisite drastically reduces the number of students who can enroll in PSYC 3130.

FROM: PSYC 5530 - History and Systems

Examines the development of experimental and clinical psychology with emphasis on relating the development to current issues in psychology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Prerequisite(s): 17 hours of psychology courses.

TO: PSYC 5530 - History and Systems

Examines the development of experimental and clinical psychology with emphasis on relating the development to current issues in psychology. Prerequisite(s): A minimum grade of "C" in PSYC 3141 and at least 17 hours of psychology courses.

JUSTIFICATION:

Under the current prerequisites, Juniors who attempt to register for the course so that they may take it as seniors are blocked by the system. Consultation with the Registrar's Office informs us that setting up the prerequisites as proposed will enable those students to enroll in the course so that they can take it in the first semester of their senior year.

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

➤ **Department of Sociology and Anthropology**

Selected Topics Announcement(s)

ANTH 5091 - Advanced Mapping Technology

JUSTIFICATION:

This course presents new subject matter not previously taught in the department using GIS technologies and LiDAR equipment. Students will be assessed primarily through written exams, applied projects, and through class participation. This course directly advances the BA in Anthropology outcomes because students will be able to demonstrate archeology's contributions to understanding human cultural development and diversity in the distant and more recent past. This implies the ability to: a) identify major transitions in cultural development as evidenced in the archeological record for different world areas; and, b) understand the transition sequence in a specific geographic area.

Selected Topics Announcements are for information only.

V. COLLEGE OF HEALTH AND HUMAN SCIENCES

➤ **Department of Hospitality, Tourism, and Family Consumer Sciences**

New Course(s)

FACS 4130 - Young Children with Special Needs

This course focuses on promoting the optimal development of young children with special needs in inclusionary settings. Building on a foundation of child development and the components of high quality early childhood programs, learners investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child's healthy development. The course offers a broad introduction to educational and intervention policies, programs, practices and services appropriate for infants, toddlers, and preschoolers who exhibit delays and disabilities. Foundational approaches to supporting with children with disabilities such as activity based intervention and positive behavior supports will be introduced. 3 credit hours.

Prerequisite(s): A minimum grade of "C" in CHFD 2135 and CHFD 3131 or permission of instructor for other majors.

JUSTIFICATION:

Child and Family Development majors need experience and knowledge to work with young children with special needs.

A Kennerly/Gardiner motion to approve this new course was passed unanimously.

Course Deletion(s)

FACS 4032 - Ethics in Family & Consumer Sciences

JUSTIFICATION:

We have not offered the course in several years. The content as been added to FACS 4138.

A Kennerly/Mondor motion to approve this course deletion was passed unanimously.

Course Revision(s)

FROM: FACS 4131 - Introduction to Marriage and Family Therapy

Prerequisite(s): A minimum grade of "C" in CHFD 2135 or permission of instructor.

TO: FACS 4131 - Introduction to Marriage and Family Therapy

Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, CHFD 3139, and FACS 3131.

JUSTIFICATION:

Add four more prerequisites to this senior, 4000 level, courses.

FROM: FACS 4138 - Professional Development

Prerequisite(s): A minimum grade of "C" in CHFD 2134 and CHFD 2135. FACS 4138 can only be taken after completing all 3000 level courses.

TO: FACS 4138 - Professional Development

Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, CHFD 3131, CHFD 3135, CHFD 3136, CHFD 3138, CHFD 3139, and FACS 3131.

JUSTIFICATION:

Add all 3000 level courses as prerequisites so students take it the semester before they intern, take CHFD 4790.

FROM: FACS 4238 - Child Life Practicum
Prerequisite(s): A minimum grade of "B" in CHFD 3137, and a minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 4131.

TO: FACS 4238 - Child Life Practicum
Prerequisite(s): A minimum grade of "B" in CHFD 3137, and a minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 4131.

JUSTIFICATION:

Add CHFD 2137 as prerequisite.

FROM: CHFD 4130 - Administration of Program for Children and Families
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131.

TO: CHFD 4130 - Administration of Program for Children and Families
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3131.

JUSTIFICATION:

Add CHFD 2137 as prerequisite.

FROM: CHFD 4134- Family Life Education
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3138.

TO: CHFD 4134- Family Life Education
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3139.

JUSTIFICATION:

Add CHFD 2137 as prerequisite and change CHFD 3138 to CHFD 3139.

FROM: CHFD 4136 - Assessment of Children
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131.

TO: CHFD 4136 - Assessment of Children
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3131.

JUSTIFICATION:

Add CHFD 2137 as prerequisite.

A Ross/McLean motion to approve these course revisions was passed unanimously.

➤ **School of Nursing**
Proposed New, Revised, or Deleted Program(s)

B.S.N., Nursing (REVISED PROGRAM)

JUSTIFICATION:

The BSN program is requesting one additional credit hour due to the addition of a CHEM sequence in the core curriculum revision effective Fall 2012.

A Warren/Kennerly motion to approve this program revision was passed unanimously.

VI. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

➤ **Department of Chemistry**

New Course(s)

CHEM 1151 - Survey of Chemistry I

First course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professional majors. Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry. Laboratory exercises supplement the lecture material. 4 credit hours.

JUSTIFICATION:

The School of Nursing has requested splitting CHEM 1140 (Introduction to General, Organic, and Biochemistry) into two separate courses with more detailed content to be consistent with guidelines from the Board of Regents that were instructed to be implemented by Fall 2012. These guidelines require that "Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology". The course number and title are also specifically requested to be consistent with BOR guidelines ("The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track") and to make it easily

identified as the appropriate course for students who may apply to other related health programs and institutions.

CHEM 1152 - Survey of Chemistry II

Second course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions majors. Laboratory exercises supplement the lecture material. 4credit hours. Prerequisite(s): A minimum grade of "C" in CHEM 1151 or CHEM 1146.

JUSTIFICATION:

The School of Nursing has requested splitting CHEM 1140 (Introduction to General, Organic, and Biochemistry) into two separate courses with more detailed content to be consistent with guidelines from the Board of Regents that were instructed to be implemented by Fall 2012. These guidelines require that "Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology". The course number and title are also specifically requested to be consistent with BOR guidelines ("The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track") and to make it easily identified as the appropriate course for students who may apply to other related health programs and institutions.

A McLean/Hanna motion to approve these new courses was passed unanimously.

Course Deletion(s)

CHEM 1140 - Introduction to General, Organic, and Biochemistry

JUSTIFICATION:

CHEM 1140 (Introduction to General, Organic, and Biochemistry) has been replaced by the two sequence courses, CHEM 1151 and CHEM 1152 (Survey of Chemistry I & II) to be consistent with new guideline set forth by the Board of Regents. The departments using this course (the School of Nursing as well as the Nutrition and Food Science Department) have been contacted and are submitting their Program Revision forms through their respective Curriculum Committees.

A McLean/Garno motion to approve this course deletion was passed unanimously.

Course Revision(s)

FROM: CHEM 2030 - Principles of Chemistry Research

Prerequisite(s): A minimum grade of "C" in CHEM 3341 and prior or concurrent enrollment with a minimum grade of "C" in CHEM 2242.

TO: CHEM 2030 - Principles of Chemistry Research

Prerequisite(s): A minimum grade of "C" in CHEM 1146.

JUSTIFICATION:

The prerequisites for CHEM 2030 (Principles of Chemistry Research) are being changed to allow the course to be taken after completion of the CHEM 1145/1146 (Principles of Chemistry I/II) sequence. This course teaches skills and career knowledge of extreme benefit to our majors which the department feels would best help students the earlier it is taken in their studies. None of the content in CHEM 2030 (Principles of Chemistry Research) requires any prior chemistry knowledge beyond that gained in CHEM 1145 and CHEM 1146 (Principles of Chemistry I and II).

FROM: CHEM 2242 - Analytical Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 1146.

TO: CHEM 2242 - Analytical Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 1146 and prior or concurrent enrollment with a minimum grade of "C" in CHEM 2030.

JUSTIFICATION:

CHEM 2030 (Principles of Chemistry Research) is being added as a prerequisite for CHEM 2242 (Analytical Chemistry). It is the evaluation of the chemistry faculty teaching CHEM 2242 (Analytical Chemistry) that students enrolled in the course need the content in CHEM 2030 (Principles of Chemistry Research) in order to do well, and that the course should be added to better prepare students.

FROM: CHEM 2542 - Nutritional Biochemistry
4 credit hours. Prerequisite(s): CHEM 1140.
TO: CHEM 2530 - Nutritional Biochemistry
3 credit hours. Prerequisite(s): CHEM 1152.

JUSTIFICATION:

The prerequisite for this course is being changed to require the new CHEM 1152 (Survey of Chemistry II) course which replaced the previously-required CHEM 1140 (Introduction to General, Organic, and Biochemistry) per Board of Regents guidelines. Furthermore, it is no longer required or desired to teach the laboratory portion of this course so the lab content was removed, necessitating a change in the credit hours and course number. The department using this course (Nutrition and Food Science) has been contacted and is submitting the Program Revision form through their Course and Curriculum Committee.

FROM: CHEM 3441 - Chemical Kinetics & Thermodynamics
Prerequisite(s): A minimum grade of "C" in CHEM 2030, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.
TO: CHEM 3441 - Chemical Kinetics & Thermodynamics
Prerequisite(s): A minimum grade of "C" in CHEM 2242, MATH 2242, PHYS 2211, and PHYS 1113.

JUSTIFICATION:

Last year the content in the two-sequence courses, CHEM 3441 and CHEM 3442 (Physical Chemistry I & II), was re-worked and de-linked into two separate courses, CHEM 3441 (Chemical Kinetics & Thermodynamics) and CHEM 3442 (Introduction to Quantum Chemistry). This form changes the prerequisite requirements of CHEM 3441 (Chemical Kinetics and Thermodynamics). A current review of the content in this course indicates that completion of the content in PHYS 2211 & 1113 (Principles of Physics I & Lab) will sufficiently prepare students for the material in this course. Additionally, CHEM 2030 (Principles of Chemistry Research) is being removed for redundancy as it is now a prerequisite for the already-listed CHEM 2242 (Analytical Chemistry).

FROM: CHEM 3442 - Introduction to Quantum Chemistry
Prerequisite(s): A minimum grade of "C" in CHEM 2030, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.
TO: CHEM 3442 - Introduction to Quantum Chemistry
Prerequisite(s): A minimum grade of "C" in CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

JUSTIFICATION:

This form changes the prerequisite requirements of CHEM 3442 (Introduction to Quantum Chemistry). CHEM 2030 (Principles of Chemistry Research) is being removed for redundancy as it is now a prerequisite for the already-listed CHEM 2242 (Analytical Chemistry).

A Kennerly/Gardiner motion to approve these course revisions was passed unanimously. Dr. Edward Mondor mentioned a concern about the prerequisite changes for CHEM 2242 and how they may affect students minoring in Chemistry. He and Dr. Shahnam Navaee briefly discussed the issue. Dr. Shahnam Navaee made the request that CHEM2242 be WITHDRAWN.

Selected Topics Announcement(s)

CHEM 3090 - Introduction to Polymer Materials

JUSTIFICATION:

This course is being offered to allow students to gain knowledge about an extremely important and ubiquitous area of chemistry. The faculty member offering this "selected topic" has extensive experience in this area.

Selected Topics Announcements are for information only.

Core Curriculum Revision(s)

Area D

CHEM 1140 (Introduction to General, Organic, and Biochemistry) is being deleted and replaced by two new courses, CHEM 1151 (Survey of Chemistry I) and CHEM 1152 (Survey of Chemistry II).

JUSTIFICATION:

New guidelines from the Board of Regents require that "Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology". As such, the School of Nursing has requested to split the existing CHEM 1140 (Introduction to General, Organic, and Biochemistry) course into two separate courses. The course number and title are also specifically requested to be consistent with BOR guidelines ("The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track") and to make it easily identified as the appropriate course for students who may apply to other related health programs and institutions.

A Mondor/McLean motion to approve this core curriculum revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Chemistry Minor (*REVISED PROGRAM*)

JUSTIFICATION:

The course number for CHEM 2542 (Nutritional Biochemistry) is proposed to change to CHEM 2530 due to the removal of the lab component of the course and the resulting change in credit hours. This form corrects the course number and credit hours as listed in the Minor in Chemistry.

A McLean/Mondor motion to approve this program revision was passed unanimously.

➤ **Department of Geology & Geography**

New Course(s)

GEOL 1141 - Introduction to the Earth

An introductory study of the origin and structure of earth materials and the processes which modify Earth's interior and exterior. The laboratory component of this course offers hands-on exercises related to Earth materials, interpretation of topographic and geologic maps, principles of geologic time, and plate tectonic processes. 4 credit hours.

JUSTIFICATION:

The proposed course will integrate Earth Laboratory (GEOL 1110) and Introduction to the Earth (GEOL 1121), which are currently two separate courses. Currently, students are not required to take the two courses at the same time, nor to take both courses. This change will allow students to better see the connection between the theoretical lecture concepts and real world applications in the laboratory. It is expected that the new course will enhance student learning.

GEOL 1340 - Environmental Geology

An introduction to using geologic principles and knowledge to address problems arising from the interaction between humans and the geologic environment. One major component of the course examines geologic hazards, including flooding, earthquakes, volcanic eruptions, and coastal erosion. The other component explores important geologic resources, including water, soils, mineral, and energy, and the way modern society depends on these resources. The laboratory portion of the course consists of hands-on data collection, analysis, and problem solving of geologic and environmental problems related to natural hazards and society's use of Earth resources. 4 credit hours.

JUSTIFICATION:

The proposed course will integrate Environmental Geology Lab (GEOL 1310) and Environmental Geology (GEOL 1330), which are currently two separate courses. Currently, students are not required to take the two courses at the same time, nor to take both courses. This change will allow students to better see the connection between the theoretical lecture concepts and real world applications in the laboratory. It is expected that the new course will enhance student learning.

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

Course Deletion(s)

GEOL 1110 - Earth Laboratory

GEOL 1121 - Introduction to the Earth

GEOL 1310 - Environmental Geology Lab

GEOL 1330 - Environmental Geology

JUSTIFICATION:

Two new courses, Introduction to the Earth (GEOL 1141) and Environmental Geology (GEOL 1340), are created to integrate the lecture and lab components of Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110) and Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310), respectively. Due to this change, the above listed courses need to be removed from the catalog. To accommodate some current students who may need one or more of these courses to fulfill their degree requirements, the effective term is proposed to be on Fall semester, 2014. The departments (Anthropology, Biology) have been contacted and are submitting their program revisions through their course and curriculum committees.

Since the proposed addition and deletion of courses are in Core area D, multiple programs and courses in the catalogs will be impacted. Please refer to the attached memo for all the changes that will need to be made in the catalog.

A McLean/Mondor motion to approve these course deletions was passed unanimously.

Course Revision(s)

FROM: GEOL 3790 - Teaching Internship in Geology

Student interns in GEOL 1110 (Earth Laboratory), GEOL 1310 (Environmental Geology Lab), or GEOL 1122 (Historical Geology) will participate in teaching the course under the mentorship of a faculty member. Student interns will attend an introductory workshop immediately prior to the start of the semester, will intern in one of the above courses, and meet with the faculty mentor one hour each week. One credit hour per laboratory section in which the student interns.

Prerequisite(s): Permission of instructor and a minimum grade of "B" in two of the following three lecture and lab sequences, one of which must be the course in which the student will intern: (1) GEOL 1121 and GEOL 1110, (2) GEOL 1330 and GEOL 1310, or (3) GEOL 1122.

TO: GEOL 3790 - Teaching Internship in Geology

Student interns in GEOL 1141 (Introduction to the Earth), GEOL 1340 (Environmental Geology), or GEOL 1122 (Historical Geology) will participate in teaching the course under the mentorship of a faculty member. Student interns will attend an introductory workshop immediately prior to the start of the semester, will intern in one of the above courses, and meet with the faculty mentor one hour each week. One credit hour per laboratory section in which the student interns.

Prerequisite(s): Permission of instructor and a minimum grade of "B" in two of the following three courses, one of which must be the course in which the student will intern: (1) GEOL 1141, (2) GEOL 1340, or (3) GEOL 1122.

JUSTIFICATION:

The Department Geology and Geography has proposed to offer two new courses to replace four of their existing courses. GEOL 1141 (Introduction to the Earth) is to replace GEOL 1121 (Introduction to the Earth) and GEOL 1110 (Earth laboratory), and GEOL 1340 (Environmental Geology) to replace GEOL 1330 (Environmental Geology) and GEOL 1310 (Environmental Geology Lab). To reflect these proposed changes, the catalog description and the prerequisites of GEOL 3790 need to be modified accordingly.

A McLean/Mondor motion to approve this course revision was passed unanimously.

Core Curriculum Revision(s)

Area D

Two changes will be made in Area D: 1) Replacing Introduction to the Earth (GEOL 1141) with Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110), 2) Replacing Environmental Geology (GEOL 1340) with Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310).

JUSTIFICATION:

Two new courses, Introduction to the Earth (GEOL 1141) and Environmental Geology (GEOL 1340), are created to integrate the lecture and lab components of Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110) and Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310), respectively. So the two new courses need to be added and the four old courses need to be deleted from the core curriculum page.

A Maudlin/Ross motion to approve this core curriculum revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.A., Geology (REVISED PROGRAM)

JUSTIFICATION:

One new course, Introduction to the Earth (GEOG 1141) is created to replace Introduction to the Earth (GEOG 1121) and Earth laboratory (GEOG 1110). The program page needs to be updated accordingly to reflect the change.

B.S., Geology (REVISED PROGRAM)

JUSTIFICATION:

One new course, Introduction to the Earth (GEOG 1141) is created to replace Introduction to the Earth (GEOG 1121) and Earth laboratory (GEOG 1110). The program page needs to be updated accordingly to reflect the change.

B.S., Geography (REVISED PROGRAM)

JUSTIFICATION:

Two new courses, Introduction to the Earth (GEOL 1141) and Environmental Geology (GEOL 1340) are created to replace the lecture and lab components of Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOG 1110) and Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310), respectively. The program page needs to be updated accordingly to reflect these changes.

Geology Minor (REVISED PROGRAM)

JUSTIFICATION:

One new course, Introduction to the Earth (GEOL 1141), is created to integrate the lecture and lab components of Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110). So the new course needs to be added to and the two old courses need to be deleted from the program page.

A McLean/Mondor motion to approve these program revisions was passed unanimously.

➤ **Department of Mechanical and Electrical Engineering**

New Course(s)

ENGR 2131 - Electronics and Circuit Analysis

This course introduces electric circuit elements, electronic devices, digital systems, and analysis of circuits containing such devices in order to provide students with the fundamental knowledge of electrical engineering principles and applications. Basic concepts of laboratory practice and instruments in the analysis of elementary electrical circuits will be covered in this course. 3 credit hours. Prerequisite(s): PHYS 1114 and a minimum grade of "C" in PHYS 2122 or permission of instructor. Corequisite(s): MENG 2139.

JUSTIFICATION:

This course is required for Mechanical Engineering (ME) program to provide students with a basic knowledge of electrical circuits and electronics.

MENG 2139 - Numerical Methods in Engineering

Mathematical modeling and numerical solution of engineering related problems with emphasis on solution of linear and nonlinear equations, matrices, vectors, statistical data analysis, curve fitting, ordinary and partial differential equations. 3 credit hours. Prerequisite(s): MATH 2242 or permission of instructor.

JUSTIFICATION:

Required course for Mechanical Engineering major. This course will serve as an applied mathematics course closing the gap between the Mathematics courses and its application in the specific Mechanical Engineering courses. Also, it will cover some of the topics in mathematics that are not covered in the four required math classes that a mechanical engineering major has to take.

A Kennerly/Garno motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: MENG 3122 - Solid Modeling and Analysis

2 credit hours. Corequisite(s): ENGR 3233.

TO: ENGR 2112 - Solid Modeling and Analysis

1 credit hour. Corequisite(s): None.

JUSTIFICATION:

This was a lab course where students used to acquire a special skill in solid modeling software and apply that to analyze engineering problems. In order to free up one credit from the curriculum it is reduced to a one credit with three contact hours course from a two credit with four contact hours course. The proposed revised course will have less technical content and will be appropriate for the sophomore level and that is why the number is modified. Also, it does not have technical content specific to mechanical engineering. So, its subject name is changed to ENGR from MENG. Furthermore, due to less technical content it does not require the co-requisite course anymore.

FROM: MENG 3333 - Materials Processing Studio

Prerequisite(s): MENG 3341 or permission of instructor.

TO: MENG 3333 - Materials Processing Studio

Prerequisite(s): MENG 3331 or permission of instructor.

JUSTIFICATION:

MENG 3341 has been changed to MENG 3331.

FROM: MENG 3341 - Materials Science Studio

3 lecture hours, 2 lab hours, 4 credit hours. Prerequisite(s): CHEM 1147 and ENGR 3233 or permission of instructor.

TO: MENG 3331 - Materials Science Studio

2 lecture hours, 3 lab hours, 3 credit hours. Prerequisite(s): CHEM 1147 or permission of instructor.

JUSTIFICATION:

The credit hour has been reduced from four to three with one less lecture hour to free up one credit from the curriculum. The content of this course is lightened. Hence, the pre-requisite course will not be necessary.

FROM: MENG 4210 - Energy Science Laboratory

Prerequisite(s): ENGR 3235, MENG 3122, MENG 3233, and MENG 3521 or permission of instructor.

TO: MENG 4210 - Energy Science Laboratory

Prerequisite(s): ENGR 3235, ENGR 2112, MENG 3233, and MENG 3521 or permission of instructor.

JUSTIFICATION:

MENG 3122 has been modified to ENGR 2112.

FROM: MENG 5136 - Introduction to Finite Element Analysis

Prerequisite(s): ENGR 3135 and MENG 3122 or permission of instructor.

TO: MENG 5136 - Introduction to Finite Element Analysis

Prerequisite(s): ENGR 3135 or ENGR 2112 or permission of instructor.

JUSTIFICATION:

MENG 3122 has been modified to ENGR 2112.

FROM: MENG 5231 - Tribology and Reliability
Prerequisite(s): MENG 3135, MENG 3341, and MENG 3430 or permission of instructor.
TO: MENG 5231 - Tribology and Reliability
Prerequisite(s): MENG 3135, MENG 3331, and MENG 3430 or permission of instructor.
JUSTIFICATION:
MENG 3341 has been modified to MENG 3331.

FROM: EENG 5432 - Programmable Logic Controllers
Prerequisite(s): A minimum grade of "C" in ENGR 2334 or permission of instructor.
TO: EENG 5432 - Programmable Logic Controllers
Prerequisite(s): A minimum grade of "C" in EENG 3241 or MENG 3521 or permission of instructor.
JUSTIFICATION:
Raising the prerequisite requirements in order to improve student success.

A McLean/Ross motion to approve these course revisions was passed unanimously.

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

Two new courses, ENGR 2131 and MENG 2139, are added. Two courses, MENG 2530 and MENG 2510 are removed from program page and replaced by ENGR 2131. MENG 3122 has been changed to ENGR 2112.
MENG 3341 has been changed to MENG 3331. In the chronology page courses are reorganized.

A Kennerly/McLean motion to approve this program revision was passed unanimously.

VII. OTHER BUSINESS

- ***Dr. Ron MacKinnon reminded members to review the agenda and discuss any issues prior to the meetings.***
- ***Dr. Rebecca Kennerly asked when the Program Review Training would be. Dr. Ron MacKinnon and Dr. Christine Ludowise discussed details in reference to the Program Review process and training.***

VIII. ADJOURNMENT

There being no further business to come before the committee, a Wheaton/Kennerly motion to adjourn the meeting at 4:07 p.m. passed unanimously.

Respectfully Submitted,



Caroline D. James
Recording Secretary

Faculty Senate Librarian's Report, February 3, 2011

Respectfully Submitted

Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report.

- **Academic Standards**
Chair: Rob Yarbrough (COST)
No Report
- **Faculty Development**
Chair: Michelle Reidel (COE)
No Report
- **Library Committee**
Chair: Greg Harwood (CLASS)
No Report

- **Faculty Welfare**

Chair: Joe Ruhland (COBA)

**Faculty Welfare Committee
Meeting, Nov. 14, 2011
Minutes**

Presiding: Joe Ruhland, Chair (COBA; Recording)

Present: Todd Hall (CHHS), Hsiang-Jui Kung (CIT), Paige Rutner (CIT), Patricia Walker (CLASS), Robert Costomiris (CLASS), Stephanie Sipe (COBA), Susan Franks (COE), Ming Fang He (COE), Frederic Mynard (COST), Talar Markossian (JPHCOPH), JoEllen Broome (LIB)

New Agenda Items:

Election of New Committee Chair

Robert Costomiris graciously volunteered for the role of chair and was approved unanimously.

Other Discussion Items

Discussion ensued with regard to Paths to Success. The group agreed to table further discussion until a report from the task force has been released.

In light of recent events, the committee discussed the seeming lack of documented procedure regarding calls of no-confidence in administrators. One college seems to be proactively instituting such a process. Stephanie Sipe volunteered to do research for existing procedures at other universities as well as internally.

Next Meeting: TBD

- **Faculty Service**

Chair: Mary Marwitz (CLASS)

The **Faculty Service Committee** met on Thursday, October 20, 2011 to consider applications for faculty service awards. In attendance were Kathy Thornton (CHHS), Kymberly Harris (COE), Goran Lesaja (COST), Jonathan Harwell (LIB), Brian Bossak (JPHCOPH), and Mary Marwitz (Senate); also Kathy Albertson (Provost's Office) and Tabitha Irvin (Provost's Office).

In this competition for the fall cycle, the committee reviewed 18 proposals, 11 for service projects and 7 for travel for professional service, requesting total support of \$44,894.02. Nine proposals were either fully or partially funded; awards totaled \$12,526.27.

- **Faculty Research**

Chair: Fred Mynard (COST)

Faculty Research Committee

November 1, 2011– 2:00 PM

Minutes

- I. The Faculty Research Committee was called to order at 2:10 p.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda as read.
- III. Roll Call
 - A. Present
 - i. Frederic Mynard - Chair
 - ii. Melanie Stone – CLASS
 - iii. Hyo-Joo Han– CIT
 - iv. Xinfang (Joselyn) Wang– COBA
 - v. Dan Czech – CHHS
 - vi. Julie Maudlin- COE
 - vii. Hua Wang– COST
 - viii. Marvin Goss – Library
 - ix. Ruth Whitworth – JPHCOPH
 - x. Debbie Shaver – ORSSP
 - xi. Ele Haynes – Research Compliance
 - xii. Sue Ann Crabtree – Business Manager - VPR
- IV. **Welcome (Chair)**
 - A. Dr. Mynard welcomed Ruth Whitworth, JPHCOPH representative. Ruth will assume the remainder of Karl Peace's term. Ruth is a biostatistician.
- V. **Calendaring of meetings**
 - A. The current time will need to change in the spring semester to accommodate committee member teaching schedules. Some college teaching schedules are not yet set. Dr. Mynard will poll the committee closer to the new semester to find an appropriate time and day of the week.

VI. Committee Work

A. Award for Excellence in Research and Creative Scholarly Activity

- i. Nomination letters are posted to the SharePoint site heading Excellence Review Uploads – 2011-12.
- ii. The nomination letters will be updated to encourage all nominated faculty to upload as much of their application material as possible in electronic format as a pilot toward paperless submissions.
- iii. A hard copy application will be required. Electronic submissions of as many parts of the proposal as possible will be encouraged.
- iv. Marvin Goss will explore options to store excellence application review materials at the library in a secure location that will allow FRC member access while safeguarding faculty materials.
- v. Deadlines
 1. October 21, 2011— Nominations submitted to ORSSP
 2. December 16, 2011 – Application deadline
- vi. Next year's submission deadline should be one week earlier to allow committee members to review materials before the break.

Publication Fund

- vii. The committee voted to amend the publication guidelines to allow funding of page charges for student/faculty collaborative publications.

VII. Grant Writing Workshop Options:

- A. Deb Shaver presented the results of her investigations into options for grant writing workshops and mentorships. Seven examples were provided.
- B. Options:
 - i. Hosted on-site workshop
 - ii. Grant writing institute – send a limited number
 - iii. One – 3 day hosted workshop
 - iv. In house mentorship program
 - v. Provide matching travel support for faculty attending grant writing workshops
- C. The committee will review the materials and meet on November 29 to finalize a plan. The committee favored hosting an onsite workshop with an external speaker to be integrated with in house mentorships for first time grant writers.

VIII. Adjourned 3:45 p.m.

- A. Calendar dates
 - i. November 29, 2011—Grant Workshop Funding and Promotion
 - ii. December 16, 2011 – Excellence Application deadline
 - iii. January 24, 2012 – Internal Seed Applications deadline

Faculty Research Committee November 29, 2011- 2:00 PM

Minutes

- I. The Faculty Research Committee was called to order at 2:10 p.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda and minutes of 11/1/2011 as read.
- III. Roll Call
 - A. Present
 - i. Frederic Mynard - Chair
 - ii. Melanie Stone – CLASS
 - iii. Xinfang (Joselyn) Wang– COBA
 - iv. Hua Wang– COST
 - v. Marvin Goss – Library
 - vi. Ruth Whitworth – JPHCOPH
 - vii. Debbie Shaver – ORSSP
 - viii. Ele Haynes – Research Compliance
 - B. Absent
 - i. Hyo-Joo Han– CIT
 - ii. Dan Czech – CHHS
 - iii. Julie Maudlin- COE
- IV. **Grant Writing Workshop Options:**
 - A. The committee voted to host a grant proposal development workshop facilitated through the Council for Undergraduate Research. The workshop will be competitive in nature and require a firm commitment from faculty to participate in all 4 days of the institute.
 - B. Committee Discussion
 - i. The week after finals is the preferred target week to accommodate the most faculty.
 - ii. The committee will host 3 facilitators and between 15 and 21 participants.
 - iii. Guidelines will be produced during December to recruit for a January competition.
 - iv. ORSSP will contact CUR to get access to their application package to inform our application.
 - v. One slot will be retained for preference to each of the eight colleges.
- V. **Committee membership update.**
 - A. Dr. Marvin Goss will be retiring at the end of the fall semester. Dr. Jessica Minihan will take his place as the Library representative on the committee in January.
- VI. **Calendaring of meetings**
 - A. Dr. Mynard will send an email to all committee members requesting their teaching and fixed appointment schedule for the spring.
 - B. Dr. Mynard will locate the matching openings in committee member schedules to locate an appropriate slot for spring meetings.
 - C. Committee members are requested to be as flexible as possible. It is difficult to coordinate 11 schedules.

VII. Committee Work

A. Award for Excellence in Research and Creative Scholarly Activity

- i. Ele has put a spreadsheet on the SharePoint to allow you to select primary review packet preferences for the Excellence Awards. Since the applications are due on the last day of the semester, assignments will be made as close to the preference list as practical based upon the number of complete applications received.
- ii. Deadlines
 1. October 21, 2011-- Nominations submitted to ORSSP
 2. December 16, 2011 – Application deadline
- iii. Next year's submission deadline should be one week earlier to allow committee members to review materials before the break.

VIII. Adjourned 3:05 p.m.

A. Calendar dates

- i. December 16, 2011 – Excellence Application deadline
- ii. January 24, 2012 – Internal Seed Applications deadline

Georgia Southern University Faculty Research Committee January 31, 2012- 8:00 AM

Minutes

- I. The Faculty Research Committee was called to order at 8:15 a.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda and minutes of 11/29/2012 as read.
- III. Roll Call
 - A. Present
 - i. Frederic Mynard - Chair
 - ii. Melanie Stone – CLASS
 - iii. Xinfang (Joselyn) Wang– COBA
 - iv. Jessica Minihan – Library
 - v. Ruth Whitworth – JPHCOPH
 - vi. Hyo-Joo Han– CIT
 - vii. Dan Czech – CHHS
 - viii. Julie Maudlin- COE
 - ix. Ele Haynes – Research Compliance
 - B. Absent
 - i. Hua Wang– COST
 - ii. Debbie Shaver – ORSSP
- IV. Grant Writing Workshop –
 - A. Announcements have been sent out to all faculty via email.
 - B. An announcement was made at the Dean's council
 - C. Applications will be turned in on February 10. The committee will need to identify participants quickly to allow the facilitators with appropriate background to be secured for our dates.
- V. Internal FRC Seed Award Results
 - A. 19 applications for funding were submitted
 - B. Each committee member volunteered for 2 primary reviews and 4 secondary reviews

- C. Reviews will be submitted to SharePoint at least 3 days prior to the February 28th meeting.
- D. A preliminary application reviews completed by administration staff has been uploaded to sharepoint.
- E. The History Report is located in the Chair Resource section of the site.

VI. Excellence Award Notification Reviews

- A. Primary reviewers for each excellence application gave their application report. Secondary reviewers followed each primary reviewer.
- B. Committee members utilized the recommendations of the reviewers to identify 4 applications that will be forwarded to the next review round by consensus.
- C. All committee members will re-evaluate the 4 second round applications for discussion at our next meeting.

VII. Calendaring – Veazey Hall

- A. February 14 at 8:00 am – Excellence Award final round and workshop application review
- B. February 28 at 8:00 am - Internal Funding first round

VIII. Adjourned 11:00 a.m.

• **Graduate Committee**

Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Fernekes

Graduate Committee Meeting Date – November 10, 2011

Present: Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COST; Mr. Jonathan Harwell, Library; Dr. Camille Rogers, CIT; Dr. Caren Town, CLASS; Dr. Yasar Bodur, COE; Dr. Goran Lesaja, COST; Dr. Josh Vest, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Deborah Allen, CHHS [Alternate for Dr. Dan Czech]; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Dr. Stephen Zerwas, Institutional Effectiveness; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Dr. Tracy Linderholm, COE; Mr. Wayne Smith, Registrar's Office; Dr. Christine Ludowise, CLASS; Mrs. Naronda Wright, Graduate Admissions; Mrs. Erica Colbert, Graduate Admissions; Mrs. Melanie Reddick, COGS; Dr. Jackson Rainer, CLASS; Dr. Michael E. Nielsen, CLASS; Dr. Johnathan O'Neill, CLASS; Dr. Shahnam Navaee, COST; Dr. Lynn Woodhouse, JPHCOPH; Dr. James Green, COE; Dr. Bill Wells, COBA

Absent: Dr. Dan Czech, CHHS; Dr. Ednilson Bernardes, COBA; Dr. Simone Charles, JPHCOPH; Dr. Thomas Buckley, CHHS; Dr. Mikelle Calhoun, COBA

I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, November 10, 2011 at 8:02 AM.

II. APPROVAL OF AGENDA

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

III. DEAN'S UPDATE

Dr. Dick Diebolt stated the curriculum amendment forms have been revised and the new forms are located on the Registrar's website. <http://students.georgiasouthern.edu/registrar/UndergradCommittee/curriculumforms.htm>

Colleges should use the revised forms when submitting items for the January 2012 Graduate Committee meeting. The Registrar's Office will only accept the old forms if the college has already submitted their agenda items.

IV. NEW BUSINESS

A. Jiann-Ping Hsu College of Public Health

Dr.Lynn Woodhouse presented the agenda item for the Jiann-Ping Hsu College of Public Health.

Proposed New, Revised, or Deleted Program:

Dr.P.H., Public Health Leadership concentration

JUSTIFICATION:

The trend in the Jiann-Ping Hsu College of Public Health is that most of DrPH students enrolled in the Public Health Leadership concentration are mid-career public health professionals seeking career advancement. This trend appears consistent with that observed throughout the nation. The professionals seeking this degree are not looking to change careers; rather they are seeking career advancement by mastering competencies and skills related to the delivery and evaluation of public health programs. Georgia, as well as other parts of the country, are in desperate need for well-trained public health workforce. The blended DrPH program in Public Health Leadership is positioned to offer a convenient platform to meet this identified need. Blended programs offer intensive training opportunities while being sensitive to potential students who cannot abandon current career and family obligations. In addition, blended degrees are a convenient means for learning public health competencies and skills from the convenience of their home while maintaining significant personal contact with faculty without the burden of an extensive commute. The majority of Georgia is rural and having a blended DrPH program in Public Health Leadership in Southeast Georgia will offer an opportunity for Georgia's public health workforce to attain these desired educational needs.

Dr. Diebolt stated he emailed Dr. Stuart Tedders the following questions:

- 1) Will the concentration require additional library resources?
- 2) Will adding this concentration take away research time on the part of any faculty involved in this proposed concentration?
- 3) Will adding this concentration require any additional faculty or faculty resources?
- 4) Will adding this concentration require additional funding resources?

Dr. Diebolt stated Dr. Tedders responded “no” to all questions. Dr. Woodhouse said there would not be any change in tuition.

MOTION: Dr. Camille Rogers made a motion to approve the agenda item submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Goran Lesaja. The motion to approve the Program Revision was passed.

B. College of Science and Technology

Dr. Shahnam Navaee presented the agenda items for the College of Science and Technology.

Mechanical & Electrical Engineering

Course Revisions:

MENG 5136G - Introduction to Finite Element Analysis

JUSTIFICATION:

MENG 3122 has been modified to ENGR 2112.

MENG 5231G - Tribology and Reliability

JUSTIFICATION:

MENG 3341 has been modified to MENG 3331.

EENG 5432G - Programmable Logic Controllers

JUSTIFICATION: Raising the prerequisite requirements in order to improve student success.

It was noted by Dr. Daniel Gleason that the prerequisite courses are now one less credit hour than the previous prerequisite courses.

MOTION: Dr. Rogers made a motion to approve the agenda items submitted by the College of Science and Technology. A second was made by Dr. Lesaja. The motion to approve the Course Revisions was passed.

C. College of Business Administration

Dr. Rogers presented the agenda items for the Department of Information Systems.

Department of Information Systems

Course Revision(s):

CISM 7339 ERP - Certification

JUSTIFICATION:

Updating course title to reflect that this is a review class, and not the actual certification course.

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

Enterprise Resources Planning (ERP) Certificate Program

JUSTIFICATION:

- (1) Update to Program Description to reflect that it is a fully online professional graduate certificate program.
- (2) Course Name change for CISM 7339

Dr. Diebolt asked if the ERP program will have an online tuition rate. Dr. Rogers stated there will be a \$650 per credit hour tuition rate for this program and a proposal will go to the Provost Office after the Graduate Committee approves the program revision. Dr. Patterson said if the revision is approved the request for online tuition rate should go through the College of Graduate Studies (COGS) and then the Provost Office. Dr. Rogers agreed to send the proposal for the online tuition rate to COGS first.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Information Systems. A second was made by Dr. Ming Fang He. The motion to approve Course Revision and ERP revision was passed.

School of Accountancy

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

M.Acc. Accounting

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

M.Acc. Accounting, Forensic Accounting Concentration

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

MOTION: Dr. Flynn made a motion to table the items submitted by the School of Accountancy, because no one from the Accounting Department was present to discuss the agenda items. A second was made by Dr. Caren Town. The motion to table the Program Revisions was passed.

D. College of Liberal Arts and Social Sciences

Dr. Johnathan O'Neill presented the agenda items for the Department of History.

Dr. Christine Ludowise presented the agenda items for the Department of Political Science and the Department of Sociology and Anthropology.

Dr. Michael E. Nielsen presented the agenda items for the Department of Psychology.

Department of History

Selected Topics Announcement(s):

HIST 5030G - The British and Irish Enlightenments, 1600-1815

JUSTIFICATION:

This course will examine the long history of the Enlightenment in the British Isles in terms of both ideas and the institutions that made them thrive. It begins with the emergence of rational thinking and mathematical training in the context of navigation and colonization, looking particularly at the work of Francis Bacon and the emergence of libraries like that of Thomas Bodley. During the late seventeenth century, the development of public spaces like coffee houses as well as institutions like London's Royal Society and the Dublin Philosophical Society as well as public libraries like that of Archbishop Marsh in Dublin and Sir Hans Sloane's British Library in London will be considered in relation to the rise of Newtonian and empiricist thinking. Debates about the nature of knowledge will be considered in relation to Enlightenment movements in Ireland, Scotland, the American colonies and India and compared with new strands of popular enlightenment and educational reform. The course concludes with Romantic critiques of Enlightenment in the aftermath of the failure of the French Revolution and rebellions in Ireland and Britain like Mary Shelley's Frankenstein (1818) and the writings of Sir Walter Scott. The course is organized around the development of digital projects connected with the Irish Enlightenment research project and Georgia Southern's summer programs in Waterford and London.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, and 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Graduate students will be assigned additional reading and assessed through additional research, writing, and/or oral presentation assignments not required of undergraduates. This course will advance the Master of Arts learning outcomes because students' work will develop their research, writing, and argumentation skills, as well as increasing their substantive historical knowledge.

HIST 5030G - The French Enlightenment

JUSTIFICATION:

This course will survey the history of the Enlightenment from the end of Europe's catastrophic confessional conflicts before 1648 until the French Revolution in the early 19th century. Students will gain a transnational familiarity with cosmopolitan currents of eighteenth-century thought, culture, literature, philosophy, religion and political thought by study of primary sources and recent scholarly debates. Emphasis will be placed, at the discretion of the professor, on various national, religious, or thematic elements in comparative context across Europe's dynastic states and global empires, at times with a view toward various continuities between eighteenth-century concerns and their enduring legacy in the present. Graduate students will pursue more specialized study of both content and scholarly literature.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, and 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030G - Tudor-Stuart England

JUSTIFICATION:

This course covers the period 1485-1714, a decisive era in the making of modern Britain and the modern world. During this time, two of England's most famous monarchs (Henry VIII and Elizabeth I), and one of its most infamous rulers (Oliver Cromwell), created a new church, a new literature, and a new empire spanning the globe. We will examine this 230-year period primarily along political and social lines: "reason of state," the development of bureaucracies, diplomacy (foreign and domestic), and responses to the growing gap between church and state first introduced by the Reformation and reaching a climax 100 years later in the major reorganizations of government by Stuart detractors. The course ends with the end of the Stuart Dynasty, and with it, the end of native English, Welsh, and Scottish monarchs.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, and 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Graduate students will be assigned additional reading and assessed through additional research, writing, and/or oral presentation assignments not required of undergraduates. This course will advance the Master of Arts learning outcomes because students' work will develop their research, writing, and argumentation skills, as well as increasing their substantive historical knowledge.

HIST 5030G - Race and Ethnicity/Past-Present

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

Department of Political Science

Selected Topics Announcement(s):

POLS 7030 - Theories of Deviance

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students

will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

Department of Psychology

New Course(s):

PSYC 9230 - Diversity Issues in Psychology

JUSTIFICATION:

The course is consistent with the mission statement of the PsyD program to create a generalist/rural psychology program. This course will satisfy a class requirement for the PsyD program

PSYC 9330 - Rural Mental Health

JUSTIFICATION:

The course is consistent with the mission statement of the PsyD program to create a generalist/rural psychology program. This course will satisfy a class requirement for the PsyD program

Course Revision(s):

PSYC 7111 - Supervision

JUSTIFICATION:

The grading mode was entered incorrectly when the course was established, and ever since has required a change in the course grading mode be entered and justified each semester. The prerequisite was added to ensure students have communicated with the program director before enrolling in the course.

PSYC 7490 - Advanced Directed Study

JUSTIFICATION:

The prerequisite needs to be changed because the course is an individual arrangement course in which students select an individual professor with whom they wish to work. A given student is able to work with only a limited number of students in a given semester; consequently, students discuss with professors whether their areas of interest align sufficiently for supervision of the research, and professors agree to supervise a few students' work in a given semester.

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

Psychology M.S. (Psy.D. Track)

JUSTIFICATION:

This is a reinstatement of the MS in Psychology degree, an existing, approved program which is an in-track, non-terminal master's degree consistent with the accreditation guidelines and standards for internship applications. There is one line of change that is to be implemented:

Program Requirements: All students must have completed the first two years (54 credit hours) of the PsyD program through the spring semester of the second year, and successfully completed the Clinical Qualifying Examination.

Psy.D. - Doctor of Clinical Psychology

JUSTIFICATION:

A review of the curriculum showed that students need more focused attention to rural mental health issues, consistent with the program's mission and accreditation expectations. Adding two courses, (a) Diversity Issues in Psychology, PSYC 9230, and (b) Rural Mental Health, PSYC 9330, will improve students' understanding of mental health issues peculiar to rural settings. PSYC 9230, Diversity Issues in Psychology, will present students with current research on social and psychological diversity issues in rural areas, and how those affect psychological assessment, consultation, and service delivery. Rural Mental Health, PSYC 9330, will present students with current research on the unique mental health needs of people in rural areas, and how those needs can best be addressed.

Department of Sociology and Anthropology

Selected Topics Announcement(s):

SOCI 6091 - Race and Ethnicity/Past-Present

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and

weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

SOCI 6091 - Theories of Deviance

JUSTIFICATION:

This course presents new subject matter not previously taught at the graduate-level in the department. Students will be assessed primarily through written exams and papers, secondarily through class participation. This course directly advances the MA in Social Sciences learning outcomes because students will be able to express and defend their ideas and arguments in written work and oral presentations in a clear and logical manner and in a format that is appropriate for the student's discipline; students can critically analyze basic or applied research studies in terms of its theoretical and methodological strengths and weaknesses as well as its contributions and limitations; and, students recognize interrelationships among social problems and issues and the potential implications for social policy.

No action was needed for the Selected Topics Announcements submitted by the Departments of History, Political Science, and Sociology and Anthropology.

Dr. Lesaja asked if the PSYC 9330 course would overlap courses in the Jiann-Ping Hsu College of Public Health. Dr. Jackson Rainer said the course would not overlap.

Dr. He stated previously students took courses in the Counseling Department in the College of Education. Dr. Rainer explained their students will no longer have to take courses in the College of Education. He said he has already communicated with the Counseling Department of the change.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Psychology. A second was made by Dr. He. The motion to approve the New Courses, Course Revisions, and program Revisions was passed.

E. College of Education

Dr. James Green presented the agenda items related to the Ed.D. in Education Administration program.

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

Department of Leadership, Technology, and Human Development

For Information:

Report of the ad hoc Committee on Ed.D. Re-design

JUSTIFICATION: The justification for the program re-design was presented in the document titled Report of the ad hoc Committee on Ed.D. Re-design to the EDLD Faculty that was also presented to the Graduate Curriculum Committee in support of the proposal. Program quality and focus on the needs of the practicing administrator were emphasized, along with other focus points.

Key Assessment and Transition Points for Ed.D. Re-design

JUSTIFICATION: The transition points would assist the department in tracking student progress and help the student advisor monitor the student progress in the program.

Transition Plan: Implementation of Ed.D. in Educational Leadership

JUSTIFICATION: Plan would result in fewer course sections needing to be taught and reduce the dissertation case load for department faculty.

New Course(s):

EDLD 9331 - Building Leadership Capacity

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9332 - Organizational Behavior in Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9333 - Ethics in Educational Leadership

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9432 - Program Evaluation for School Leaders

JUSTIFICATION:

This course is required in the revised EdD program. It is part of the required research and evaluation sequence.

EDLD 9434 - Transformative Practice I

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9435 - Transformative Practice II

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the P-12 Educational Leadership specialization.

EDLD 9531 - Leadership in Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9532 - Higher Education Resource Allocation and Deployment

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9533 - Globalization and Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9534 - Cognitive Issues in Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

EDLD 9535 - Executive Leadership in Higher Education

JUSTIFICATION:

This course is required in the revised program for the Ed.D. in Educational Leadership. It is part of the required sequence of courses for the Higher Education Leadership specialization.

Course Revision(s):

EDLD 9631 - Research Seminar I

JUSTIFICATION:

The revision will result in doctoral students identifying, evaluating, and annotating a comprehensive body of research that is relevant to their professional interest. It will enable a more thoughtful approach to the conception of a dissertation topic and more thorough preparation of a comprehensive review of literature, which follows in EDLD 9632 (also being revised).

EDLD 9632 - Research Seminar II

JUSTIFICATION:

The revision will result in doctoral candidates having a much more solid foundation for preparation of the dissertation pre-prospectus. Moreover, upon successful defense of the pre-prospectus (which would be expected to occur in the following semester), candidates will be much further along in the preparation of the prospectus than is the case at present.

ITEC 8133 - Current Trends and Issues in Instructional Technology

JUSTIFICATION:

As of Fall 2011, the Georgia Professional Standards Commission, which is responsible for Teacher Certification, requires all teachers seeking a certification upgrade to enroll in a graduate program that specifically identifies initial certification related course content in a minimum of 3 courses. In response to this new initiative, the EdS in Instructional Technology has redesigned this course to reflect this PSC requirement.

ITEC 8134 - Theories and Models of Instructional Design

JUSTIFICATION:

As of Fall 2011, the Georgia Professional Standards Commission, which is responsible for Teacher Certification, requires all teachers seeking a certification upgrade to enroll in a graduate program that specifically identifies initial certification related course content in a minimum of 3 courses. In response to this new initiative, the EdS in Instructional Technology has redesigned this course to reflect this PSC requirement.

ITEC 8839 - Field-Based Research in Instructional Technology

JUSTIFICATION:

As of Fall 2011, the Georgia Professional Standards Commission, which is responsible for Teacher Certification, requires all teachers seeking a certification upgrade to enroll in a graduate program that specifically identifies initial certification related course content in a minimum of 3 courses. In response to this new initiative, the EdS in Instructional Technology has redesigned this course to reflect this PSC requirement.

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

Ed.D. in Educational Administration

JUSTIFICATION:

The current Ed.D. in Educational Administration program attempts to serve candidates with two distinct sets of needs with one common course of study. Moreover, the curriculum has not been substantively updated in nearly twenty years. In the meantime, the Carnegie Foundation and relevant professional organizations have issued recommendations for revision to the professional doctorate in education. This proposal constitutes a re-design of the curriculum that incorporates these recommendations and revised professional standards. In addition, the proposal deliberately capitalizes on distance learning technologies in order to impact a wider geographic area. Attached is a comprehensive report by the EDLD faculty that explains how the re-design of the program addresses current needs and market opportunities.

Department of Teaching and Learning

New Course(s):

MSED 7433 - Teaching Business Education in the Secondary Schools

JUSTIFICATION:

In order to meet the new Professional Standards Commission's requirements for a certificate upgrade, this advanced methods course in Business Education is needed for candidates who currently hold a T-4 in Business Education and are enrolling in the M.Ed. in Teaching and Learning: Secondary Education program with a concentration in Business Education.

Course Deletion(s):

MSED 5531G - Integrating Computer Technology and Mathematics

JUSTIFICATION:

MSED 5531/5531G have not been offered in a number of years. The courses are no longer needed as elective options.

Course Revision(s):

MGED 8633 - Seminar in Middle Grades Education

JUSTIFICATION:

With the changes in the program to include content-specific course requirements, the capstone course in the program--MGED 8633-- needs to have a prerequisite change to ensure that candidates complete courses that prepare them for conducting their action research study in the capstone course.

MSED 8331 - Trends in Middle and Secondary Language Arts

JUSTIFICATION:

This course revision provides opportunity for content area middle and secondary teachers to work collaboratively across disciplines rather than in isolation. In order to meet the new certificate upgrade requirements for content, this course is being developed that will be taken by candidates who enter the program with varied teaching fields. The candidates will complete the course requirements in their specific teaching field.

MSED 8333 - Research in Language Arts

JUSTIFICATION:

This course revision provides opportunity for content area middle and secondary teachers to work collaboratively across disciplines rather than in isolation. In order to meet the new certificate upgrade requirements for content, this course is being developed that will be taken by candidates who enter the program with varied teaching fields. The candidates will complete the course requirements in their specific teaching field.

SCED 8633 - Seminar in Secondary Education

JUSTIFICATION:

With the changes in the program to include content-specific course requirements, the capstone course in the program--SCED 8633-- needs to have a prerequisite change to ensure that candidates complete courses that prepare them for conducting their action research study in the capstone course.

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

M.Ed. in Teaching and Learning

JUSTIFICATION:

In order to align the curriculum with the candidates' specific certification field, the programs of study for the M.Ed. in Teaching and Learning's Concentration One: Middle Grades Education and Concentration Two: Secondary Education are being revised to modify the content requirements in both program concentrations to ensure that candidates complete a program of study that meets the content requirements for one's specific certification field. As part of this change, two revised courses are being included in the Content-Specific sections of the programs of study (MSED 8331 and MSED 8333).

The contact information for each Concentration (One through Five) is being removed since students in this master's program are being advised in the COE's Graduate Academic Services Center. As listed at the top of the program's Catalog page, Ronnie Sheppard remains the point of contact for the degree program.

Ed.S. in Teaching and Learning

JUSTIFICATION:

In order to align the content-specific requirements in the program with one's area of certification, the program is designating the courses in which candidates must complete their course requirements in their area of certification.

Also, item #2 in the Admission Requirements is being updated. "Instructional Technology" is being removed since students in this field would enroll for the Ed.S. in Instructional Technology which was reactivated with GC approval on 10/13/10.

Online Delivery - M.Ed. Teaching & Learning, Concentration One: Middle Grades Education

Online Delivery - M.Ed. Teaching & Learning, Concentration Two: Secondary Education

Online Delivery - Ed.S. in Teaching and Learning

JUSTIFICATION:

To reach a broader audience.

There was a discussion of how the supplemental hour in the Ed.D. in Education Administration program affects Financial Aid for students and the payment of fees.

Dr. Diebolt asked if the College of Education will be submitting a proposal to request a standard online tuition rate for the M.Ed. Teaching & Learning, Concentration One: Middle Grades Education, M.Ed. Teaching & Learning, Concentration Two: Secondary Education, and the Ed.S. in Teaching and Learning. Dr. Linderholm said the College of Education will submit the request to COGS.

Dr. Diebolt asked what the transition plan will be to notify students that the fees will be changing. Dr. Linderholm stated current students have three years to finish the program without paying the increased fee. Students admitted in fall 2012 will start paying online rate. Dr. Linderholm said notifications will be sent to students of changes and will also be posted online. Dr. Patterson stated deterring fees will have to go through President's Cabinet for approval. Dr. Patterson said the President's Cabinet may only approve students to deter one year.

MOTION: Dr. Bodur made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Lesaja. The motion to approve the New Courses, Course Revisions, Course Deletion, and Program Revisions was passed.

F. Update on Inter-University Consortium for Political and Social Research (ICPSR)

Dr. Fernekes stated he will be receiving additional literature on the Inter-University Consortium for Political and Social Research (ICPSR). He encouraged the committee members to review the content of the ICPSR website and to create an account in order to download data files available to members only. Dr. Fernekes will share additional information with the committee as soon as the literature arrives.

G. Soldiers-2-Scholars

Dr. Fernekes said a week from today the Taskforce will receive a charge from President Keel on how to approach the Soldiers-2-Scholars program. Dr. Fernekes asked the committee members to start thinking of

what can be done in their colleges/programs to help returning military and their family members who are planning to pursue a graduate education. Information on training opportunities is available on the website.

V. OLD BUSINESS

- A. **Program Review** – Dr. Stephen Zerwas stated the Office of Institutional Effectiveness is not only preparing data for programs under review, but they have also begun preparing data for the rest of the graduate programs.
- B. **Scholarship Sub-Committee Results** – Dr. Patterson thanked the sub-committee for their participation in reviewing the scholarship applications. The recipients are listed below:

The Women's Network George and Catherine Peacock Graduate Scholarship – Megan Donaldson, MBA, Marketing

The G. Lane and Christine S. Van Tassell Graduate Scholarship – Ting Peng, M.A.T. Master of Arts in Teaching, Special Education

The Katie & Tanner Miller/Van Tassell Family Graduate Scholarship – Shannon Browning-Mullis, MA History

VI. REQUEST TO UNTABLE THE DEPARTMENT OF ACCOUNTING AGENDA ITEMS

Dr. Flynn made a motion to untable the agenda items submitted by the Department of Accounting. A second was made by Dr. Rogers. Dr. Bill Wells presented the following items for the College of Business Administration.

School of Accountancy

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

M.Acc. Accounting

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

M.Acc. Accounting, Forensic Accounting Concentration

JUSTIFICATION:

The revisions here are to keep this program's admissions requirements consistent with the other versions of our Masters of Accounting degree. While adding the online version of our Masters of Accounting degree, we reviewed the admission requirements for the program and made changes that now need to be reflected on the catalog pages for each version.

MOTION: Dr. Flynn made a motion to approve the items submitted by the School of Accountancy. A second was made by Dr. Rogers. The motion to approve the Program Revisions was passed.

VII. ANNOUNCEMENTS

Dr. Diebolt stated the Graduate School Fair was held yesterday and he is waiting to receive the final report from Career Services. There were 62 programs represented from all over. He will share information as soon as he receives the report.

Mr. Wayne Smith reminded everyone that the January meeting is the last meeting for items to be approved to be included in the 2012-2013 Graduate Catalog.

Dr. Diebolt said COGS now has access to the GRE conversion scores. He asked Mr. Smith how programs should submit language for the change in scores. Mr. Smith said he would check with the Registrar's Office to see if each program has to submit revisions through the Graduate Committee. He will follow up with Dr. Diebolt as soon as he receives an answer.

Dr. Ludowise stated a number of Program Directors have said information in brochures is wrong. Dr. Diebolt will work with the College of Liberal Arts and Social Science to resolve this issue.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 10, 2011 at 8:55 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Fernekes

Graduate Committee Meeting Date – January 19, 2012

Present: Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COST; Mr. Jonathan Harwell, Library; Dr. Caren Town, CLASS; Dr. Yasar Bodur, COE; Dr. Goran Lesaja, COST; Dr. Josh Vest, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Deborah Allen, CHHS [Alternate for Dr. Dan Czech]; Dr. Ednilson Bernardes, COBA; Dr. Simone Charles, JPHCOPH; Dr. Thomas Buckley, CHHS; Dr. Mikelle Calhoun, COBA; Dr. Joshua Vest, JPHCOPH; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Melanie Reddick, COGS

Guests: Ms. Candace Griffith, VPAA; Dr. Tracy Linderholm, COE; Mr. Wayne Smith, Registrar's Office; Dr. Christine Ludowise, CLASS; Ms. Olivia Howard, GSO; Dr. Greg Harwood, CLASS; Dr. Richard Mercier, CLASS; Dr. Stuart Tedders, JPHCOPH; Mr. Tristam Aldridge, COGS Graduate Admissions; Dr. Johnathan O'Neill, CLASS; Dr. Shahnam Navaee, COST; Dr. Godfrey Gibbison, COBA; Dr. Cheryl Metrejean, COBA; Dr. Eric Kartchner, CLASS; Dr. Kathy Albertson, VPAA

Absent: Dr. Dan Czech, CHHS; Dr. Camille Rogers, CIT;

IX. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday January 19, 2012 at 8:02 AM.

X. APPROVAL OF AGENDA

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

XI. DEAN'S UPDATE

Dr. Charles Patterson introduced the new Director of Graduate Admissions, Mr. Samuel "Tristam" Aldridge to the Graduate Committee.

XII. NEW BUSINESS

H. College of Health and Human Sciences

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

School of Nursing

Proposed New, Revised, or Deleted Program(s)

M.S.N., Nursing

Progression Requirements

JUSTIFICATION:

The MSN is requesting these policies to be formalized. They have been unwritten policies for a long time, but have not been in writing. This policy will aid in assuring the quality of our graduates.

Dr. Diebolt asked if the School of Nursing was going to track and monitor student progression and communicate with students who were out of compliance and/or who were reinstated or readmitted to the program.

Dr. Allen indicated that the School of Nursing would do so

MOTION: Dr. He made a motion to approve the agenda item submitted by the College of Health and Human Sciences with editorial changes. A second was made by Dr. Flynn. The motion to approve the Program Revision was passed.

I. Jiann-Ping Hsu College of Public Health

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

Course Revision(s)

PUBH 9630 – Public Health Doctoral Seminar

JUSTIFICATION:

The pre-requisite has been removed due to changes in the structure of the candidacy exam. Part of the candidacy exam, a written portfolio, will be produced in the context of this course. Therefore, completion of the candidacy exam beforehand is no longer applicable.

Proposed New, Revised, or Deleted Program(s)

Dr.P.H., Biostatistics

JUSTIFICATION:

Changing credit hours from 63 to 60: This change brings our DrPH programs' required credits more in line with other DrPH programs.

Deleting Doctoral Seminar in Biostatistics Program (PUBH 9630): During curriculum review, it was established that this course was not needed to deliver the Biostatistics Program competencies.

Dr.P.H., Community Health Behavior and Education

JUSTIFICATION:

Changing credit hours from 63 to 60: This change brings our DrPH programs' required credits more in line with other DrPH programs.

Deleting CHBE 9132 in Community Health Behavior and Education DrPH Program: During curriculum review, it was established that the learning objectives for this course are being met by other courses.

Dr.P.H., Public Health Leadership

JUSTIFICATION:

Changing credit hours from 63 to 60: This change brings our DrPH programs' required credits more in line with other DrPH programs.

Deleting elective in DrPH Public Health Leadership: The elective requirement is being eliminated due to the lack of elective courses in Public Health Leadership (and JPHCOPH as a whole) is able to offer at this time.

Dr. Diebolt asked if the College was proposing that students currently matriculating in the program would be required to complete the program under the 63 hour requirement or have the option of changing to the 60 hour program requirement.

Dr. Tedders indicated that the students would have the option to choose.

Dr. Diebolt indicated that for those who opted to complete the 60 hour program but already had a 63 hour program of study on file, the students would have to file an amended program of study to track the 60 hour program.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health contingent upon editorial changes being made. A second was made by Dr. He. The motion to approve the Course Revisions and Program Revisions was passed.

J. College of Business Administration

Dr. Cheryl Metrejean presented the agenda items for the School of Accountancy

School of Accountancy

Proposed New, Revised, or Deleted Program(s)

M.Acc. Accounting

1. Changes in prerequisite requirements
2. Changes in program electives
3. Changes in program progression requirements

JUSTIFICATION:

The changes add a progression policy to improve student performance, progression and graduation.

M.Acc. Accounting (Forensic Accounting Concentration)

1. Program admission change – acceptance of competitive official admission test scores other than GMAT
2. Transient or Transfer Credit acceptance
3. Prerequisite course change
4. Changes in program progression requirements

JUSTIFICATION:

The revisions add a progression policy to improve student performance, progression and graduation.

Dr. Godfrey Gibbison presented the agenda items for the School of Economic Development

School of Economic Development

New Course(s)

ECON 7110 – Math for Applied Economics

JUSTIFICATION:

Required for admission to M.S. Applied Economics program

Proposed New, Revised, or Deleted Program(s)

M.S. Applied Economics (Catalog Revisions)

1. Admission requirement changes

JUSTIFICATION:

Changes have been made to follow best practices in using GRE and GMAT scores as entrance requirements, to clean up language and make language between the M.S. and Certificate program match for entrance requirements, to add a new math proficiency entrance requirement, and to reflect the name changes of the 2 Econometrics courses.

Applied Economics Certificate (Online)

JUSTIFICATION:

Clarification of program catalog pages.

Dr. Diebolt indicated that the College of Graduate Studies already has an appeal procedure in place that academically excluded students should follow. He stated that appeals are forwarded to the department for review by the program director/coordinator, department chair, college appeal committee (if one is in place) and academic college dean for review and recommendation to the College of Graduate Studies.

MOTION: Dr. Town made a motion to approve the agenda items submitted by the College of Business Administration contingent upon editorial changes being made. A second was made by Dr. Calhoun. The motion to approve the New Course and Program Revisions was passed.

College of Science and Technology

Dr. Shahnam Navaee presented the agenda items for the College of Science and Technology

Department of Biology

Proposed New, Revised, or Deleted Program(s)

M.S. Biology

JUSTIFICATION:

The GRE scoring system has been revised by the testing service. The GSU catalog must be revised to include the GRE requirements in both the old and new GRE scoring systems.

Department of Mathematical Sciences

Proposed New, Revised, or Deleted Program(s)

K-5 Mathematics Endorsement

JUSTIFICATION:

The endorsement program was submitted to and approved by the Professional Standards Commission in Fall 2010. The admission requirements submitted for the program approval were not originally listed on the program page. The program page is being updated to reflect the admission requirements approved by the Professional Standards Commission. Also, the original program page did not provide information about the application process, which is now included. A note regarding salary incentive was added to clarify that salary increases are not automatic with the endorsement. Another note was added to indicate what is required for previous endorsement holders to obtain the new endorsement. These program revisions need to be made in the catalog in both places the K-5 Endorsement is listed, (1) in the COST graduate section and (2) in the COE graduate section.

M.S. Mathematics

JUSTIFICATION:

The department proposes to revise concentrations to match the research interests of our students and expertise of our faculty. Rather than the current concentrations in Mathematics and Statistics, we plan to offer concentrations in Applied Mathematics, Pure Mathematics, Statistics, and Computational Science. We also clarified the six hours of research required for the degree so students better understand the requirement. The admission requirements were also modified to note an additional test (if needed). Additionally, the statement of prerequisite coursework was removed since students do not have to declare a concentration before being admitted.

Department of Mechanical and Electrical Engineering

Course Deletion(s)

MENG 5231G – Tribology and Reliability

MENG 5232G – Intermediate Thermodynamics

MENG 5236G – Computational Fluid Dynamics

JUSTIFICATION:

These courses are deactivated for the time being. They may be activated as required by the growth of the program.

Course Revision(s)

MENG 5135G – Vibration and Preventive Maintenance

JUSTIFICATION:

Mechatronics course from Engineering curriculum (MENG 3521) has replaced the Mechatronics course from Technology curriculum (TMET 2521) as a prerequisite of this course.

MENG 5136G – Introduction to Finite Element Analysis

JUSTIFICATION:

Based on a faculty review, MENG 2139 has been added as a prerequisite. ENGR 2112 is one of the three prerequisites for this course. It was incorrectly stated as an alternative prerequisite.

MENG 5138G – Composite Materials: Manufacturing, Analysis, & Design

JUSTIFICATION:

Machine Design (MENG 3135) is added as an additional prerequisite for this course.

MENG 5234G – Heating, Ventilating, and Air Conditioning

JUSTIFICATION:

MENG 5232G and MENG 5232 have been deleted, since these courses no longer exist. ENGR 3431 and ENGR 3235 are added to replace those.

MENG 5235G – Combustion

JUSTIFICATION:

The prerequisites of this course, MENG 5232 and MENG 5232G, are being deleted and hence they are replaced by three other courses, ENGR 3431, ENGR 3235 and MENG 3233.

MENG 5536G – Mechanical Controls

JUSTIFICATION:

MENG 2139 has been added as a new prerequisite for this course.

TMAE 5139G – Renewable Energy

JUSTIFICATION:

Two of the prerequisites of this course, MENG 5232 and MENG 5232G, are being deleted and hence they are replaced by ENGR 3431 and ENGR 3235.

TMFG 5234G – Introduction to Technical Management & Leadership

JUSTIFICATION:

Since the "Industrial Management" program does not exist anymore, the reference to this program has to be omitted from the catalog description. Also, the course now covers additional topics as listed in the revised

course description.

New, Revised, or Deleted Program(s)

M.S. Applied Engineering

JUSTIFICATION:

The GRE scoring system has been revised by the testing service. The GSU catalog must be revised to include the GRE requirements in both the old and new GRE scoring systems. In addition, the program admission requirements for GPA and GRE scores are being raised to admit better quality students and to improve students' retention and graduation rates.

Changes in Thesis submission process to follow the College of Graduate Studies Electronic Thesis and Dissertation procedures.

Engineering and Manufacturing Management Certificate

JUSTIFICATION:

The program admission requirements for GPA score is being raised to admit better quality students and to improve students' retention and graduation rates.

Occupational Safety and Environmental Compliance Certificate

JUSTIFICATION:

The program admission requirement for GPA score is being raised to admit better quality students and to improve students' retention and graduation rates.

Dr. Diebolt discussed the Thesis Submission changes.

MOTION: Dr. Lesaja made a motion to approve the agenda items submitted by the College of Science and Technology contingent upon editorial changes being made. A second was made by Dr. He. The motion to approve the Course Deletions, Course Revisions and Program Revisions was passed.

K. College of Liberal Arts and Social Sciences

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

Department of Foreign Languages

Proposed New, Revised, or Deleted Program(s)

M.A., Spanish

1. Remove GRE test score requirement
2. Comprehensive Exams requirement changes
3. Dual enrollment MA in Spanish and MAT in Spanish

M.A.T., Spanish

1. Prerequisite Requirement

JUSTIFICATION:

These changes put the Catalog in line with practice. The description of the Comprehensive Exam now matches what we actually do. The limitation of 5000G courses matches our intentions. The elimination of the requirement for the GRE matches the practice that many foreign language MA and PhD programs have adopted (many of our students are not English speaking; we can determine their ability to be successful in our program without the help of the GRE). Finally, including the explanation of how students can pursue an MAT in Spanish simultaneously with the pursuit of the MA in Spanish facilitates the advertising of this convenient and useful combination.

Dr. Johnathan O'Neill presented the agenda items for the Department of History

Department of History

Proposed New, Revised, or Deleted Program(s)

M.A., History

JUSTIFICATION:

Lowering the number of credits permitted at the 5000 level will strengthen the program by providing students with more classes that are composed completely of graduate students.

Added GRE requirement changes per Graduate School request.

Dr. Caren Town presented the agenda items for the Department of Literature and Philosophy

Department of Literature and Philosophy

Proposed New, Revised, or Deleted Program(s)

M.A., English

1. Admission requirement change – Statement of Purpose required

JUSTIFICATION:

The Graduate Program Director has changed.

Adding a Statement of Purpose to the English MA requirements for admission will help the admissions committee choose the most qualified applicants and will provide needed context for the prospective student's application.

Added GRE requirement changes per Graduate School request.

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

Department of Music

New Course(s)

MUSA 5110G - Coaching for Singers

JUSTIFICATION:

This course is an elective in the BM and MM Performance Voice programs. Students in these programs need vocal coaching in addition to applied lessons in voice. Vocal coaching concentrates on interpretation and style, not on technique.

MUSA 7199 - Applied Conducting

JUSTIFICATION:

Will serve as an alternative required course for the M.M. in Conducting and an elective for students in other concentration areas

MUSC 5239G - Selected Topics in Music History

JUSTIFICATION:

The effective use of DegreeWorks for the M.M. program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements

MUSC 5539G - Selected Topics in Music Technology

JUSTIFICATION:

The effective use of DegreeWorks for the M.M. program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements

MUSC 7239 - Selected Topics in Music Education

JUSTIFICATION:

The effective use of DegreeWorks for the M.M. program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements

MUSC 7339 - Selected Topics in Music Theory

JUSTIFICATION:

The effective use of DegreeWorks for the M.M. program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements

MUSC 7436 - Wind Ensemble Literature Before 1950

JUSTIFICATION:

This is one of two new courses made by expanding a single previous course in which the time did not allow a sufficiently detailed examination of the subject. The two courses both fill the required literature elective required for band students in the Conducting concentration; either also serves as a Music Ed. elective within the Music Education concentration. The two courses have been previously taught for 3 years as Selected

Topics courses.

MUSC 7437 - Wind Ensemble Literature After 1950

JUSTIFICATION:

This is one of two new courses made by expanding a single previous course in which the time did not allow a sufficiently detailed examination of the subject. The two courses both fill the required literature elective required for band students in the Conducting concentration; either also serves as a Music Ed. elective within the Music Education concentration. The two courses have been previously taught for 3 years as Selected Topics courses.

MUSC 7639 - Selected Topics in Conducting

JUSTIFICATION:

The effective use of DegreeWorks for the M.M. program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements

MUSE 6219 - Pep Band

JUSTIFICATION:

This course supports new initiatives for music to support athletic events from the President's office. Pep Band is a small ensemble of about 30 people who will perform at athletics games other than football. It is particularly beneficial for music education majors who are likely to teach their own Pep Bands in K-12 jobs.

Course Deletion(s)

MUSC 7434 - Band Literature

JUSTIFICATION:

This course is being replaced by two new courses because there was too much material for one course.

Proposed New, Revised, or Deleted Program(s)

M.M., Music

1. Add concentration in Conducting

JUSTIFICATION:

(1) Conducting has been treated as an option within the Performance concentration of the M.M. for more than four years, and it has produced the largest enrollment and graduation numbers of any of our concentrations. During the reaccreditation visit from the National Association of Schools of Music last spring, they requested that we list Conducting as its own concentration area, which they consider the normal practice, rather than as a subtrack in Performance. This change in how it is listed will also facilitate interface with DegreeWorks, which cannot currently distinguish between the two tracks (Conducting and non-Conducting) within the Performance concentration. The only change in the program itself would be a small tweak for greater flexibility by allowing MUSA 7139 (Applied Conducting lessons) to serve as an alternative to MUSC 7630 (Seminar in Advanced Conducting).

(2) We are proposing differentiated Selected Topic Numbers for each major area of the curriculum. This will allow DegreeWorks to assign the course to the proper area, which it cannot currently do with a single, generic Special Topics number.

(3) For the past three years, Band Literature has been taught as a Selected Topics course in a two-semester sequence rather than as a single-semester survey, as it is currently listed in the catalog. The two-semester sequence, therefore, needs its own set of course numbers rather than continuing to be taught as a Selected Topics.

Dr. Christine Ludowise presented the agenda items for the Department of Political Science

Department of Political Science

Proposed New, Revised, or Deleted Program(s)

Certificate in Public and Nonprofit Sector Management

JUSTIFICATION:

Changes are being made to the listed GRE requirements for admission consideration to the Certificate program due to the new scoring metric introduced in August 2011.

M.P.A., Public Administration

JUSTIFICATION:

Changes are being made to the listed GRE requirements for admission consideration to the MPA program due to the new scoring metric introduced in August 2011.

Dr. Christine Ludowise presented the agenda items for the Department of Psychology

Department of Psychology

Proposed New, Revised, or Deleted Program(s)

M.S., Psychology

JUSTIFICATION:

New GRE scoring scale requires change in stated minimum scores for admission.

Psy.D., Clinical Psychology

JUSTIFICATION:

New GRE scoring scale requires change in stated minimum scores for admission.

Dr. Diebolt discussed editorial changes.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences contingent upon editorial changes being made. A second was made by Dr. He. The motion to approve the New Courses, Program Revisions was passed.

L. College of Education

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

College of Education Associate Dean for Graduate Education and Research

Background Check and Disclosure Requirements for Admission and Retention in COE Programs

JUSTIFICATION:

The COE is strengthening its graduate admission policies related to criminal background checks and disclosures as well as its policies regarding rechecks prior to a student being placed in a structured field placement. The changes are needed so the college and university are fully informed, so that students may be advised if it is not likely that they will be able to complete a structured field placement due to their criminal background, and so that school sites may be more fully informed about a student's criminal background in order to make placement decisions.

Department of Curriculum, Foundations and Reading

New Course(s)

READ 8630 - Critical Readings in Reading/Literacy Education

JUSTIFICATION:

We hope to create a literacy emphasis in the Curriculum Studies EDD Program. We have an increasing number of students who have requested this emphasis. There are currently eight students in the EDD program focusing on literacy studies. Recent changes in the PSC also have reactivated the EdS in Reading Education. This proposed course would serve as an elective course for this program.

Course Deletion(s)

EDUR 8330 - Experimental Design in Education

JUSTIFICATION:

Course has not been offered in more than 3 years.

Course Revision(s)

READ 7131 - Approaches to Reading Instruction

JUSTIFICATION:

Course title is being revised to more accurately reflect focus of degree program. This change was overlooked during Program of Study revision last year. Revised catalog description updates language to match revised course title.

READ 7132 - Literacy Assessment and Correction

JUSTIFICATION:

Catalog description is being revised to add needed language regarding required field experience.

READ 7230 - Issues and Trends in Reading

JUSTIFICATION:

Course title is being revised to more accurately reflect focus of degree program. This change was overlooked during Program of Study revision last year. Revised catalog description updates language to match revised course title.

READ 7330 - Reading in the Content Areas

JUSTIFICATION:

Course title is being revised to more accurately reflect focus of degree program. This change was overlooked during Program of Study revision last year. Revised catalog description updates language to match revised course title.

READ 8130 - Literacy Assessment and Correction II

JUSTIFICATION:

Catalog description is being revised to add needed language regarding required field experience.

Revised Program(s)

Reading Endorsement

JUSTIFICATION:

Formal admission to an endorsement program is needed so that COE can track these students and gather data for reports on these programs.

M.Ed., Literacy Education

JUSTIFICATION:

Recent certification rule changes by the Georgia Professional Standards Commission requires the program name to match the certification field.

Ed.D., Curriculum Studies

1. Program of Study change from four to five areas
2. Prerequisite change
3. Core Title change
4. Changes in wording from Concentration to Emphasis area
5. Emphasis Title change
6. Candidacy Examination change
7. Program Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) recently revised its certification rules. It now

requires advanced pedagogy coursework in the certificate field for teachers desiring a certificate upgrade. The revised Program of Study (POS) reflects this certification option. In addition, doctoral and research and inquiry core requirements will be the same for both the certification and non-certification options. Changes must go into effect as of Summer 2012 as the doctoral program only admits students once per year (summer semester). If students were admitted under old POS, there would not be sufficient time for them to complete degree before the grandfathering deadline (Sept. 1, 2017) for certificate upgrades established by PSC.

Department of Leadership, Technology and Human Development

Revised Program(s)

Ed.S., School Psychology

JUSTIFICATION:

Due to a course title change made by the Department of Curriculum, Foundations, and Reading, the course title for READ 7131 is being updated on the program of study for the Ed.S. in School Psychology. The Program Coordinator information is also being updated.

Online Teaching and Learning Endorsement

JUSTIFICATION:

Formal admission to an endorsement program is needed so that COE can track these students and gather data for reports on these programs.

Program Deletion(s)

Teacher Leader Endorsement

JUSTIFICATION:

Recent PSC rule changes necessitate deletion of this program. EDLD faculty plan to bring forward a curriculum revision that will change the M.Ed. in Educational Leadership to an M.Ed. in Teacher Leadership.

Department of Teaching and Learning

New Course(s)

MSED 6123 - Middle and Secondary School Practicum

JUSTIFICATION:

There is no other course which provides the content of this course for this group of students with university supervision.

Course Revision(s)

ESED 5235G - Methods for ESOL

JUSTIFICATION:

This formal listing of co/prerequisites will ensure that undergraduate and graduate students in the cross-listed course will have the necessary planning and teaching experience to understand the process of lesson/unit modification for english language learners, a major focus of the ESOL methods course.

ESED 9132 - Critical Analysis of Schools and Educational Practices

JUSTIFICATION:

The Ed.D. Curriculum Studies program of study is changing. Course rotation will change as a result of the new program of study. The prerequisite changes will help ensure students have the needed background knowledge prior to enrolling in the course.

ESED 9231 - The Teacher Educator

JUSTIFICATION:

The Ed.D. Curriculum Studies program of study is changing. Course rotation will change as a result of the new program of study. The prerequisite changes will help ensure students have the needed background knowledge prior to enrolling in the course.

ESED 9232 - Supervision of Teachers

JUSTIFICATION:

The Ed.D. Curriculum Studies program of study is changing. Course rotation will change as a result of the new program of study. The prerequisite changes will help ensure students have the needed background knowledge prior to enrolling in the course.

ESED 9631 - Advanced Seminar in Teaching and Learning

JUSTIFICATION:

The Ed.D. Curriculum Studies program of study is changing. Course rotation will change as a result of the new program of study. The prerequisite changes will help ensure students have the needed background knowledge prior to enrolling in the course.

ESED 9799 - Internship in Teacher Education

JUSTIFICATION:

The Ed.D. Curriculum Studies program of study is changing. Course rotation will change as a result of the new program of study. The prerequisite changes will help ensure students have the needed background knowledge prior to enrolling in the course.

MGED 6738 - Supervised Practicum in the Middle Grades

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

MGED 6739 - M.A.T. Internship I: Middle Grades

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

MSED 6130 - Introduction to the Middle and Secondary School

JUSTIFICATION:

This course is being reduced to a 2 semester hour course in order to include a new 2 semester hour supervised practicum that will be taken the same semester. The content of the course will remain the same, but the catalog description changes since the 50-hour field component will no longer be in the course. The course number must change as a result of the credit hour change.

** Item # 4 continued - SCED 6738, SCED 6739, MSED 6132

MSED 6132 - Curriculum and Instruction

JUSTIFICATION:

This course is being reduced to a 2 semester hour course in order to include a new 2 semester hour supervised practicum that will be taken the same semester. The content of the course will remain the same, but the catalog description changes since the 70-hour field component will no longer be in the course. The course number must change as a result of the credit hour change.

MSED 6237 - Science Methods

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

MSED 6337 - Language Arts Methods

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

MSED 6437 - Social Science Methods

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

MSED 6537 - Mathematics Methods

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

MSED 6637 - Business Education Methods

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

MSED 7432 - Teaching Social Studies in the Middle and Secondary Schools

JUSTIFICATION:

In order for candidates to receive a certificate upgrade, their course assignments must be completed in their area of certification/content. A statement is being added to the catalogue description to reflect this

requirement.

MSED 8331 - Trends in the Content Areas

JUSTIFICATION:

In order for candidates to receive a certificate upgrade, their course assignments must be completed in their area of certification/content. A statement is being added to the catalogue description to reflect this requirement.

MSED 8333 - Readings and Research in the Content Areas

JUSTIFICATION:

In order for candidates to receive a certificate upgrade, their course assignments must be completed in their area of certification/content. A statement is being added to the catalogue description to reflect this requirement.

MSED 8434 - Trends in Middle and Secondary Social Studies

JUSTIFICATION:

In order for candidates to receive a certificate upgrade, their course assignments must be completed in their area of certification/content. A statement is being added to the catalogue description to reflect this requirement.

SCED 6738 - Supervised Practicum in Secondary Education

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

SCED 6739 - M.A.T. Internship I: Secondary

JUSTIFICATION:

Updating the number of the Prerequisite Course, since MSED 6130 has had a change in credit hours and its course number was changed to MSED 6120.

Course Revision Forms for multiple courses

MSED 7231 - Hands-on Science for the Middle and Secondary Schools

MSED 7232 - Teaching the Great Ideas in Science

MSED 8231 - Trends in Middle and Secondary Science

JUSTIFICATION:

In order for candidates to receive a certificate upgrade, their course assignments must be completed in their area of certification/content. A statement is being added to the catalogue description to reflect this requirement.

EDAT 7131 - Enhancing Student Performance

EDAT 7132 - Framework for Teaching

ESED 7131 - Enhancing Student Performance

ESED 8132 - Curriculum and Instruction

ESED 8537 - Trends: Math/Science/Computer Education

ESED 8538 - Applications: Math/Science Education

ESED 8539 - Computer Technology in Math/Science Education

ESED 8839 - Seminar and Field Study

MSED 7331 - Early Adolescent Literature

MSED 7333 - Writing Instruction for the Middle and Secondary Schools

MSED 7535 - Teaching Middle Grades and Secondary Mathematics

MSED 8530 - Foundations of Teaching Grades 4-12 Mathematics

JUSTIFICATION:

In order for candidates to receive a certificate upgrade, their course assignments must be completed in their area of certification/content. A statement is being added to the catalogue description to reflect this requirement.

Revised Program(s)

Re-designation of the M.Ed., Teaching and Learning to:

M.Ed., Early Childhood Education (Grades P-5)

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being re-designated to be a stand-alone program that reflects the early childhood certification field. There is no change in the curriculum requirements. Candidates currently enrolled in the existing M.Ed. in Teaching and Learning, Concentration Four: Early Childhood Education will have to complete the degree requirements by September 1, 2015.

M.Ed., Instructional Improvement

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. Each of the concentrations in the M.Ed. in Teaching and Learning is being re-designated as stand-alone programs. This program will be an advanced program that does not lead to certification. Candidates will not be eligible for a certificate upgrade upon completion of this program. There is no change in the curriculum requirements. Candidates currently enrolled in the existing M.Ed. in Teaching and Learning, Concentration Five: Instructional Improvement will have to complete the degree requirements by September 1, 2015.

M.Ed., Middle Grades Education

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being reorganized to a stand-alone program that reflects the middle grades education certification field. There is no change in the curriculum requirements. Candidates currently enrolled in the existing M.Ed. in Teaching and Learning, Concentration One: Middle Grades Education, will have to complete the degree requirements by September 1, 2015.

M.Ed., Secondary Education

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being re-designated to a stand-alone program that reflects the secondary certification fields. There is no change in the curriculum requirements. Candidates currently enrolled in the existing M.Ed. in Teaching and Learning, Concentration Two: Secondary Education will have to complete the degree requirements by September 1, 2015.

M.Ed., Special Education

1. Program offered on-line effective Fall 2012
2. Admission Requirement change
3. Program Completion Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being re-designated to a stand-alone program that reflects the special education certification field. There is no change in the curriculum requirements. Candidates currently enrolled in the existing M.Ed. in Teaching and Learning, Concentration Three: Special Education, will have to complete the degree requirements by September 1, 2015.

Re-designation of the Ed.S., Teaching and Learning to:

Ed.S., Early Childhood Education

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being re-designated to a stand-alone program that reflects the early childhood certification field. There is no change in the curriculum requirements. Candidates currently enrolled in the existing Ed.S. in Teaching and Learning will have to complete the degree requirements by September 1, 2015.

Ed.S., Middle Grades Education

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being re-designated to a stand-alone program that reflects the middle grades certification field. There is no change in the curriculum requirements. Candidates currently enrolled in the existing Ed.S. in Teaching and Learning will have to complete the degree requirements by September 1, 2015.

Ed.S., Reading Education (K-12)

1. Program moves to Dept. of Curriculum, Foundation, & Reading
2. Program offered on-line effective Fall 2012
3. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being reorganized to a stand-alone program that reflects only the reading education certification field. Candidates enrolled in the existing Ed.S. in Teaching and Learning will have to complete the degree requirements by September 1, 2015.

Ed.S., Secondary Education

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being re-designated to a stand-alone program that reflects the secondary education certification fields. There is no change in the curriculum requirements. Candidates currently enrolled in the existing Ed.S. in Teaching and Learning will have to complete the degree requirements by September 1, 2015.

Ed.S., Special Education

1. Program offered on-line effective Fall 2012
2. Admission Requirement change

JUSTIFICATION:

The Georgia Professional Standards Commission (PSC) has changed the requirements for candidates completing an advanced degree. The title of the degree must reflect one's certification field in order for candidates to receive a certificate upgrade. This program is being re-designated to a stand-alone program that reflects the special education certification field. There is no change in the curriculum requirements. Candidates currently enrolled in the existing Ed.S. in Teaching and Learning will have to complete the degree requirements by September 1, 2015.

requirements by September 1, 2015.

M.Ed., Curriculum and Instruction - Accomplished Teaching

JUSTIFICATION:

In order to meet the new Professional Standards Commission (PSC) requirements for a certificate upgrade, this program is being changed to include a twelve semester-hour Content-Specific Requirements section. Candidates will have to tailor the twelve hours to their current certification field.

M.A.T., Teaching

JUSTIFICATION:

In order to meet the NCATE standard for preparing candidates to teach English Language Learners, ESED 5234G Cultural Issues: ESOL is being added to the M.A.T. in Secondary Education program and the M.A.T. in Middle Grades Education. In addition, in order to strengthen the field experiences in the program, MSED 6130 and 6132 are being changed from a 3 hour course to a 2 hour course in order to include a new 2 hour practicum course. MSED 5333G is being removed from the M.A.T. in Middle Grades and will become a part of the content requirements prior to being admitted to the program. ITEC 7530 is being removed from the required courses in the M.A.T. in Foreign Language since the course is no longer required by the Professional Standards Commission. The course or an equivalent will become a prerequisite to the program. The 3 hours will be added to the content electives in the program. Also, we do not have an M.A.T. in Middle Grades with a concentration in reading; therefore, we are removing reading from the list of options for the program.

ESOL Endorsement

JUSTIFICATION:

Formal admission to an endorsement program is needed so that COE can track these students and gather data for reports on these programs.

Dr. Diebolt discussed editorial changes.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Education contingent upon editorial changes being made. A second was made by Dr. Vest. The motion to approve the New Courses, Course Deletions, Course Revisions and Program Revisions was passed.

For Information

Online Programs, Department of Teaching and Learning

M.Ed. in Middle Grades Education

M.Ed. in Secondary Education

M.Ed. in Special Education

M.Ed. in Early Childhood Education

Ed.S. in Middle Grades Education

Ed.S. in Secondary Education

Ed.S. in Special Education

Ed.S. in Early Childhood Education

Online Programs, Department of Curriculum, Foundations, and Reading

Ed.S. in Reading Education

M.Ed. in Reading Education

Reading Endorsement

Teacher Education Committee, Revised Name and Policies

M. Update on Inter-University Consortium for Political and Social Research (ICPSR)

Dr. Fernekes shared a handout announcing an ICPSR Webinar: "An Orientation to ICPSR Data Services" and encouraged the Graduate Committee members to participate and share the information with colleagues. As a member institution of ICPSR, Georgia Southern University faculty, students and staff can access a range of services, instruction modules and learn about workshop and seminar sessions at the ICPSR web site:

<http://www.icpsr.umich.edu/icpsrweb/ICPSR/>

N. Presidential Military Task Force (formerly Soldiers-2-Scholars Task Force)

Dr. Christine Ludowise announced the name change to the Presidential Military Task Force. In addition, Dr. Ludowise stated that Education Specialists from the Military will speak at GSU to discuss the issue of Military Transcripts and how credits are currently accepted at the undergraduate level and how that may also affect graduate students. Dr. Caren Town spoke on the need for awareness of the social and mental health needs of returning military students.

XIII. OLD BUSINESS

A. Program Review

Dr. Fernekes asked Graduate Committee members to check on the status of ongoing Comprehensive Program Reviews (CPRs) within their colleges, and to update the committee at the next meeting. See the following web site for additional information:

<http://academics.georgiasouthern.edu/provost/resources/comprehensivereview>

XIV. ANNOUNCEMENTS

XV. ADJOURNMENT

There being no further business, the meeting was adjourned on January 19, 2012 at 9:18 AM.

Respectfully submitted,

Melanie Reddick, Acting Recording Secretary

Minutes were approved February 2, 2012 at 3:00 p.m. by electronic vote of Committee Members

- **Undergraduate Committee**
Chair: Ron MacKinnon (COBA)

UNDERGRADUATE COMMITTEE

MINUTES

NOVEMBER 8, 2011, 3:30 P.M.

I. CALL TO ORDER

- **Present:** Dr. Adrian Gardner, Dr. Bruce McLean, Dr. Deborah Allen, Ms. Debra Skinner, Dr. Edward Mondor, Dr. Jacob Warren, Ms. Jessica Minihan, Dr. Julie Maudlin, Dr. Mark Hanna, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Sabrina Ross, Ms. Ann Evans, Ms. Caroline James
- **Visitors:** Dr. Alice Hall, Ms. Candace Griffith, Dr. Christine Ludowise, Dr. Deborah Thomas, Dr. Janie Wilson, Dr. Jonathan Bryant, Dr. Shahnam Navaee, Dr. Stephen Rossi
- **Absent with Alternate in attendance:** Ms. Lisa Yocco, Dr. Mary Hazeldine
- **Absent:** Dr. Chuck Harter

Dr. Ron MacKinnon called the meeting to order at 3:33 p.m.

II. APPROVAL OF AGENDA

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

III. COLLEGE OF EDUCATION

- **Department of Teaching and Learning**
Course Deletion(s)
MSED 5531 - Integrating Computer Technology and Mathematics

JUSTIFICATION:

MSED 5531/5531G have not been offered in a number of years. The courses are no longer needed as elective options.

A Maudlin/Ross motion to approve this course deletion was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S.Ed., Special Education (*REVISED PROGRAM*)

JUSTIFICATION:

In order to meet the NCATE/PSC standard for diversity, ESED 5234 Cultural Issues: ESOL is being added to the program.

A Maudlin/Garno motion to approve this program revision was passed unanimously.

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ **Department of History**

Selected Topics Announcement(s)

HIST 3030 - The Age of Theodore Roosevelt

JUSTIFICATION:

This course will cover the pivotal period in which the United States made the transition from an agricultural and rural nation to an industrial powerhouse. The course will examine the complex processes of industrialization, urbanization, immigration, technological advances, expansionism, and international ties as well as Theodore Roosevelt's relation to these events. Particular attention will be paid to political and economic developments, specifically as they relate to the evolution of the modern presidency. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - History of Vietnam

JUSTIFICATION:

This course will examine the history of Vietnam from its origins to the present. The course will start with the beginnings of Vietnamese society through a thousand years of Chinese colonial rule and Vietnam's development as an independent state from 939 A.D. until the arrival of French colonizers in the nineteenth century. The impact of French colonial rule served as a traumatic entry into the modern era that brought sweeping changes to the country and society. Resistance to the French, Japanese and finally the Americans created the context of today's socialist republic that has reentered the world. While the politics, military actions and diplomacy of the French and American governments will be included, primary emphasis will be placed on the Vietnamese and their struggle for independence and autonomy. The course will use a variety of texts such as textbooks, literature and poetry, documents, documentary films, biographies and autobiographies to tell the Vietnamese story. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - Piracy in the Americas

JUSTIFICATION:

This course focuses on the history of piracy in the Americas from European contact to the mid-1700s, an age marked by exploration, colonization, overseas trade, endemic religious conflicts, expansive empires, and refractory fiefdoms. Spain and Portugal began the exploration, overseas trade and conquest of this period, but their successes quickly led their northern neighbors, particularly the French, English, and Dutch, to cast covetous eyes upon slow-moving, inbound treasure ships. The interactions between predators and prey will be the primary subject of this course. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - Race and Sport in America

JUSTIFICATION:

This lecture, discussion, and seminar-style course will examine the ways in which African-American and Latino athletes have influenced and been influenced by mainstream American culture, society, politics, and foreign policy in the twentieth century. We will focus on the role of athletes in the Civil Rights, Black, and Brown Power Movements, sports as a vehicle for social mobility, racism and segregation in professional, college, high school, and amateur sports, and the historic appropriation and exploitation of African-American and Latino athletes. Topics include boxer Jack Johnson and the Progressive Era, the barnstorming Cuban Giants, sprinter Jesse Owens and the 1936 Nazi Olympics, Jackie Robinson and the integration of Major League Baseball, Pancho Gonzalez, Althea Gibson, and tennis, and Muhammad Ali and the Vietnam War, to name just a few examples. A diverse and engaging set of readings will feature autobiographies and memoirs as well as scholarly articles and historical monographs. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030H - The Arab-Israeli Conflict

JUSTIFICATION:

The Arab-Israeli conflict has been a major feature of the geopolitical calculations of the leaders of numerous countries since 1947, despite the fact that the area under question is hardly larger than Massachusetts. This course examines why the conflict has been so intractable: Although we usually see it as a matter of 1) conflicts between Arabs and Israelis in Palestine/Israel, it also involves 2) conflicts between the state of Israel and various Arab states in the region, 3) conflicts, muted since the end of the Cold War but still present, between powerful states outside the region who are sucked into the first two sets of conflicts, 4) conflicts within the American community over the nature of our commitment to Israel and how to reconcile it with other national interests, 5) conflicts within the Israeli body politic over relationships with their Arab neighbors, and 6) conflicts between Arab states and within the various Palestinian communities over their relationships with Israel. This course will consider each aspect of the conflict from its inception to the present. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the Department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030 - The British and Irish Enlightenments, 1600-1815

JUSTIFICATION:

This course will examine the long history of the Enlightenment in the British Isles in terms of both ideas and the institutions that made them thrive. It begins with the emergence of rational thinking and mathematical training in the context of navigation and colonization, looking particularly at the work of Francis Bacon and the emergence of libraries like that of Thomas Bodley. During the late seventeenth century, the development of public spaces like coffee houses as well as institutions like London's Royal Society and the Dublin Philosophical Society as well as public libraries like that of Archbishop Marsh in Dublin and Sir Hans Sloane's British Library in London will be considered in relation to the rise of Newtonian and empiricist thinking. Debates about the nature of knowledge will be considered in relation to Enlightenment movements in Ireland, Scotland, the American colonies and India and compared with new strands of popular enlightenment and educational reform. The course concludes with Romantic critiques of Enlightenment in the aftermath of the failure of the French Revolution and rebellions in Ireland and Britain like Mary Shelley's *Frankenstein* (1818) and the writings of Sir Walter Scott. The course is organized around the development of digital projects connected with the Irish Enlightenment research project and Georgia Southern's summer programs in Waterford and London. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030 - The French Enlightenment

JUSTIFICATION:

This course will survey the history of the Enlightenment from the end of the Europe's catastrophic confessional conflicts before 1648 until the French Revolution in the early 19th century. Students will gain a transnational familiarity with cosmopolitan currents of eighteenth-century thought, culture, literature, philosophy, religion and political thought by study of primary sources and recent scholarly debates. Emphasis will be placed, at the discretion of the professor, on various national, religious, or thematic elements in comparative context across Europe's dynastic states and global empires, at times with a view toward various continuities between eighteenth-century concerns and their enduring legacy in the present. Graduate students will pursue more specialized study of both content and scholarly literature. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1)

Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 5030 - Tudor-Stuart England

JUSTIFICATION:

This course covers the period 1485-1714, a decisive era in the making of modern Britain and the modern world. During this time, two of England's most famous monarchs (Henry VIII and Elizabeth I), and one of its most infamous rulers (Oliver Cromwell), created a new church, a new literature, and a new empire spanning the globe. We will examine this 230-year period primarily along political and social lines: "reason of state," the development of bureaucracies, diplomacy (foreign and domestic), and responses to the growing gap between church and state first introduced by the Reformation and reaching a climax 100 years later in the major reorganizations of government by Stuart detractors. The course ends with the end of the Stuart Dynasty, and with it, the end of native English, Welsh, and Scottish monarchs. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. It advances the department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Selected Topics Announcements are for information only.

➤ Department of Psychology

Course Revision(s)

FROM: PSYC 3130 - Tests and Measurements

Prerequisite(s): A minimum grade of "C" in PSYC 1101 and STAT 2231.

TO: PSYC 3130 - Tests and Measurements

Prerequisite(s): A minimum grade of "C" in PSYC 1101.

JUSTIFICATION:

STAT 2231 was required of all students at one time, but several years ago was changed when PSYC began offering PSYC 2231. Now, listing STAT 2231 as a prerequisite drastically reduces the number of students who can enroll in PSYC 3130.

FROM: PSYC 5530 - History and Systems

Examines the development of experimental and clinical psychology with emphasis on relating the development to current issues in psychology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Prerequisite(s): 17 hours of psychology courses.

TO: PSYC 5530 - History and Systems

Examines the development of experimental and clinical psychology with emphasis on relating the development to current issues in psychology. Prerequisite(s): A minimum grade of "C" in PSYC 3141 and at least 17 hours of psychology courses.

JUSTIFICATION:

Under the current prerequisites, Juniors who attempt to register for the course so that they may take it as seniors are blocked by the system. Consultation with the Registrar's Office informs us that setting up the prerequisites as proposed will enable those students to enroll in the course so that they can take it in the first semester of their senior year.

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

➤ **Department of Sociology and Anthropology**

Selected Topics Announcement(s)

ANTH 5091 - Advanced Mapping Technology

JUSTIFICATION:

This course presents new subject matter not previously taught in the department using GIS technologies and LiDAR equipment. Students will be assessed primarily through written exams, applied projects, and through class participation. This course directly advances the BA in Anthropology outcomes because students will be able to demonstrate archeology's contributions to understanding human cultural development and diversity in the distant and more recent past. This implies the ability to: a) identify major transitions in cultural development as evidenced in the archeological record for different world areas; and, b) understand the transition sequence in a specific geographic area.

Selected Topics Announcements are for information only.

V. COLLEGE OF HEALTH AND HUMAN SCIENCES

➤ **Department of Hospitality, Tourism, and Family Consumer Sciences**

New Course(s)

FACS 4130 - Young Children with Special Needs

This course focuses on promoting the optimal development of young children with special needs in inclusionary settings. Building on a foundation of child development and the components of high quality early childhood programs, learners investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child's healthy development. The course offers a broad introduction to educational and intervention policies, programs, practices and services appropriate for infants, toddlers, and preschoolers who exhibit delays and disabilities. Foundational approaches to supporting with children with disabilities such as activity based intervention and positive behavior supports will be introduced. 3 credit hours.

Prerequisite(s): A minimum grade of "C" in CHFD 2135 and CHFD 3131 or permission of instructor for other majors.

JUSTIFICATION:

Child and Family Development majors need experience and knowledge to work with young children with special needs.

A Kennerly/Gardiner motion to approve this new course was passed unanimously.

Course Deletion(s)

FACS 4032 - Ethics in Family & Consumer Sciences

JUSTIFICATION:

We have not offered the course in several years. The content as been added to FACS 4138.

A Kennerly/Mondor motion to approve this course deletion was passed unanimously.

Course Revision(s)

FROM: FACS 4131 - Introduction to Marriage and Family Therapy

Prerequisite(s): A minimum grade of "C" in CHFD 2135 or permission of instructor.

TO: FACS 4131 - Introduction to Marriage and Family Therapy

Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, CHFD 3139, and FACS 3131.

JUSTIFICATION:

Add four more prerequisites to this senior, 4000 level, courses.

FROM: FACS 4138 - Professional Development

Prerequisite(s): A minimum grade of "C" in CHFD 2134 and CHFD 2135. FACS 4138 can only be taken after completing all 3000 level courses.

TO: FACS 4138 - Professional Development

Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, CHFD 3131, CHFD 3135, CHFD 3136, CHFD 3138, CHFD 3139, and FACS 3131.

JUSTIFICATION:

Add all 3000 level courses as prerequisites so students take it the semester before they intern, take CHFD 4790.

FROM: FACS 4238 - Child Life Practicum
Prerequisite(s): A minimum grade of "B" in CHFD 3137, and a minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 4131.

TO: FACS 4238 - Child Life Practicum
Prerequisite(s): A minimum grade of "B" in CHFD 3137, and a minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 4131.

JUSTIFICATION:

Add CHFD 2137 as prerequisite.

FROM: CHFD 4130 - Administration of Program for Children and Families
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131.

TO: CHFD 4130 - Administration of Program for Children and Families
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3131.

JUSTIFICATION:

Add CHFD 2137 as prerequisite.

FROM: CHFD 4134- Family Life Education
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3138.

TO: CHFD 4134- Family Life Education
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3139.

JUSTIFICATION:

Add CHFD 2137 as prerequisite and change CHFD 3138 to CHFD 3139.

FROM: CHFD 4136 - Assessment of Children
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131.

TO: CHFD 4136 - Assessment of Children
Prerequisite(s): A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3131.

JUSTIFICATION:

Add CHFD 2137 as prerequisite.

A Ross/McLean motion to approve these course revisions was passed unanimously.

➤ **School of Nursing**
Proposed New, Revised, or Deleted Program(s)
B.S.N., Nursing (REVISED PROGRAM)

JUSTIFICATION:

The BSN program is requesting one additional credit hour due to the addition of a CHEM sequence in the core curriculum revision effective Fall 2012.

A Warren/Kennerly motion to approve this program revision was passed unanimously.

VI. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

➤ **Department of Chemistry**

New Course(s)

CHEM 1151 - Survey of Chemistry I

First course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professional majors. Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry. Laboratory exercises supplement the lecture material. 4 credit hours.

JUSTIFICATION:

The School of Nursing has requested splitting CHEM 1140 (Introduction to General, Organic, and Biochemistry) into two separate courses with more detailed content to be consistent with guidelines from the Board of Regents that were instructed to be implemented by Fall 2012. These guidelines require that "Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics,

chemistry, or biology". The course number and title are also specifically requested to be consistent with BOR guidelines ("The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track") and to make it easily identified as the appropriate course for students who may apply to other related health programs and institutions.

CHEM 1152 - Survey of Chemistry II

Second course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions majors. Laboratory exercises supplement the lecture material. 4 credit hours. Prerequisite(s): A minimum grade of "C" in CHEM 1151 or CHEM 1146.

JUSTIFICATION:

The School of Nursing has requested splitting CHEM 1140 (Introduction to General, Organic, and Biochemistry) into two separate courses with more detailed content to be consistent with guidelines from the Board of Regents that were instructed to be implemented by Fall 2012. These guidelines require that "Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology". The course number and title are also specifically requested to be consistent with BOR guidelines ("The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track") and to make it easily identified as the appropriate course for students who may apply to other related health programs and institutions.

A McLean/Hanna motion to approve these new courses was passed unanimously.

Course Deletion(s)

CHEM 1140 - Introduction to General, Organic, and Biochemistry

JUSTIFICATION:

CHEM 1140 (Introduction to General, Organic, and Biochemistry) has been replaced by the two sequence courses, CHEM 1151 and CHEM 1152 (Survey of Chemistry I & II) to be consistent with new guideline set forth by the Board of Regents. The departments using this course (the School of Nursing as well as the Nutrition and Food Science Department) have been contacted and are submitting their Program Revision forms through their respective Curriculum Committees.

A McLean/Garno motion to approve this course deletion was passed unanimously.

Course Revision(s)

FROM: CHEM 2030 - Principles of Chemistry Research

Prerequisite(s): A minimum grade of "C" in CHEM 3341 and prior or concurrent enrollment with a minimum grade of "C" in CHEM 2242.

TO: CHEM 2030 - Principles of Chemistry Research

Prerequisite(s): A minimum grade of "C" in CHEM 1146.

JUSTIFICATION:

The prerequisites for CHEM 2030 (Principles of Chemistry Research) are being changed to allow the course to be taken after completion of the CHEM 1145/1146 (Principles of Chemistry I/II) sequence. This course teaches skills and career knowledge of extreme benefit to our majors which the department feels would best help students the earlier it is taken in their studies. None of the content in CHEM 2030 (Principles of Chemistry Research) requires any prior chemistry knowledge beyond that gained in CHEM 1145 and CHEM 1146 (Principles of Chemistry I and II).

FROM: CHEM 2242 - Analytical Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 1146.

TO: CHEM 2242 - Analytical Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 1146 and prior or concurrent enrollment with a minimum grade of "C" in CHEM 2030.

JUSTIFICATION:

CHEM 2030 (Principles of Chemistry Research) is being added as a prerequisite for CHEM 2242 (Analytical Chemistry). It is the evaluation of the chemistry faculty teaching CHEM 2242 (Analytical Chemistry) that students enrolled in the course need the content in CHEM 2030 (Principles of Chemistry Research) in order to do well, and that the course should be added to better prepare students.

FROM: CHEM 2542 - Nutritional Biochemistry

4 credit hours. Prerequisite(s): CHEM 1140.

TO: CHEM 2530 - Nutritional Biochemistry

3 credit hours. Prerequisite(s): CHEM 1152.

JUSTIFICATION:

The prerequisite for this course is being changed to require the new CHEM 1152 (Survey of Chemistry II) course which replaced the previously-required CHEM 1140 (Introduction to General, Organic, and Biochemistry) per Board of Regents guidelines. Furthermore, it is no longer required or desired to teach the laboratory portion of this course so the lab content was removed, necessitating a change in the credit hours and course number. The department using this course (Nutrition and Food Science) has been contacted and is submitting the Program Revision form through their Course and Curriculum Committee.

FROM: CHEM 3441 - Chemical Kinetics & Thermodynamics

Prerequisite(s): A minimum grade of "C" in CHEM 2030, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

TO: CHEM 3441 - Chemical Kinetics & Thermodynamics

Prerequisite(s): A minimum grade of "C" in CHEM 2242, MATH 2242, PHYS 2211, and PHYS 1113.

JUSTIFICATION:

Last year the content in the two-sequence courses, CHEM 3441 and CHEM 3442 (Physical Chemistry I & II), was re-worked and de-linked into two separate courses, CHEM 3441 (Chemical Kinetics & Thermodynamics) and CHEM 3442 (Introduction to Quantum Chemistry). This form changes the prerequisite requirements of CHEM 3441 (Chemical Kinetics and Thermodynamics). A current review of the content in this course indicates that completion of the content in PHYS 2211 & 1113 (Principles of Physics I & Lab) will sufficiently prepare students for the material in this course. Additionally, CHEM 2030 (Principles of Chemistry Research) is being removed for redundancy as it is now a prerequisite for the already-listed CHEM 2242 (Analytical Chemistry).

FROM: CHEM 3442 - Introduction to Quantum Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 2030, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

TO: CHEM 3442 - Introduction to Quantum Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

JUSTIFICATION:

This form changes the prerequisite requirements of CHEM 3442 (Introduction to Quantum Chemistry). CHEM 2030 (Principles of Chemistry Research) is being removed for redundancy as it is now a prerequisite for the already-listed CHEM 2242 (Analytical Chemistry).

A Kennerly/Gardiner motion to approve these course revisions was passed unanimously. Dr. Edward Mondor mentioned a concern about the prerequisite changes for CHEM 2242 and how they may affect students minoring in Chemistry. He and Dr. Shahnam Navaee briefly discussed the issue. Dr. Shahnam Navaee made the request that CHEM2242 be WITHDRAWN.

Selected Topics Announcement(s)

CHEM 3090 - Introduction to Polymer Materials

JUSTIFICATION:

This course is being offered to allow students to gain knowledge about an extremely important and ubiquitous area of chemistry. The faculty member offering this "selected topic" has extensive experience in this area.

Selected Topics Announcements are for information only.

Core Curriculum Revision(s)

Area D

CHEM 1140 (Introduction to General, Organic, and Biochemistry) is being deleted and replaced by two new courses, CHEM 1151 (Survey of Chemistry I) and CHEM 1152 (Survey of Chemistry II).

JUSTIFICATION:

New guidelines from the Board of Regents require that "Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology". As such, the School of Nursing has requested to split the existing CHEM 1140 (Introduction to General, Organic, and Biochemistry) course into two separate courses. The course number and title are also specifically requested to be consistent with BOR guidelines ("The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track") and to make it easily identified as the appropriate course for students who may apply to other related health programs and institutions.

A Mondor/McLean motion to approve this core curriculum revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Chemistry Minor (*REVISED PROGRAM*)

JUSTIFICATION:

The course number for CHEM 2542 (Nutritional Biochemistry) is proposed to change to CHEM 2530 due to the removal of the lab component of the course and the resulting change in credit hours. This form corrects the course number and credit hours as listed in the Minor in Chemistry.

A McLean/Mondor motion to approve this program revision was passed unanimously.

➤ **Department of Geology & Geography**

New Course(s)

GEOL 1141 - Introduction to the Earth

An introductory study of the origin and structure of earth materials and the processes which modify Earth's interior and exterior. The laboratory component of this course offers hands-on exercises related to Earth materials, interpretation of topographic and geologic maps, principles of geologic time, and plate tectonic processes. 4 credit hours.

JUSTIFICATION:

The proposed course will integrate Earth Laboratory (GEOL 1110) and Introduction to the Earth (GEOL 1121), which are currently two separate courses. Currently, students are not required to take the two courses at the same time, nor to take both courses. This change will allow students to better see the connection between the theoretical lecture concepts and real world applications in the laboratory. It is expected that the new course will enhance student learning.

GEOL 1340 - Environmental Geology

An introduction to using geologic principles and knowledge to address problems arising from the interaction between humans and the geologic environment. One major component of the course examines geologic hazards, including flooding, earthquakes, volcanic eruptions, and coastal erosion. The other component explores important geologic resources, including water, soils, mineral, and energy, and the way modern society depends on these resources. The laboratory portion of the course consists of hands-on data collection, analysis, and problem solving of geologic and environmental problems related to natural hazards and society's use of Earth resources. 4 credit hours.

JUSTIFICATION:

The proposed course will integrate Environmental Geology Lab (GEOL 1310) and Environmental Geology (GEOL 1330), which are currently two separate courses. Currently, students are not required to take the two courses at the same time, nor to take both courses. This change will allow students to better see the connection between the theoretical lecture concepts and real world applications in the laboratory. It is expected that the new course will enhance student learning.

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

Course Deletion(s)

GEOL 1110 - Earth Laboratory

GEOL 1121 - Introduction to the Earth

GEOL 1310 - Environmental Geology Lab

GEOL 1330 - Environmental Geology

JUSTIFICATION:

Two new courses, Introduction to the Earth (GEOL 1141) and Environmental Geology (GEOL 1340), are created to integrate the lecture and lab components of Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110) and Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310), respectively. Due to this change, the above listed courses need to be removed from the catalog. To accommodate some current students who may need one or more of these courses to fulfill their degree requirements, the effective term is proposed to be on Fall semester, 2014. The departments (Anthropology, Biology) have been contacted and are submitting their program revisions through their course and curriculum committees.

Since the proposed addition and deletion of courses are in Core area D, multiple programs and courses in the catalogs will be impacted. Please refer to the attached memo for all the changes that will need to be made in the catalog.

A McLean/Mondor motion to approve these course deletions was passed unanimously.

Course Revision(s)

FROM: GEOL 3790 - Teaching Internship in Geology

Student interns in GEOL 1110 (Earth Laboratory), GEOL 1310 (Environmental Geology Lab), or GEOL 1122 (Historical Geology) will participate in teaching the course under the mentorship of a faculty member. Student interns will attend an introductory workshop immediately prior to the start of the semester, will intern in one of the above courses, and meet with the faculty mentor one hour each week. One credit hour per laboratory section in which the student interns.

Prerequisite(s): Permission of instructor and a minimum grade of "B" in two of the following three lecture and lab sequences, one of which must be the course in which the student will intern: (1) GEOL 1121 and GEOL 1110, (2) GEOL 1330 and GEOL 1310, or (3) GEOL 1122.

TO: GEOL 3790 - Teaching Internship in Geology

Student interns in GEOL 1141 (Introduction to the Earth), GEOL 1340 (Environmental Geology), or GEOL 1122 (Historical Geology) will participate in teaching the course under the mentorship of a faculty member. Student interns will attend an introductory workshop immediately prior to the start of the semester, will intern in one of the above courses, and meet with the faculty mentor one hour each week. One credit hour per laboratory section in which the student interns.

Prerequisite(s): Permission of instructor and a minimum grade of "B" in two of the following three courses, one of which must be the course in which the student will intern: (1) GEOL 1141, (2) GEOL 1340, or (3) GEOL 1122.

JUSTIFICATION:

The Department Geology and Geography has proposed to offer two new courses to replace four of their existing courses. GEOL 1141 (Introduction to the Earth) is to replace GEOL 1121 (Introduction to the Earth) and GEOL 1110 (Earth laboratory), and GEOL 1340 (Environmental Geology) to replace GEOL 1330 (Environmental Geology) and GEOL 1310 (Environmental Geology Lab). To reflect these proposed changes, the catalog description and the prerequisites of GEOL 3790 need to be modified accordingly.

A McLean/Mondor motion to approve this course revision was passed unanimously.

Core Curriculum Revision(s)

Area D

Two changes will be made in Area D: 1) Replacing Introduction to the Earth (GEOL 1141) with Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110), 2) Replacing Environmental Geology (GEOL 1340) with Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310).

JUSTIFICATION:

Two new courses, Introduction to the Earth (GEOL 1141) and Environmental Geology (GEOL 1340), are created to integrate the lecture and lab components of Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110) and Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310), respectively. So the two new courses need to be added and the four old courses need to be deleted from the core curriculum page.

A Maudlin/Ross motion to approve this core curriculum revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.A., Geology (REVISED PROGRAM)

JUSTIFICATION:

One new course, Introduction to the Earth (GEOG 1141) is created to replace Introduction to the Earth (GEOG 1121) and Earth laboratory (GEOG 1110). The program page needs to be updated accordingly to reflect the change.

B.S., Geology (REVISED PROGRAM)

JUSTIFICATION:

One new course, Introduction to the Earth (GEOG 1141) is created to replace Introduction to the Earth (GEOG 1121) and Earth laboratory (GEOG 1110). The program page needs to be updated accordingly to reflect the change.

B.S., Geography (REVISED PROGRAM)

JUSTIFICATION:

Two new courses, Introduction to the Earth (GEOL 1141) and Environmental Geology (GEOL 1340) are created to replace the lecture and lab components of Introduction to the Earth (GEOL

1121) and Earth laboratory (GEOG 1110) and Environmental Geology (GEOL 1330) and Environmental Geology Lab (GEOL 1310), respectively. The program page needs to be updated accordingly to reflect these changes.

Geology Minor (*REVISED PROGRAM*)

JUSTIFICATION:

One new course, Introduction to the Earth (GEOL 1141), is created to integrate the lecture and lab components of Introduction to the Earth (GEOL 1121) and Earth laboratory (GEOL 1110). So the new course needs to be added to and the two old courses need to be deleted from the program page.

A McLean/Mondor motion to approve these program revisions was passed unanimously.

➤ **Department of Mechanical and Electrical Engineering**

New Course(s)

ENGR 2131 - Electronics and Circuit Analysis

This course introduces electric circuit elements, electronic devices, digital systems, and analysis of circuits containing such devices in order to provide students with the fundamental knowledge of electrical engineering principles and applications. Basic concepts of laboratory practice and instruments in the analysis of elementary electrical circuits will be covered in this course. 3 credit hours. Prerequisite(s): PHYS 1114 and a minimum grade of "C" in PHYS 2122 or permission of instructor. Corequisite(s): MENG 2139.

JUSTIFICATION:

This course is required for Mechanical Engineering (ME) program to provide students with a basic knowledge of electrical circuits and electronics.

MENG 2139 - Numerical Methods in Engineering

Mathematical modeling and numerical solution of engineering related problems with emphasis on solution of linear and nonlinear equations, matrices, vectors, statistical data analysis, curve fitting, ordinary and partial differential equations. 3 credit hours. Prerequisite(s): MATH 2242 or permission of instructor.

JUSTIFICATION:

Required course for Mechanical Engineering major. This course will serve as an applied mathematics course closing the gap between the Mathematics courses and its application in the specific Mechanical Engineering courses. Also, it will cover some of the topics in mathematics that are not covered in the four required math classes that a mechanical engineering major has to take.

A Kennerly/Garno motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: MENG 3122 - Solid Modeling and Analysis

2 credit hours. Corequisite(s): ENGR 3233.

TO: ENGR 2112 - Solid Modeling and Analysis

1 credit hour. Corequisite(s): None.

JUSTIFICATION:

This was a lab course where students used to acquire a special skill in solid modeling software and apply that to analyze engineering problems. In order to free up one credit from the curriculum it is reduced to a one credit with three contact hours course from a two credit with four contact hours course. The proposed revised course will have less technical content and will be appropriate for the sophomore level and that is why the number is modified. Also, it does not have technical content specific to mechanical engineering. So, its subject name is changed to ENGR from MENG. Furthermore, due to less technical content it does not require the co-requisite course anymore.

FROM: MENG 3333 - Materials Processing Studio

Prerequisite(s): MENG 3341 or permission of instructor.

TO: MENG 3333 - Materials Processing Studio

Prerequisite(s): MENG 3331 or permission of instructor.

JUSTIFICATION:

MENG 3341 has been changed to MENG 3331.

FROM: MENG 3341 - Materials Science Studio

3 lecture hours, 2 lab hours, 4 credit hours. Prerequisite(s): CHEM 1147 and ENGR 3233 or permission of instructor.

TO: MENG 3331 - Materials Science Studio

2 lecture hours, 3 lab hours, 3 credit hours. Prerequisite(s): CHEM 1147 or permission of instructor.

JUSTIFICATION:

The credit hour has been reduced from four to three with one less lecture hour to free up one credit from the curriculum. The content of this course is lightened. Hence, the pre-requisite course will not be necessary.

FROM: MENG 4210 - Energy Science Laboratory

Prerequisite(s): ENGR 3235, MENG 3122, MENG 3233, and MENG 3521 or permission of instructor.

TO: MENG 4210 - Energy Science Laboratory

Prerequisite(s): ENGR 3235, ENGR 2112, MENG 3233, and MENG 3521 or permission of instructor.

JUSTIFICATION:

MENG 3122 has been modified to ENGR 2112.

FROM: MENG 5136 - Introduction to Finite Element Analysis
Prerequisite(s): ENGR 3135 and MENG 3122 or permission of instructor.

TO: MENG 5136 - Introduction to Finite Element Analysis
Prerequisite(s): ENGR 3135 or ENGR 2112 or permission of instructor.

JUSTIFICATION:
MENG 3122 has been modified to ENGR 2112.

FROM: MENG 5231 - Tribology and Reliability
Prerequisite(s): MENG 3135, MENG 3341, and MENG 3430 or permission of instructor.

TO: MENG 5231 - Tribology and Reliability
Prerequisite(s): MENG 3135, MENG 3331, and MENG 3430 or permission of instructor.

JUSTIFICATION:
MENG 3341 has been modified to MENG 3331.

FROM: EENG 5432 - Programmable Logic Controllers
Prerequisite(s): A minimum grade of "C" in ENGR 2334 or permission of instructor.

TO: EENG 5432 - Programmable Logic Controllers
Prerequisite(s): A minimum grade of "C" in EENG 3241 or MENG 3521 or permission of instructor.

JUSTIFICATION:
Raising the prerequisite requirements in order to improve student success.

A McLean/Ross motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
B.S.M.E. Mechanical Engineering (REVISED PROGRAM)

JUSTIFICATION:
Two new courses, ENGR 2131 and MENG 2139, are added. Two courses, MENG 2530 and MENG 2510 are removed from program page and replaced by ENGR 2131. MENG 3122 has been changed to ENGR 2112.
MENG 3341 has been changed to MENG 3331. In the chronology page courses are reorganized.

A Kennerly/McLean motion to approve this program revision was passed unanimously.

VII. OTHER BUSINESS

- ***Dr. Ron MacKinnon reminded members to review the agenda and discuss any issues prior to the meetings.***
- ***Dr. Rebecca Kennerly asked when the Program Review Training would be. Dr. Ron MacKinnon and Dr. Christine Ludowise discussed details in reference to the Program Review process and training.***

VIII. ADJOURNMENT

There being no further business to come before the committee, a Wheaton/Kennerly motion to adjourn the meeting at 4:07 p.m. passed unanimously.

Respectfully Submitted,



Caroline D. James
Recording Secretary

UNDERGRADUATE COMMITTEE

UNDERGRADUATE COMMITTEE

MINUTES

JANUARY 17, 2012, 3:30 P.M.

IX. CALL TO ORDER

- **Present:** Dr. Adrian Gardner, Dr. Chuck Harter, Dr. Deborah Allen, Ms. Debra Skinner, Dr. Edward Mondor, Dr. Jacob Warren, Ms. Jessica Minihan, Dr. Julie Maudlin, Dr. Mary Hazeldine, Dr. Patrick Wheaton, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Sabrina Ross, Dr. Sun-A Lee, Ms. Ann Evans, Ms. Caroline James
- **Visitors:** Dr. Art Gowan, Dr. Bob Jackson, Dr. Brian Koehler, Dr. Cheryl Metrejean, Dr. Christine Ludowise, Dr. Darin Van Tassell, Dr. Deborah Thomas, Dr. Ellen Hendrix, Dr. F. Erik Brooks, Dr. John O'Malley, Dr. Richard Mercier, Dr. Shahnam Navaee, Dr. Stephen Rossi, Dr. Steven Engel, Dr. Theresa Welford
- **Absent with Alternate in attendance:** Dr. Melissa Garno
- **Absent:** Ms. Lisa Yocco (*Alternate agreed to attend but had a last minute family emergency*)
- **Absent (Excused):** Dr. Bruce McLean (*family emergency*)

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

X. APPROVAL OF AGENDA

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

XI. GENERAL EDUCATION OUTCOMES

Proposed General Education Outcomes for Georgia Southern University

A Wheaton/Allen motion to adopt the report of General Education Outcomes of Georgia was passed unanimously.

XII. COLLEGE OF BUSINESS ADMINISTRATION

Pre-B.B.A. Requirements

The Pre-B.B.A. Requirements are for information only.

➤ Department of Information Systems

New Course(s)

CISM 1131 - Computer Survival Skills.

This course provides a survey and instruction in the use of modern systems and applications software routinely used in personal, academic, and organizational computing. The purpose of the course is to aid students in becoming familiar and proficient in using common software and Internet tools. The topics address a wide variety of software available to manage personal computers; create, format, edit, convert, acquire, distribute and manage various PC and Internet file types; use and manage Web-based communications like email, FTP, IM, Chat and Blogs; effectively and efficiently use the Internet to search, acquire, research and manage Web-based content, data, and information; use established informational Web-sites for research. Other topics include PC and Internet security and risks, and recent developments in technologies and software that affect the typical computer user. This course is not a substitute for either CISM 1110, CISM 1120, or CISM 2530. 3 credit hours.

JUSTIFICATION:

As computer technology, software and the Internet have progressed rapidly over the past two decades, most introductory computer courses are still limited to instruction in office productivity software, such as word processing, graphics presentation, spreadsheet and database software. CISM 1120 covers topics in basic computer concepts with little to no instruction in using common software tools, while CISM 1110 and CISM 2530 focus specifically on word processing, graphics presentation, spreadsheet, and database software. This course is needed to introduce students

to a wide variety of system and applications software programs (pc and Web-based) and to give students hands on experience with the software.

CISM 4435 - ERP Web Portal Customization and Collaboration using SAP NetWeaver.

This course focuses on how and why web-based ERP systems such as SAP Enterprise Portals are customized to extend their support of business processes. The course applies web portal customization and collaboration tools to illustrate key course concepts. The characteristics and benefits of enterprise web portals are examined along with the tools and processes used to implement and measure their success. Prerequisite(s): A minimum grade of “C” in CISM 4334. Prior completion of CISM 3135 is recommended. 3 credit hours.

JUSTIFICATION:

This course will be an elective course for the ERP Certificate program, the general BBA -- Information Systems major, and in some of the BBA - Information Systems emphasis areas (ERP Systems, Business Intelligence, Business Application Development, and E-Commerce). It may also be used as an elective within a couple of the BS in Information Technology Specialization Areas (Web and Multimedia Foundations, Knowledge Management and IT Integration)

CISM 4436 - SAP TERP10 Review

This is a preparation course for the TERP10 SAP Academy Certification. Recommended for students who have completed 2 or more SAP approved courses toward earning their SAP Certificate. Prerequisite(s): A minimum grade of “C” in CISM 4334. 3 credit hours.

JUSTIFICATION:

This course will be an elective course for the ERP Certificate program, the general BBA -- Information Systems major, and for the BBA - Information Systems (ERP Emphasis).

A Gardiner/Harter motion to approve these new courses was passed unanimously.

Course Deletion(s)

CISM 4236 - AS/400 and its Application

JUSTIFICATION:

CISM 4236 has not been offered in at least five years and is not expected to be offered in the future.

A Gardiner/Kennerly motion to approve this course deletion was passed unanimously.

Course Revision(s)

FROM: CISM 4237 - Business Intelligence

Prerequisite(s): Pre-business and undeclared 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 fields must have a minimum grade of “C” in ACCT 2030. Completion of CISM 3135 is recommended.

TO: CISM 4237 - Business Intelligence

Prerequisite(s): Pre-business and undeclared students must meet the requirements for BBA status and have earned a minimum grade of “C” in ACCT 2101 and CISM 4334. Students with declared majors in other fields must have a minimum grade of “C” in ACCT 2030 and CISM 4334. CISM 4334 may be taken concurrently with CISM 4237. Completion of CISM 3135 is recommended.

JUSTIFICATION:

CISM 4334 ERP Systems Using SAP provides students with fundamental skills in working with an ERP system. These skills are necessary for students to be adequately prepared for the topics covered in CISM 4237 Business Intelligence.

FROM: CISM 4335 - Advanced Business Applications Programming (ABAP) for the SAP/ERP System

Prerequisite(s): A minimum grade of “C” in CISM 2230 and CISM 4334.

TO: CISM 4335 - Advanced Business Applications Programming (ABAP) for the SAP/ERP System

Prerequisite(s): A minimum grade of “C” in CISM 2230 and CISM 4334 and prior or concurrent enrollment with a minimum grade of “C” in CISM 4134.

JUSTIFICATION:

CISM 4134 - Database Management introduces the fundamentals of database design and implementation. This knowledge is necessary for students to be adequately prepared for topics covered in CISM 4335. Due to the order in which topics are covered in these two courses, CISM 4134 and CISM 4335 may be taken concurrently.

A Gardiner/Harter motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.B.A., Information Systems (*REVISED PROGRAM*)

JUSTIFICATION:

CISM 4236 is deleted from catalog.

B.B.A., Information Systems, Electronic Commerce Emphasis (*REVISED PROGRAM*)

JUSTIFICATION:

This revision incorporates a new elective course, CISM 4435 - ERP Web Portals and Collaboration using SAP, which is relevant for students pursuing the Electronic Commerce Emphasis.

B.B.A., Information Systems, Enterprise Resource Planning Emphasis (*REVISED PROGRAM*)

JUSTIFICATION:

This revision incorporates two new elective courses, CISM 4435 - ERP Web Portals and Collaboration using SAP Netweaver and CISM 4436 - SAP TERP10 Review. Both of these courses are relevant for students pursuing the Enterprise Resource Planning Systems Emphasis.

B.B.A., Information Systems, Human Resources Information Systems Emphasis (*DELETED PROGRAM*)

JUSTIFICATION:

Information Systems, B.B.A., Human Resources Information Systems Emphasis will be discontinued at the end of the 2011/2012 academic year due to low enrollments and opportunities for Information System students interested in this area to further their studies through enrollment in associated minors offered by COBA.

B.B.A., Information Systems, Business Application Development Emphasis (*DELETED PROGRAM*)

JUSTIFICATION:

Information Systems, B.B.A., Business Application Development Emphasis will be discontinued at the end of the 2011/2012 academic year due to low enrollments and opportunities for Information System students interested in this area to further their studies through enrollment in associated minors offered by COBA.

B.B.A., Information Systems, Technology Entrepreneurship Emphasis (*DELETED PROGRAM*)

JUSTIFICATION:

Information Systems, B.B.A., Technology Entrepreneurship Emphasis will be discontinued at the end of the 2011/2012 academic year due to low enrollments and opportunities for Information System students interested in this area to further their studies through enrollment in associated minors offered by COBA.

B.B.A., Information Systems, Technology Sales and Marketing Emphasis (*DELETED PROGRAM*)

JUSTIFICATION:

Information Systems, B.B.A., Technology Sales and Marketing Emphasis will be discontinued at the end of the 2011/2012 academic year due to low enrollments and opportunities for Information System students interested in this area to further their studies through enrollment in associated minors offered by COBA.

A Gardiner/Harter motion to approve these program revisions was passed unanimously.

➤ **School of Accountancy**

Proposed New, Revised, or Deleted Program(s)

Accounting - Progression Policy (*REVISED PROGRAM*)

JUSTIFICATION:

The changes add a progression policy to improve student performance, progression and graduation.

A Harter/Hazeldine motion to approve this program revision was passed unanimously.

XIII. VICE PRESIDENT FOR ACADEMIC AFFAIRS

➤ **University Honors Program**

New Course(s)

UHON 4191 - Honors Research Seminar

A seminar course designed to prepare honors students to complete the honors thesis or capstone project. Prerequisite(s): University Honors Program student. 1-3 credit hours.

JUSTIFICATION:

UHON 4191 replaces a sequence of seminars offered to honors students completing the Honors Thesis. Typically, students would enroll in UHON 4191 during their last three semesters (it is repeatable for credit). The course supplements major coursework by asking students to focus on an Honors Thesis to ensure that they have the time to produce a quality project before graduation.

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

Course Deletions

UHON 1191 - Freshman Honors Seminar

UHON 2120 - Sophomore Honors Seminar

UHON 3111 - Honors Thesis Seminar I

UHON 3112 - Honors Thesis Seminar II

UHON 4111 - Honors Thesis Seminar III

UHON 4112 - Honors Thesis Seminar IV

UHON 3190 - Honors Junior Research Seminar

JUSTIFICATION:

Streamlining curriculum, particularly with the addition of UHON 4191.

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

➤ **International Studies**

Proposed New, Revised, Deleted Programs

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

JUSTIFICATION:

International Studies program page includes the following changes: 1) in the first paragraph of the program page, change American to U.S.; 2) change the title of Specific Requirements to Major Requirements, and change from 12 hours to 36 hours; 3) revise the wording within the major to provide consistent language in regards to the program requirements; 4) in the Topical Emphasis, change the title of War and Peace Studies to Security, Conflict, and Diplomacy and change Society to Societies; 5) change the Area Emphasis to Regional Emphasis; and 6) move the minimum grade requirement to the bottom of the program page.

B.S. International Trade (*REVISED PROGRAM*)

JUSTIFICATION:

Upon review of the International Trade degree curriculum it was determined that revisions to the curriculum needed to be made to better reflect the courses that are appropriate to the Major and the Specific Requirements Beyond Area F. Move ACCT 2101, ACCT 2102 from Courses Appropriate to Major to the Specific Requirements. Move INTS 2130 from the Specific Requirements to Courses Appropriate to Major. Change the Business Core heading to Major Requirements. Change International Studies Courses to Core. Add the word Minor to the Foreign

Language requirement. Move the Free Elective from Area F to the bottom of the program page. Corrections are being made to catalog page. Revise the wording for the minimum grade of "C" for the International Trade Major to better reflect the requirements of Major.

A Gardiner/Ross motion to approve these program revisions was passed unanimously.

XIV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ **Department of Communication Arts**

New Course(s)

PRCA 3334 - Social Media and Public Relations

Students will explore emerging social media technologies and study their ethical application in contemporary Public Relations practice. Students will examine these technologies from theoretical and applied perspectives learning how to use and author content. Topics covered include: social media and Web 2.0, blogs, wikis, podcasts, RSS feeds, viral video, social bookmarking, social media news releases, and other emerging web technologies.

Prerequisite(s): A minimum grade of "C" in PRCA 2330. 3 credit hours.

JUSTIFICATION:

As an elective, this course reflects the changing role of Public Relations in regard to the increased use of digital platforms. This course will allow students not only to examine the emerging use of social media technologies, but also to author content for using various online Public Relations tools.

A Hazeldine/Ross motion to approve this new course was passed unanimously.

Selected Topics Announcement(s)

PRCA 3030 - Social Media and Public Relations (201201)

JUSTIFICATION:

In this course, we will explore emerging social media technologies and study their ethical application in contemporary Public Relations practice. We will not only examine these technologies from a theoretical perspective by reading scholarly research and writings from Public Relations professionals, but we will also learn how to use and author content for such online Public Relations tools. Topics we will cover include: social media and Web 2.0, blogs, wikis, podcasts, RSS feeds, viral video, social bookmarking, social media news releases, and other emerging web technologies. This course has been offered as a special topic course before and a new course form has been submitted to make this course a permanent course in the catalog. That new course should be effective for the 2012-2013 course catalog.

PRCA 3030 - Social Media and Public Relations (201205)

JUSTIFICATION:

In this course, we will explore emerging social media technologies and study their ethical application in contemporary Public Relations practice. We will not only examine these technologies from a theoretical perspective by reading scholarly research and writings from Public Relations professionals, but we will also learn how to use and author content for such online Public Relations tools. Topics we will cover include: social media and Web 2.0, blogs, wikis, podcasts, RSS feeds, viral video, social bookmarking, social media news releases, and other emerging web technologies. This course has been offered as a special topic course before and a new course form has been submitted to make this course a permanent course in the catalog. That new course should be effective for the 2012-2013 course catalog.

Selected Topics Announcements are for information only.

➤ **Department of Foreign Languages**

Course Reactivation(s)

ARAB 2001 - Intermediate Arabic I

JUSTIFICATION:

We regularly teach this course now.

ARAB 2002 - Intermediate Arabic II

JUSTIFICATION:

We regularly teach this course now under the FORL prefix, and we would like to make it more specific to Arabic.

ARAB 3030 - Selected Topics in Arabic

JUSTIFICATION:

This will allow our students who study abroad to pursue a minor in Foreign Languages in Arabic.

CHIN 2001 - Intermediate Chinese I

JUSTIFICATION:

We regularly teach this course now under the FORL prefix, and we would like to make it more specific to Chinese.

CHIN 2002 - Intermediate Chinese II

JUSTIFICATION:

We regularly teach this course now under the FORL prefix, and we would like to make it more specific to Chinese.

CHIN 3030 - Selected Topics in Chinese

JUSTIFICATION:

We regularly teach this course now under the FORL prefix, and we would like to make it more specific to Chinese. The cross-listed course is already active; no form necessary.

A Wheaton/Kennerly motion to approve these course reactivations was passed unanimously.

Course Revision(s)

FROM: ARAB 3030 - Selected Topics in Arabic

Not repeatable for credit.

TO: ARAB 3030 - Selected Topics in Arabic

Repeatable for credit.

JUSTIFICATION:

ARAB 3030 is a selected topics course. Students may take additional sections as long as the title and subject of the special topics is changed.

FROM: CHIN 2001 - Intermediate Chinese I

No catalog description on file from semester conversion.

TO: CHIN 2001 - Intermediate Chinese I

This course builds upon communication skills (understanding, speaking, reading, and writing Chinese) and cultural understanding which is developed at the elementary level.

JUSTIFICATION:

This course was reactivated because it is regularly taught under the FORL prefix and we want students to be able to use it for their foreign language sequence. There was no catalog description for the original course.

FROM: CHIN 2002 - Intermediate Chinese II

No catalog description on file from semester conversion.

TO: CHIN 2002 - Intermediate Chinese II

Continued building upon proficiency skills (speaking, writing, listening, reading) and cultural understanding. Focus on development of the ability to create with the language, to resolve simple situations, and to ask and answer questions. After completing this course, successful students should be prepared to function minimally in a Chinese-speaking environment and to take CHIN upper-division courses.

JUSTIFICATION:

This course was reactivated because it is regularly taught under the FORL prefix and we want students to be able to use it for their foreign language sequence. There was no catalog description for the original course.

FROM: CHIN 3030 - Selected Topics in Chinese

No catalog description on file from semester conversion.

TO: CHIN 3030 - Selected Topics in Chinese

Selected topics in Chinese.

JUSTIFICATION:

Course was reactivated for on-campus students. The cross-listed class, CHIN 3030S, has been used regularly for students studying abroad.

FROM: JAPN 3331 - Japanese Culture for Americans

Prerequisite(s): None.

TO: JAPN 3331 - Japanese Culture for Americans

Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160.

JUSTIFICATION:

This is an upper-division course--Freshmen should not be taking it. By making ENGL 1102 or ENGL 1160 a prerequisite, it will ensure that Freshmen cannot enroll in the course.

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

➤ **Department of Music**

New Course(s)

MUSA 5110 - Coaching for Singers

The purpose of this course is to provide career-track singers with an opportunity to work with an expert on such matters as interpretation, diction, and artistic communication. Graduate students will have additional requirements as assigned by instructor. Prerequisite(s): A minimum grade of "C" in MUSA 2126. 1 credit hour.

JUSTIFICATION:

This course is an elective in the BM and MM Performance Voice programs. Students in these programs need vocal coaching in addition to applied lessons in voice. Vocal coaching concentrates on interpretation and style, not on technique.

MUSC 5239 - Selected Topics in Music History

Specialized study of a specifically-announced area in music history. Graduate students must complete an extra project for this course. 3 credit hours.

JUSTIFICATION:

The effective use of DegreeWorks for the B.M. program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements.

MUSC 5539 - Selected Topics in Music Technology

Specialized study of a specifically-announced area in music technology. Graduate students must complete an extra project for this course. 3 credit hours.

JUSTIFICATION:

The effective use of DegreeWorks for the B.M. program will require separate Selected Topics numbers for each of the major subject areas rather than one generic number. This will allow DegreeWorks to assign a particular Selected Topics course to the proper area of the curricular requirements.

MUSE 3219 - Pep Band

Ensemble to support athletic and other events. Membership includes woodwind, brass, and drumset. 1 credit hour.

JUSTIFICATION:

This course supports new initiatives for music to support athletic events from the President's office. Pep Band is a small ensemble of about 30 people who will perform at athletic games other than football. It is particularly beneficial for music education majors who are likely to teach their own Pep Bands in K-12 jobs.

A Hazeldine/Maudlin motion to approve these new courses was passed unanimously.

Course Deletion(s)

MUSC 3422 - Piano Literature III
MUSC 1421 - Class Piano: Piano Major A
MUSC 1422 - Class Piano: Piano Major B

JUSTIFICATION:

- A) Material covered in MUSC 1421 and MUSC 1422 is integrated into Applied Piano (MUSA) courses.
- B) Material from MUSC 3422 is integrated into MUSC 3421 (Piano Literature II). MUSC 1421 was a prerequisite for MUSC 1422 which is also being deleted. Course Revision Form for MUSC 4421 is included with prerequisite change.

A Maudlin/Ross motion to approve these course deletions was passed unanimously.

Course Revision(s)

FROM: MUSA 2192 - Composition
Prerequisite(s): MUSC 1332 and MUSC 1514.

TO: MUSA 2192 - Composition
Prerequisite(s): A minimum grade of "C" in MUSC 1332 and MUSC 1514.

JUSTIFICATION:

This change is to the prerequisite grade requirement only. It should be a "C" and not a "D".

FROM: MUSA 3192 - Composition
Prerequisite(s): MUSA 2192.

TO: MUSA 3192 - Composition
Prerequisite(s): A minimum grade of "C" in MUSA 2192.

JUSTIFICATION:

This change is to the prerequisite grade requirement only. It should be a "C" and not a "D".

FROM: MUSA 4192 - Composition
Prerequisite(s): MUSA 3192.

TO: MUSA 4192 - Composition
Prerequisite(s): A minimum grade of "C" in MUSA 3192.

JUSTIFICATION:

This change is to the prerequisite grade requirement only. It should be a "C" and not a "D".

FROM: MUSC 1213 - Percussion Class
TO: MUSC 3213 - Percussion Class

JUSTIFICATION:

There are four instrumental techniques courses in the Major (woodwind, brass, string, percussion). All four courses involve a similar workload and level of expectation. Currently, this course is at the 1000 level, two courses are at the 3000 level, and one course is at the 4000 level. The proposed number change will align these course numbers and reflect their similar level of content and the year the student takes the class.

FROM: MUSC 1311 - Composition Class

An introductory course to begin the development of skills in melodic/harmonic music composition.

TO: MUSC 1311 - Introduction to Composition

This course involves hands-on activities that offer students the opportunity of understanding such concepts as Form, Timbre, Texture, Duration, and other musical materials, and their interaction in the context of a musical creation, regardless of genre or style. Additionally, these activities introduce students to the roles of the composer and the performer, and the dynamics of their relationship. As the title suggests, the course sets the framework for future compositional work.

JUSTIFICATION:

The current focus of this course -"melodic/harmonic music composition"- seems too narrow for its purpose, which is to introduce students to musical materials and the dynamics of musical composition, regardless of style or genre.

FROM: MUSC 1311S - Composition Class
An introductory course to begin the development of skills in melodic/harmonic music composition.

TO: MUSC 1311S - Introduction to Composition
Form, Timbre, Texture, Duration, and other musical materials, and their interaction in the context of a musical creation, regardless of genre or style. Additionally, these activities introduce students to the roles of the composer and the performer, and the dynamics of their relationship. As the title suggests, the course sets the framework for future compositional work.

JUSTIFICATION:

The current focus of this course - "melodic/harmonic music composition" - seems too narrow for its purpose, which is to introduce students to musical materials and the dynamics of musical composition, regardless of style or genre.

FROM: MUSC 4215 - String Class
TO: MUSC 3215 - String Class

JUSTIFICATION:

There are four instrumental techniques courses in the Major (woodwind, brass, string, percussion). All four courses involve a similar workload and level of expectation. Currently, one course is at the 1000 level, two courses are at the 3000 level, and this course is at the 4000 level. The proposed number change will align these course numbers and reflect their similar level of content and the year the student takes the class.

FROM: MUSC 4421 - Voice Pedagogy
Prerequisite(s): A minimum grade of "C" in MUSC 2514, MUSC 2512 or MUSC 1422, or permission of instructor.

TO: MUSC 4421 - Voice Pedagogy
Prerequisite(s): A minimum grade of "C" in MUSC 2512 and MUSC 2514 or permission of instructor.

JUSTIFICATION:

The department is deleting MUSC 1422 from the curriculum.

A Maudlin/Ross motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.A. Music (*REVISED PROGRAM*)

JUSTIFICATION:

This change removes the two courses being deleted (MUSC 1421 and 1422) from the program page.

B.M. Composition (*REVISED PROGRAM*)

JUSTIFICATION:

There is a consensus among the faculty at the Music Department about the fact that adding another semester of Applied lessons would only benefit our students as the mastery of their primary instrument is the first tool they have when it comes to understanding musical language. The Department is deleting MUSC 1421 and MUSC 1422 from the curriculum.

B.M. Music Education-Choral (*REVISED PROGRAM*)

JUSTIFICATION:

This change removes the two courses being deleted (MUSC 1421 and 1422) from the program page.

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

JUSTIFICATION:

There are four instrumental techniques courses in the Major (woodwind, brass, string, percussion). All four courses involve a similar workload and level of expectation. Currently, MUSC 1213 Percussion Class is at the 1000 level, two courses are at the 3000 level, and MUSC 4215 String Class is at the 4000 level. The proposed number change will align these course numbers and reflect their similar level of content and the year the student takes the course. The Department is deleting MUSC 1421 and MUSC 1422 from the curriculum.

B.M. Performance-Piano (REVISED PROGRAM)

JUSTIFICATION:

Courses for this concentration area have been adjusted for more effective and efficient delivery of material.

A Hazeldine/Gardiner motion to approve these program revisions was passed unanimously.

➤ **Department of Psychology**

Course Revision(s)

FROM: PSYC 4830 - Field Experience

Prerequisite(s): At least 17 hours in psychology.

TO: PSYC 4730 - Internship in Psychology

Prerequisite(s): A minimum grade of "C" in PSYC 3141.

JUSTIFICATION:

Changing the course title brings the course in line with comparable courses in other departments, e.g., ACCT 4790, BIOL 4730, and will make the course more attractive to students and to potential employers. Changing the prerequisite will bring uniformity to our capstone courses, all of which will require PSYC 3141. This will also improve our ability to make assessment comparisons as students progress through the major to their capstone courses.

A Maudlin/Gardiner motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S. Psychology (REVISED PROGRAM)

JUSTIFICATION:

The proposed revision converts Field Experience, PSYC 4830, to Internship in Psychology, PSYC 4730. This change will improve students' understanding of the course, making it more attractive to them, and it will be more clear to prospective employers that students taking the course have had relevant experience. The change also brings the course into alignment with our other capstone courses, and will improve our ability to assess student learning.

A Hazeldine/Ross motion to approve this program revision was passed unanimously.

➤ **Department of Sociology and Anthropology**

Proposed New, Revised, or Deleted Program(s)

B.A. Anthropology (REVISED PROGRAM)

JUSTIFICATION:

On November 8, 2011, the Undergraduate Committee approved two new courses (GEOL 1141 & GEOL 1340) and deleted the traditional and environmental geology courses and labs. The geology courses are choices for Area F in Anthropology, as approved by the Board of Regents. The department is changing the program page to reflect the course number changes, as approved by the Undergraduate Committee.

A Hazeldine/Ross motion to approve this program revision was passed unanimously.

➤ **Department of Writing and Linguistics**

Selected Topics Announcement(s)

WRIT 2133 - Adapt, Retell, Transform

JUSTIFICATION:

American culture—and certainly Hollywood as one manifestation of it—seems to have moved toward an obsession with remakes and sequels, utilizing familiar stories in order to tap into ready-made audiences. Many contemporary 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. In this course, students will explore the manner in which classic narratives have been reshaped, remixed, retold, or (re)appropriated by both media and authors of varying genres.

WRIT 2090 - Writing Camp Lawton Histories

JUSTIFICATION:

The wealth and condition of artifacts collected at Camp Lawton has stimulated interest in this significant site and contributes to a continuing interest in the Civil War. In addition, as commemoration of the 150th anniversary of the Civil War begins this year, national and international attention will be focused on this formative event. Camp Lawton presents many writing opportunities for undergraduate students in many disciplines with immediate possibilities for publishing and sharing their work with multiple audiences.

WRIT 2090 - Writing the Undead

JUSTIFICATION:

Many students are avid fans of stories (novels, movies, computer games) that feature zombies, ghosts, vampires, and re-animated creatures. Many students are also fascinated by the psychological, historical, and sociological bases for “undead” lore around the world, and they are eager to write creative works featuring “undead” characters and themes. Writing the Undead will be an Area F option for students majoring in Writing & Linguistics. It will also count as an elective for students in many other majors. This course will not duplicate any others on campus.

WRIT 3030 - Creative Writing and the Web

JUSTIFICATION:

The first item on the Beloit Mindset List for the class of 2015 is this: “There has always been an Internet ramp onto the information highway.” Our students have largely lived their lives online; many began their lives as writers through blogging or writing FanFic, “Fan Fiction” about the characters in a particular book (such as Harry Potter) or television show (such as Buffy the Vampire Slayer). This course is designed to engage and enhance students’ existing interest in “living online” by showing them how the Internet and social media sites can increase their skills as creative writers. By studying and practicing such varied forms, students will hone their craft in multiple creative writing genres and media. Students will also be introduced to the process and project of writing both short, or “flash,” forms and long forms.

WRIT 3030 - Writing Film Adaptations

JUSTIFICATION:

This is a course that will eventually be integrated into the existing interdisciplinary B.S. in Multimedia Communication (Digital Filmmaking Emphasis). We are using a Selected Topics format in order to get the content of this course covered in the 2012-2013 academic year. Students will study techniques used in writing film adaptations; they will survey and discuss ethical implications, copyright laws and privacy issues concerning film adaptations; and they will write screenplays adapted from a variety of genres. This course is essential to the education of students interested in digital film. The course also addresses a need in the education of Writing & Linguistics majors pursuing creative writing concentrations.

Selected Topics Announcements are for information only. WRIT 2133 was withdrawn per Dr. Christine Ludowise.

➤ **University Honors Program**

Proposed New, Revised, or Deleted Program(s)

Honors Requirements in Degree Programs (*REVISED PROGRAM*)

JUSTIFICATION:

Formalize departmental honors requirements and include in catalog.

A Hazeldine/Maudlin motion to approve this program revision was passed unanimously.

XV. COLLEGE OF HEALTH AND HUMAN SCIENCES

➤ Nutrition and Food Science

Course Revision(s)

FROM: NTFS 3534 - Human Nutrition

Prerequisite(s): A minimum grade of "C" in CHEM 1140.

TO: NTFS 3534 - Human Nutrition

Prerequisite(s): A minimum grade of "C" in CHEM 1145 or permission of instructor.

JUSTIFICATION:

With the change in Core Curriculum requirements, Nutrition and Food Science majors must now complete a two semester laboratory science sequence. They will complete CHEM 1145 and 1146.

FROM: NTFS 3537 - Advanced Food Science

Prerequisite(s): A minimum grade of "C" in CHEM 1140, NTFS 2534, and NTFS 3534 or permission of instructor.

TO: NTFS 3537 - Advanced Food Science

Prerequisite(s): A minimum grade of "C" in CHEM 1145, NTFS 2534, and NTFS 3534 or permission of instructor.

JUSTIFICATION:

With the change in Core Curriculum requirements, Nutrition and Food Science majors must now complete a two semester laboratory science sequence. They will complete CHEM 1145 and 1146.

FROM: NTFS 4536 - Metabolic Nutrition

Prerequisite(s): A minimum grade of "C" in CHEM 2542, KINS 2531, KINS 2532, and NTFS 3534 or permission of instructor.

TO: NTFS 4536 - Metabolic Nutrition

Prerequisite(s): A minimum grade of "C" in CHEM 2530, KINS 2531, KINS 2532, and NTFS 3534 or permission of instructor.

JUSTIFICATION:

The Chemistry Department is changing the current nutritional biochemistry, CHEM 2542, to a three hour course, CHEM 2530.

A Hazeldine/Maudlin motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S., Nutrition and Food Science (*REVISED PROGRAM*)

JUSTIFICATION:

The proposed program changes encompass three areas:

****First,** an interview, basic nutritional math skills examination, and nutrition-related language skills writing assessment are being added to the application process for the Dietetics emphasis of the NTFS major. The purpose of the addition of an interview process is so that the goals of the students within the field can be explained beyond the written application they submit for the program. The purpose of the basic mathematics skills assessment in the application process is to determine the student's potential for success in future NTFS courses which require a high level of competence in mathematics and the purpose of the nutrition-related language skills writing assessment is to determine the student's potential for success in future NTFS courses which require a high level of competence in expressive and analytical writing. These changes ultimately will allow us to graduate a student in Dietetics that is more successful in the highly competitive accredited internship application process, required of all graduates of dietetics prior to their gaining the national credentials of "registered dietitian" (RD). ****Second,** to be comparable to more than 90% of other Dietetics undergraduate programs in the U.S. and to adequately prepare all of our NTFS graduates to enter graduate study in Nutrition and Food Science, the amount of chemistry required in the curriculum for the major has been increased. ****Third,** NTFS 4630: Cultural Foods was previously added as an elective to the Community Nutrition emphasis of the major when it was approved as a new course to begin in Fall 2011. Based upon its community-based nutrition content, the faculty feel that it should instead be required of all students in the Community Nutrition emphasis of the NTFS major.

A Hazeldine/Maudlin motion to approve this program revision was passed unanimously.

➤ **Recreation**

New Course(s)

RECR 4730 - Professional Advancement in Therapeutic Recreation

This course is designed to prepare students in therapeutic recreation for making the transition from education to practice. Outside of the classroom, students will complete supervised work under the guidance of a Certified Therapeutic Recreation Specialist. Within the classroom, students will have the opportunity to discuss current issues in therapeutic recreation, focusing on the application of knowledge to current trends and issues in therapeutic recreation. Special emphasis will be made on applying for and testing for NCTRC certification. Prerequisite(s): A minimum grade of "C" in RECR 2131 and RECR 3135 or permission of instructor. 3 credit hours.

JUSTIFICATION:

The Therapeutic Recreation curriculum at Georgia Southern University is designed to meet standards established by The National Council for Therapeutic Recreation Certification (NCTRC). This nationally recognized certifying body has mandated the addition of a fifth Therapeutic Recreation specific course. The Standards Change reads "Effective January 1, 2013, the standard pertaining to the required number of therapeutic recreation content courses will read as follows: 'A minimum of 15 semester or 24 quarter hours of therapeutic recreation and general recreation coursework with no less than a minimum of 15 semester or 20 quarter credit hours in therapeutic recreation content. A minimum number of 5 courses in therapeutic recreation is required and each course must be a minimum of 3 credit hours...'" The Therapeutic Recreation curriculum at Georgia Southern University meets current standards requiring a minimum of 4 Therapeutic Recreation courses; however, an additional course is needed to meet the new curriculum standards.

A Hazeldine/Ross motion to approve this new course was passed unanimously.

Course Revision(s)

FROM: RECR 3130 - Introduction to Therapeutic Recreation

TO: RECR 2131 - Introduction to Therapeutic Recreation

JUSTIFICATION:

The Therapeutic Recreation curriculum at Georgia Southern University is designed to meet standards established by The National Council for Therapeutic Recreation Certification (NCTRC). This nationally recognized certifying body has mandated an additional Therapeutic Recreation course effective January 1, 2013. In order to increase the number of Therapeutic Recreation courses, without exceeding 126 credit hours, we are recommending a number change to Introduction to Therapeutic Recreation. This number change will allow Introduction to Therapeutic Recreation to be moved to Area F where it will replace one of the students' elective courses, thus keeping students at 126 hours needed for graduation.

FROM: RECR 3135 - Therapeutic Recreation Practice Concepts

Concepts related to the practice of therapeutic recreation. Students will demonstrate an understanding of the professional organizations and their associated standards of practice; legislation impacting on the provision of TR services; reimbursement issues; and the management of therapeutic recreation services.

TO: RECR 3135 - Program Planning in Therapeutic Recreation

Basic understanding of program development and leadership issues related to developing program plans, activity analyses, and behavioral objectives in Therapeutic Recreation settings.

JUSTIFICATION:

The Therapeutic Recreation curriculum at Georgia Southern University is designed to meet standards established by The National Council for Therapeutic Recreation Certification (NCTRC). This nationally recognized certifying body has mandated the inclusion of content related to the Therapeutic Recreation Process effective January 1, 2013. Changes in title and content to RECR 3135 will allow for additional components of the TR process (several components are currently taught in this course) to be introduced, thus ensuring compliance with this new standard.

FROM: RECR 4110 - Professional Development in Recreation

Provides students with the opportunity to practice and develop skills related to becoming a professional in the Recreation field. Specifically, student will experience opportunities for networking, participate in professional Recreation meetings, develop cover letter and resume skills, develop interview skills, and initiate the internship process via researching multiple sites, contacting appropriate sites, and selecting an emphasis area specific site for internship. Prerequisite(s): A minimum grade of "C" in RECR 1530 and RECR 2530. 1 credit hour.

TO: RECR 4630 - Professional Development in Recreation

Provides students with the opportunity to practice and develop skills related to becoming a professional in the Recreation field. Specifically, student will experience opportunities for networking, participate in professional Recreation meetings, develop cover letter and resume skills, develop interview skills, and initiate the internship process via researching multiple sites, contacting appropriate sites, and selecting an emphasis area specific site for internship. Prerequisite(s): A minimum grade of "C" in RECR 1530 and RECR 2530 or permission of instructor. 3 credit hours.

JUSTIFICATION:

Student comments, as well faculty experience, from the former RECR 4110 course revealed that the established course content and requirements greatly exceeded the one credit hour model. The revised three credit hour course will enable additional class meetings, experiential (skill application) activities and student learning outcome assessment opportunities.

A Hazeldine/Ross motion to approve these course revisions was passed unanimously.

Selected Topics Announcement(s)

RECR 4830 - National Parks in the US and World

JUSTIFICATION:

Projected as a summer course. Designed to serve as a required upper division elective for Recreation students. Can also serve as a campus-wide elective. Using the US National Park System as a model, students will study the conceptual foundations for the establishment of national parks, the history of park development and the role of world-wide park systems in preserving and conserving a nation's natural and cultural heritage.

Selected Topics Announcements are for information only.

Proposed New, Revised, or Deleted Program(s)

B.S., Recreation (REVISED PROGRAM)

JUSTIFICATION:

The revision to the program are based on the new accreditation requirements for the National Council for Therapeutic Recreation Certification.

B.S., Child and Family Development (REVISED PROGRAM)

JUSTIFICATION:

The revision is based on the revisions necessary for the B.S. Recreation

Recreation and Tourism Management Minor (REVISED PROGRAM)

JUSTIFICATION:

The revision to the program are based on the new accreditation requirements for the National Council for Therapeutic Recreation Certification.

A Hazeldine/Ross motion to approve these program revisions was passed unanimously.

➤ **Fashion Merchandising and Apparel Design**

New Course(s)

FMAD 2610 - Professional Seminar

To prepare Fashion Merchandising and Apparel Design students for the major. Emphasis is on professional development, knowledge and skills needed for various careers in the fashion industry, how to develop a portfolio, how to acquire employment and/or internship in their chosen emphasis. 1 credit hour.

JUSTIFICATION:

Required for Design emphasis majors in FMAD.

FMAD 3239 - Fashion Illustration

Techniques in fashion illustration and technical drawing for application in the fashion industry. 3 credit hours.

JUSTIFICATION:

Required for Design emphasis majors in FMAD.

FMAD 3330 - Global Apparel and Textile Production

Analysis of social responsibility, economics, cultural values, and trade policy on the global production, distribution, and consumption of apparel and textile products. Prerequisite(s): A minimum grade of "C" in FMAD 3231. 3 credit hours.

JUSTIFICATION:

Required for Design emphasis majors in FMAD.

A Hazeldine/Ross motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: FMAD 3220 - Understanding Aesthetics

Prerequisite(s): FMAD 1234.

TO: FMAD 2220 - Understanding Aesthetics

Prerequisite(s): None.

JUSTIFICATION:

We would like to change the number of the course from 3000 level to 2000 level. Based on the course content, it is recommended that students take this course as one of their first major courses. They will apply and build upon information learned in this course in other courses in the major. Prerequisite is being deleted.

A Hazeldine/Ross motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S., Fashion Merchandising and Apparel Design (REVISED PROGRAM)

JUSTIFICATION:

The main focus of our program changes is to strengthen the program to better prepare our students to meet industry needs. We have added two new courses and edited major course sequence to eliminate redundancy in the course content. Our goal is to better prepare our students for future coursework and job placement with increased computer related skills and subject matter related to global studies, social responsibility, and sustainability.

A Hazeldine/Ross motion to approve this program revision was passed unanimously.

XVI. COLLEGE OF INFORMATION TECHNOLOGY

➤ **Department of Information Technology**

New Course(s)

IT 1230 - Introduction to Web Technologies

The course gives non-IT majors a thorough introduction to technologies used in the creation of websites. It focuses on the basic web concepts and introduces the tools and methods for sound web design. Throughout it stresses the best practices of design and development. The course also introduces students to the principles of good human computer-interface design, including design for people with disabilities. 3 credit hours.

JUSTIFICATION:

The need for the course is based upon demand for an existing course, IT 1430, by programs outside of Information Technology. This course will better fill the needs of non-IT majors allowing IT 1430 to refocus on the needs of IT majors.

IT 3130 - Web Application Design and Development I

This course covers design, programming, and implementation of web-based applications. Students will learn to create 3-tier (client-server-database) web applications using sessions,

cookies, and databases to store information. Prerequisite(s): A minimum grade of "C" in IT 1430. 3 credit hours.

JUSTIFICATION:

Due to the advances in web design, there is an increasing demand on server-side programming to integrate client, server, and database layers. To make sure our students acquire the most updated knowledge in IT field, we need another web design course as a prerequisite for the current web design course (IT 3131 - Web Application Design and Development).

IT 4236 - Interactive Web Design and Development

This course will cover content based on new technologies that are used by employers and businesses in development and deployment of websites on mobile and small devices as well as personal computers. This course will enable students in the Web and Multimedia Foundations specialization to develop proficiency in advanced and new web technologies that are required by businesses. Prerequisite(s): A minimum grade of "C" in IT 3131 and IT 3132. 3 credit hours.

JUSTIFICATION:

Required course for IT students in the Web and Multimedia Foundations Specialization. This course will cover content that is based on new uses of technology that are used by employers and businesses in development and deployment of websites. This course will enable Web Specialization students to develop proficiency in advanced and new technologies that are required by businesses.

A Hazeldine/Ross motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: WBIT 2300 - Discrete Mathematics for Information Technology

Prerequisite(s): A minimum grade of "C" in MATH 1113, MATH 1232, and MATH 1441.

TO: WBIT 2300 - Discrete Mathematics for Information Technology

Prerequisite(s): A minimum grade of "C" in MATH 1113, MATH 1232, or MATH 1441.

JUSTIFICATION:

This change has already been approved by the operating board of the Web BSIT online program.

FROM: WBIT 3111 - Information Technology Project Management

Prerequisite(s): A minimum grade of "C" in WBIT 3110 and STAT 3010.

TO: WBIT 3111 - Information Technology Project Management

Prerequisite(s): A minimum grade of "C" in WBIT 3010, WBIT 3110, and STAT 3130.

JUSTIFICATION:

This change has already been approved by the operating board of the Web BSIT online program.

FROM: IT 3131- Web Application Design and Development

This course covers design, programming, and implementation of web-enabled/web-based applications. Students will learn to interface the application to files or a database via the creation, accessing, and integrating of middle tier components. Prerequisite(s): A minimum grade of "C" in CISM 2230, IT 1430, IT 2333, and IT 3233.

TO: IT 3131- Web Application Design and Development II

This course covers modern web applications using client-side programming, server-side programming, third party APIs, and database technology. Prerequisite(s): A minimum grade of "C" in IT 3130 and IT 3233.

JUSTIFICATION:

The new course IT 3130 - Web Application Design and Development I and this course IT 3131 - Web Application Design and Development II will make the IT program complete and current in term of web design.

FROM: IT 3132 - Web Software

Prerequisite(s): A minimum grade of "C" in IT 1430 and junior standing.

TO: IT 3132 - Web Software

Prerequisite(s): A minimum grade of "C" in IT 1430 or IT 1230 and junior standing.

JUSTIFICATION:

This change will allow students who have taken a web development course for non-IT majors to enroll in the class.

- FROM: IT 3233 - Database Design and Implementation**
Prerequisite(s): A minimum grade of “C” in CSCI 1236, IT 2333, and MATH 2130.
- TO: IT 3233 - Database Design and Implementation**
Prerequisite(s): A minimum grade of “C” in IT 1430, IT 2333, and MATH 2130.

JUSTIFICATION:

CSCI 1236 is being dropped from the IT program. The prerequisite that will replace CSCI 1236, a course in Java programming, is IT 1430, a course in web programming. The prerequisite is in place to ensure that students have a sufficient understanding of the basic structures of a programming course before attempting to learn the database programming language SQL.

- FROM: IT 3234 - Systems Acquisition Integration and Implementation**
A study of the software acquisition process, focusing on the use of packaged solutions. COTS (Commercial, Off-the-Shelf), SA-CMM (Software Acquisition, Capability Maturity Model), ERP (Enterprise Resource Planning), and BPR (Business Process Reengineering) will be discussed. Prerequisite(s): A minimum grade of “C” in IT 3233, MATH 1232, and STAT 2231 or BUSA 3131.

- TO: IT 3234 - Systems Acquisition Integration and Implementation**
A study of the system acquisition process, focusing on the use of packaged solutions. COTS (Commercial, Off-the-Shelf), SALC (System Acquisition Life Cycle), ERP (Enterprise Resource Planning), and BPR (Business Process Reengineering) will be covered. Prerequisite(s): A minimum grade of “C” in IT 3233, MATH 1232 or MATH 1441, STAT 2231 or BUSA 3131, and WRIT 2130.

JUSTIFICATION:

The introduction of a technical writing course (WRIT 2130) will prepare students for writing and documentation of IT systems and managerial issues.

- FROM: IT 4135 - Information Organization and Retrieval**
A study of the use of existing databases (bibliographic and non-bibliographic formats), their data structure, processing and retrieval data, integrity and security, and interface design issues. Topics includes basic search logic commands using controlled vocabulary, query languages and operations indexing and searching, text and multimedia processing, web and catalog-based extraction and retrieval, use of digital libraries, algorithms and architectures for information retrieval. Prerequisite(s): A minimum grade of “C” in IT 3131 and IT 3233.

- TO: IT 4135 - Information Organization and Retrieval**
This course covers processing and retrieving data stored in databases and XML files. This course also includes the design of the output format for retrieved data. This course includes coverage of basic search logic commands and data manipulation using controlled vocabulary and query languages. Prerequisite(s): A minimum grade of “C” in IT 3131, MATH 2130, and STAT 2231 or BUSA 3131.

JUSTIFICATION:

The course has not been taught for several years due to staffing constraints. The new description reflects that fact that a few of the concepts in the course are being taught in another course (database) and that some of the terminology in the current description is now dated. Therefore, IT 3233 is redundant. The STAT and MATH courses are being added because the course as it is described currently assumes a basic knowledge of statistics and logic (taught in discrete math).

- FROM: IT 4136 - Knowledge Discovery and Data Mining**
A study of the process of automatically extracting valid, useful, and previously unknown information from large databases and using it to make crucial business decisions. Data Mining has evolved from several areas including databases, artificial intelligence, information retrieval, and statistics. This course is designed to provide students with a solid understanding of knowledge discovery and data mining concepts and tools including machine learning, data warehousing, rule discovery, and information compression and reconstruction. Prerequisite(s): A minimum grade of “C” in IT 1130 and STAT 2231.

- TO: IT 4136 - Knowledge Discovery and Data Mining**
The course covers the process of automatically extracting valid, useful, and previously unknown information from data sources and using the information to make decisions. This course is

designed to provide students with a solid understanding of the knowledge discovery process and the use of data mining concepts and tools as part of that process. Prerequisite(s): A minimum grade of "C" in IT 3233, and STAT 2231 or BUSA 3131.

JUSTIFICATION:

As data mining tools conduct data mining on data in a database management system, students need to have a fundamental understanding of database management systems (IT 3233) prior to taking this course. This prerequisite has been added to the description. The course description has been updated to better reflect the content of the course.

FROM: IT 4235 - Problems in Web Applications

Prerequisite(s): A minimum grade of "C" in IT 3131.

TO: IT 4235 - Advanced Web Interface

Prerequisite(s): A minimum grade of "C" in IT 3130 and IT 3132.

JUSTIFICATION:

The prerequisite course requirements have been updated, as the courses have changed over time. The name has been changed to reflect current course content. These revisions are consistent with current industry expectations.

A Hazeldine/Ross motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S.I.T. Information Technology (REVISED PROGRAM)

JUSTIFICATION:

The purpose of the proposed revision is to maintain consistency with updated course names and revisions.

A Hazeldine/Ross motion to approve this program revision was passed unanimously.

XVII. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

➤ Biology

Course Revision(s)

FROM: SUST 4730 - Practicum in Environmental Sustainability

Prerequisite(s): Three (3) curriculum electives for Environmental Sustainability Concentration and a minimum grade of "C" in TGCT 1530, or BIOL 1230 and BIOL 1210, or CHEM 1040, or GEOL 1330 and GEOL 1310, or PHYS 1149 and 12 credits of curriculum electives for Environmental Sustainability Concentration.

TO: SUST 4730 - Practicum in Environmental Sustainability

Prerequisite(s): Three (3) curriculum electives for Environmental Sustainability Concentration and a minimum grade of "C" in TGCT 1530, or BIOL 1230 and BIOL 1210, or CHEM 1040, or GEOL 1340, or PHYS 1149 and 12 credits of curriculum electives for Environmental Sustainability Concentration.

JUSTIFICATION:

Since GEOL 1330 and GEOL 1310 have recently been replaced with GEOL 1340, the prerequisites of this course had to be modified to reflect this change.

FROM: BIOL 4895H - Honors Research

Not repeatable for credit.

TO: BIOL 4895H - Honors Research

Repeatable for credit.

JUSTIFICATION:

In a previous submission of the form for this course it was indicated that BIOL 4895H should be repeatable for credit, but this has not been implemented at the Registrar's level. This form is being submitted to rectify this problem as it is common for students to take this course over more than one semester.

A Hazeldine/Ross motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Environmental Sustainability Concentration (REVISED PROGRAM)

JUSTIFICATION:

SOCI/ANTH/INTS 5438 (Social Issues of International Sustainability and Change) was deleted from the curriculum in 2010-2011. We are removing the listing on the program page. SOCI 3435 (Environmental Sociology) was approved as a permanent course and added to the concentration options due to its relevance to sustainability. BIOL 5530 (Wildlife Management) was added as an option also due to the relevance of the course material to sustainability. RECR 3235 and RECR 4230 both had official course title changes and these are now reflected on the Program Page.

A Hazeldine/Ross motion to approve this program revision was passed unanimously.

➤ **Chemistry**

Course Revision(s)

FROM: CHEM 2242 - Analytical Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 1146.

TO: CHEM 2242 - Analytical Chemistry

Prerequisite(s): A minimum grade of "C" in CHEM 1146 and prior or concurrent enrollment with a minimum grade of "C" in CHEM 2030.

JUSTIFICATION:

CHEM 2030 (Principles of Chemistry Research) is being restored as a prerequisite for CHEM 2242 (Analytical Chemistry). CHEM 2031 (the previous version of that course) was already the prerequisite before that course was changed to CHEM 2030 and offered online. However it was left off after the conversion. It is the evaluation of the chemistry faculty teaching CHEM 2242 (Analytical Chemistry) that students enrolled in the course still need the content found in CHEM 2030 (Principles of Chemistry Research) in order to do well and that it should be listed as a prerequisite again in order to better prepare students. This change is expected to only affect chemistry majors as current faculty teaching CHEM 2242 report approximately one non-major per year taking CHEM 2242 for the chemistry minor (many apparently take the Biochemistry sequence to complete the minor). In any event, the new online CHEM 2030 is very modular/automated and as such could easily handle an uptake in the number of students needing the course.

A Hazeldine/Ross motion to approve this course revision was passed unanimously.

➤ **Construction Management and Civil Engineering**

Course Revision(s)

FROM: TCM 2233 - Construction Surveying

Prerequisite(s): A minimum grade of "C" in TCM 1130, TCM 1232, and MATH 1112 or MATH 1113 or MATH 1441.

TO: TCM 2233 - Construction Surveying

Prerequisite(s): A minimum grade of "C" in TCM 1130 or TCM 1232, and MATH 1112 or MATH 1113 or MATH 1441.

JUSTIFICATION:

This form is submitted in order to correct a prerequisite error in the form that was initially submitted to the April 12, 2011 UC committee. On this form, the additional course prerequisite(s) should have been a minimum grade of "C" in TCM 1232 OR TCM 1130, rather than a minimum grade of C in TCM 1232 AND TCM 1130.

A Hazeldine/Ross motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S.C.E., Civil Engineering (REVISED PROGRAM)

JUSTIFICATION:

The "Suggested Chronology" page of the program does not need to be included in the catalog and therefore it is removed.

A Hazeldine/Ross motion to approve this program revision was passed unanimously.

➤ **Mechanical & Electrical Engineering**

Course Deletion(s)

ENGR 3230 - Circuits and Electronics
MENG 2530 - Circuits and Electronics
MENG 5231 - Tribology and Reliability
MENG 5232 - Intermediate Thermodynamics
MENG 5236 - Computational Fluid Dynamics
TMFG 1111 - Manufacturing Seminar

JUSTIFICATION:

These courses are deactivated for the time being. They may be activated as required by the growth of the program.

A Hazeldine/Ross motion to approve these course deletions was passed unanimously.

Course Revision(s)

FROM: ENGR 1731 - Computing for Engineers

Prerequisite(s): Prior or concurrent enrollment in MATH 1441.

TO: ENGR 1731 - Computing for Engineers

Prerequisite(s): Prior or concurrent enrollment in MATH 1441 or MATH 1113 or permission of instructor.

JUSTIFICATION:

Students may enroll in this course concurrently with pre-calculus or calculus I.

FROM: ENGR 2131 - Electronics and Circuits Analysis

Prerequisite(s): PHYS 1114 and a minimum grade of "C" in PHYS 2122. Corequisite(s): MENG 2139.

TO: ENGR 2131 - Electronics and Circuits Analysis

Prerequisite(s): PHYS 2122 and PHYS 1114 or permission of instructor. Corequisite(s): None.

JUSTIFICATION:

This form is submitted to correct errors in the initial form submitted to the November 8th, 2011 curriculum committee meeting. The correct prerequisite for this course is a minimum grade of D in PHYS 2212 and PHYS 1114. Also, the course is not supposed to have any co-requisites.

FROM: MENG 3015 - Levelling Topics in Control

This course covers the basic principles of feedback control systems. Topics include analysis and design of control systems of commonly used configurations and case studies. The course additionally covers the control part of Mechatronics to bridge the gap between the Mechatronics required for the technology program and the Mechatronics in engineering program.

TO: MENG 3015 - Levelling Topics in Electrical Circuits

This course covers the advanced topics in Electrical Circuits and Electronics. The course covers the control part of Circuit Analysis to bridge the gap between the Electrical Devices and Measurement required for the technology program and the Electronics and Electrical Circuits required in the engineering program.

JUSTIFICATION:

This course will primarily focus on the leveling topics in Electrical Circuits with some emphasis on the basics of the Control Theory. Hence, the name and catalog description has been changed.

FROM: MENG 3016 - Levelling Topics in Energy Science

This is the leveling course to bridge the gap between the Statics course required for the Engineering Technology and the Engineering program. Extensive use of differential equations will be used to derive fluid and heat flow problems with boundary conditions for steady flow and initial conditions for unsteady flow.

TO: MENG 3016 - Levelling Topics in Fluid Mechanics

This is the leveling course to bridge the gap between the Fluid Mechanics course required for the Engineering Technology and the Engineering program. It includes the integral form of governing equations, viscous flow with boundary layer theory, differential analysis of fluid motion equations, and dimensional analysis and similitude. Differential equations will be used to derive fluid flow problems with boundary conditions for steady flow and initial conditions for unsteady flow.

JUSTIFICATION:

This course will primarily focus on the leveling topics in Fluid Mechanics with some emphasis on Energy Science. Hence the name and the catalog description has been changed.

FROM: MENG 3135 - Machine Design
Prerequisite(s): ENGR 3233 and MENG 2110 or permission of instructor.
TO: MENG 3135 - Machine Design
Prerequisite(s): ENGR 3233 or permission of instructor.
JUSTIFICATION:
Mechanics of Materials, ENGR 3233, is sufficient as prerequisite of this course.

FROM: MENG 3333 - Materials Processing Studio
Prerequisite(s): MENG 3341 or permission of instructor.
TO: MENG 3333 - Materials Processing Studio
Prerequisite(s): MENG 3331 or permission of instructor.
JUSTIFICATION:
MENG 3341 has been changed to MENG 3331.

FROM: MENG 3430 - Engineering Quality Control and Project Management
Prerequisite(s): MATH 1441 and MENG 2110 or permission of instructor.
TO: MENG 4430 - Engineering Quality Control and Project Management
Prerequisite(s): Senior standing or permission of instructor.
JUSTIFICATION:
Senior standing status should be sufficient as prerequisite for this course and therefore the students are required to take this course at their senior level. Accordingly the course number has been modified to make this course a senior level one.

FROM: MENG 3521 - Mechatronics Studio Laboratory
Prerequisite(s): None. Corequisite(s): ENGR 2334 or permission of instructor.
TO: MENG 3521 - Mechatronics Studio Laboratory
Prerequisite(s): ENGR 2131 or permission of instructor. Corequisite(s): None.
JUSTIFICATION:
A new course, ENGR 2131, has been introduced in the curriculum and it is going to replace ENGR 2334. Hence, ENGR 2131 has been added as a prerequisite and ENGR 2334 has been deleted as a co-requisite.

FROM: MENG 5135 - Vibration and Preventive Maintenance
Prerequisite(s): MATH 3230, TMET 2521, and MENG 3130 or permission of instructor.
TO: MENG 5135 - Vibration and Preventive Maintenance
Prerequisite(s): MATH 3230, MENG 3130, and MENG 3521 or permission of instructor.
JUSTIFICATION:
Mechatronics course from the Engineering curriculum (MENG 3521) has replaced the Mechatronics course from the Technology curriculum (TMET 2521) as a prerequisite of this course.

FROM: MENG 5136 - Introduction to Finite Element Analysis
Prerequisite(s): MENG 3135 or ENGR 2112 or permission of instructor.
TO: MENG 5136 - Introduction to Finite Element Analysis
Prerequisite(s): MENG 3135, ENGR 2112, and MENG 2139 or permission of instructor.
JUSTIFICATION:
Based on a faculty review, MENG 2139 has been added as a prerequisite. ENGR 2112 is one of the three prerequisites for this course. It was incorrectly stated as an alternative prerequisite.

FROM: MENG 5138 - Composite Materials: Manufacturing, Analysis, & Design
Prerequisite(s): MENG 3233 and MENG 3333.
TO: MENG 5138 - Composite Materials: Manufacturing, Analysis, & Design
Prerequisite(s): MENG 3135, MENG 3233, and MENG 3333 or permission of instructor.
JUSTIFICATION:
Machine Design (MENG 3135) is added as an additional prerequisite for this course.

FROM: MENG 5234 - Heating, Ventilating, and Air Conditioning
Prerequisite(s): MENG 3233 and MENG 5232 or permission of instructor.
TO: MENG 5234 - Heating, Ventilating, and Air Conditioning

Prerequisite(s): ENGR 3235, ENGR 3431, and MENG 3233 or permission of instructor.

JUSTIFICATION:

MENG 5232 has been deleted as a prerequisite, since this course no longer exists. ENGR 3431 and ENGR 3235 are added to replace that course.

FROM: MENG 5235 - Combustion

Prerequisite(s): MENG 5232 or permission of instructor.

TO: MENG 5235 - Combustion

Prerequisite(s): ENGR 3235, ENGR 3431, and MENG 3233 or permission of instructor.

JUSTIFICATION:

The prerequisite of this course, MENG 5232, is being deleted and hence it is replaced by three other courses, ENGR 3431, ENGR 3235 and MENG 3233.

FROM: MENG 5536 - Mechanical Controls

Prerequisite(s): MENG 3130 and MENG 3521 or permission of instructor.

TO: MENG 5536 - Mechanical Controls

Prerequisite(s): MENG 2139, MENG 3130, and MENG 3521 or permission of instructor.

JUSTIFICATION:

MENG 2139 has been added as a new prerequisite for this course.

FROM: TMAE 5139 - Renewable Energy

Prerequisite(s): MENG 3233 and MENG 5232 or permission of instructor.

TO: TMAE 5139 - Renewable Energy

Prerequisite(s): MENG 3233, ENGR 3235, and ENGR 3431 or permission of instructor.

JUSTIFICATION:

One of the prerequisites of this course, MENG 5232, is being deleted and hence it is replaced by ENGR 3431 and ENGR 3235.

FROM: TMFG 5234 - Introduction to Technical Management & Leadership

A study in the application of modern technical management and leadership principles to individuals and groups. This course is directly linked to the knowledge and applications learned in the technical manufacturing courses taken in the Industrial Management Program. Graduate students are required to complete an advanced level assignment in addition to all undergraduate course requirements.

TO: TMFG 5234 - Introduction to Technical Management & Leadership

A study in the application of modern technical management and leadership principles to individuals and groups. The course includes study of planning and organization leading to effectively managing organizations in a dynamic environment.

JUSTIFICATION:

Since the "Industrial Management" program does not exist anymore, the reference to this program has to be omitted from the catalog description. Also, the course now covers additional topics as listed in the revised course description.

A Hazeldine/Ross motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S.E.E., Electrical Engineering (REVISED PROGRAM)

JUSTIFICATION:

The course number for MENG 3430 has been changed to MENG 4430. Additionally, the "Suggested Chronology" page of the program does not need to be included in the catalog and therefore it is removed.

B.S.M.E., Mechanical Engineering (REVISED PROGRAM)

JUSTIFICATION:

Three senior elective courses (MENG 5231, MENG 5232 and MENG 5236) are deleted from the program. The course number for MENG 3430 has been changed to MENG 4430. Also, the college credit part of the IED course is dropped as the requirement for transferring the course as ENGR 1133. Emphasis will be given to the rubric assessment of individual student portfolio presented to the PLTW Affiliate Director at Georgia Southern for approval. Additionally, the

“Suggested Chronology” page of the program does not need to be included in the catalog and therefore it is removed.

Computer Engineering Second Discipline Concentration (*NEW PROGRAM*)

JUSTIFICATION:

Information Technology graduates are critical employees in almost every business imaginable. They find themselves in many disparate industries with a sometimes dizzying array of devices and equipment connected to their information network and providing data to their databases. The ability to comprehend, operate and maintain these various microcontrollers and digital microcomputer devices found connected in many industries will be another critical and highly valued skill for a significant number of IT graduates. In addition to a rewarding career for graduates, the synergy between computer engineering background and IT skills will create graduates that are in high demand in the State of Georgia. Selection of this second discipline will also prepare IT graduates to pursue a graduate degree in Mechatronics at Georgia Southern University.

Engineering Science Second Discipline Concentration (*NEW PROGRAM*)

JUSTIFICATION:

The managing of engineering and manufacturing activities that are highly automated and computerized is essential to any successful design or manufacturing business. The integration of IT skills along with engineering skills addresses the needs of managing such activities. In addition to a rewarding career for graduates, the synergy between these technical skill sets will create graduates that are in high demand in the State of Georgia (according to recent labor market data). In addition to providing more job opportunities, selection of this second discipline will also prepare IT graduates to pursue a graduate degree in Engineering Management at Georgia Southern University.

A Hazeldine/Ross motion to approve these program revisions was passed unanimously.

XVIII. COLLEGE OF EDUCATION

➤ **COE Associate Dean’s Office**

For Information

**Teacher Education Committee, Revised Name and Policies
Admission to TEP and the Regents Testing Program**

These items are for information only.

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

Course Deletions

READ 3235 - Cognitive and Language Development of the Child with Special Needs

EDUF 1130 - Careers in Education

EDUF 2132/2132S - Teaching for Diversity

EDUF 3231 - Educational Psychology: Early Childhood Education

EDUF 3233 - Educational Psychology: Middle Grades

JUSTIFICATION:

Courses have not been taught in several years, primarily due to changes in programs of study in other departments.

A Hazeldine/Ross motion to approve these course deletions was passed unanimously.

➤ **Department of Teaching and Learning**

Course Revisions

FROM: ESED 5235 - Methods for ESOL

Prerequisite(s): A minimum grade of “C” in ESED 5233G, ESED 5234G, and Admission to Teacher Education Program or hold a valid teaching certification.

TO: ESED 5235 - Methods for ESOL

Prerequisite(s): A minimum grade of "C" in ESED 5233 and ESED 5234; prior or concurrent enrollment with a minimum grade of "C" in ECED 3732, MGED 3731, SPED 3711, KINS 4430, or KINS 4431; and Admission to Teacher Education Program or hold a valid teaching certification. Note: Waivers of these pre/corequisites are: (1) only available to undergraduates from the ESOL Endorsement Program Coordinator or the course instructor, (2) but generally available to graduate students.

JUSTIFICATION:

This formal listing of co/prerequisites will ensure that undergraduate and graduate students in the cross-listed course will have the necessary planning and teaching experience to understand the process of lesson/unit modification for english language learners, a major focus of the esol methods course.

FROM: ISCI 2001 - Life/Earth Science

Prerequisite(s): A minimum grade of "C" in ASTR 1010 and ASTR 1211, or ASTR 1020 and ASTR 1211, or BIOL 1130 and BIOL 1110, or CHEM 1140, or CHEM 1145, or GEOL 1121 and GEOL 1110, or PHYS 1111 and PHYS 1113, or PHYS 2211 and PHYS 1113.

TO: ISCI 2001 - Life/Earth Science

Prerequisite(s): A minimum grade of "C" in ASTR 1010 and ASTR 1211, or ASTR 1020 and ASTR 1211, or BIOL 1130 and BIOL 1110, or CHEM 1151, or CHEM 1145, or GEOL 1141, or PHYS 1111 and PHYS 1113, or PHYS 2211 and PHYS 1113.

JUSTIFICATION:

COST submitted course number changes for CHEM 1140 and GEOL 1121/1110. The number changes are reflected in the proposed prerequisites.

FROM: ISCI 2002 - Physical Science

Prerequisite(s): A minimum grade of "C" in ASTR 1010 and ASTR 1211, or ASTR 1020 and ASTR 1211, or BIOL 1130 and BIOL 1110, or CHEM 1140, or CHEM 1145, or GEOL 1121 and GEOL 1110, or PHYS 1111 and PHYS 1113, or PHYS 2211 and PHYS 1113.

TO: ISCI 2002 - Physical Science

Prerequisite(s): A minimum grade of "C" in ASTR 1010 and ASTR 1211, or ASTR 1020 and ASTR 1211, or BIOL 1130 and BIOL 1110, or CHEM 1151, or CHEM 1145, or GEOL 1141, or PHYS 1111 and PHYS 1113, or PHYS 2211 and PHYS 1113.

JUSTIFICATION:

COST submitted course number changes for CHEM 1140 and GEOL 1121/1110. The number changes are reflected in the proposed prerequisites.

A Hazeldine/Ross motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S.Ed., Middle Grades Education (*REVISED PROGRAM*)

JUSTIFICATION:

COST submitted a course number change for GEOL 1330. This course number is being changed to reflect the new number in the program.

Honors Requirements for:

B.S.Ed. in Early Childhood Education (*REVISED PROGRAM*)

B.S.Ed. in Health and Physical Education (*REVISED PROGRAM*)

B.S.Ed. in Middle Grades Education (*REVISED PROGRAM*)

B.S.Ed. in Special Education (*REVISED PROGRAM*)

JUSTIFICATION:

Formalize honors requirements for majors.

A Hazeldine/Ross motion to approve these program revisions was passed unanimously.

XIX. OTHER BUSINESS

- Undergraduate Committee and Faculty Senate both meet on February 14 with overlapping times. Dr. Ron MacKinnon asked how many members would be able to begin Undergraduate Committee at 2:30***

on February 14. He will send messages to all members and alternates to see who will be able to attend.

XX. ADJOURNMENT

There being no further business to come before the committee, a Hazeldine/Ross motion to adjourn the meeting at 4:32 p.m. passed unanimously.

Respectfully Submitted,



Caroline D. James
Recording Secretary

Faculty Senate Librarian's Report, March 9, 2012

Respectfully Submitted

Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report.

- **Academic Standards**
Chair: Rob Yarbrough (COST)
No Report
- **Faculty Development**
Chair: Michelle Reidel (COE)
No Report
- **Library Committee**
Chair: Greg Harwood (CLASS)
No Report
- **Faculty Welfare**
Chair: Joe Ruhland (COBA)
No Report
- **Undergraduate Committee**
Chair: Ron MacKinnon (COBA)
No Report

- **Faculty Service**
Chair: Mary Marwitz (CLASS)

The **Faculty Service Committee** met on Friday, February 24, 2012, to consider the applications for faculty service awards for the spring cycle of 2011-2012. In attendance were Donald Armel, Brian Bossak, Kymberly Harris, Jonathan Harwell, Russell Kent, Goran Lesaja, Mary Marwitz (chair), Kathy Thornton, and Aima Zhang. Also attending were Kathy Albertson and Tabitha Irving (Provost's Office).

In this competition, the committee reviewed three award proposals including two for travel, requesting total support of \$3,293.78, and made awards of \$2,693.78. The committee also considered nominations and supporting material for seven candidates for Excellence in Service Awards for 2012. After lengthy deliberation, the committee selected two recipients, who will be announced at spring commencement.

Because the committee had unassigned funds for the year, it decided to hold a third cycle of proposals, emphasizing the component of travel in service to the profession. Deadline for this third cycle is April 13; the committee will reconvene on April 20.

Submitted by Mary Marwitz, chair

- **Faculty Research**

Chair: Fred Mynard (COST)

Georgia Southern University Faculty Research Committee

January 31, 2012- 8:00 AM

Minutes

- I. The Faculty Research Committee was called to order at 8:15 a.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda and minutes of 11/29/2012 as read.
- III. Roll Call
 - A. Present
 - i. Frederic Mynard - Chair
 - ii. Melanie Stone – CLASS
 - iii. Xinfang (Joselyn) Wang– COBA
 - iv. Jessica Minihan – Library
 - v. Ruth Whitworth – JPHCOPH
 - vi. Hyo-Joo Han– CIT
 - vii. Dan Czech – CHHS
 - viii. Julie Maudlin- COE
 - ix. Ele Haynes – Research Compliance
 - B. Absent
 - i. Hua Wang– COST
 - ii. Debbie Shaver – ORSSP
- IV. Grant Writing Workshop –
 - A. Announcements have been sent out to all faculty via email.
 - B. An announcement was made at the Dean’s council
 - C. Applications will be turned in on February 10. The committee will need to identify participants quickly to allow the facilitators with appropriate background to be secured for our dates.
- V. Internal FRC Seed Award Results
 - A. 19 applications for funding were submitted
 - B. Each committee member volunteered for 2 primary reviews and 4 secondary reviews
 - C. Reviews will be submitted to SharePoint at least 3 days prior to the February 28th meeting.
 - D. A preliminary application reviews completed by administration staff has been uploaded to sharepoint.
 - E. The History Report is located in the Chair Resource section of the site.
- VI. Excellence Award Notification Reviews

- A. Primary reviewers for each excellence application gave their application report. Secondary reviewers followed each primary reviewer.
 - B. Committee members utilized the recommendations of the reviewers to identify 4 applications that will be forwarded to the next review round by consensus.
 - C. All committee members will re-evaluate the 4 second round applications for discussion at our next meeting.
- VII. Calendaring – Veazey Hall**
- A. February 14 at 8:00 am – Excellence Award final round and workshop application review
 - B. February 28 at 8:00 am - Internal Funding first round
- VIII. Adjourned 11:00 a.m.**

Georgia Southern University Faculty Research Committee

February 14, 2012- 8:00 AM

Minutes

- IX.** The Faculty Research Committee was called to order at 8:15 a.m. by the Committee Chair, Dr. Frederic Mynard.
- X.** The committee approved the agenda and minutes of 1/31/2012 as read.
- XI. Roll Call**
- A. Present
 - i. Frederic Mynard - Chair
 - ii. Melanie Stone – CLASS
 - iii. Xinfang (Joselyn) Wang– COBA
 - iv. Jessica Minihan – Library
 - v. Ruth Whitworth – JPHCOPH
 - vi. Hyo-Joo Han– CIT
 - vii. Dan Czech – CHHS
 - viii. Julie Maudlin- COE
 - ix. Ele Haynes – Research Compliance
 - B. Absent
 - i. Hua Wang– COST
 - ii. Debbie Shaver – ORSSP
- XII. Grant Writing Workshop –**
- A. Ten applications for participation in the Grant Development Workshop were received. The committee can fund all 10. All 10 applications are responsive.
 - B. Research Compliance and ORSSP will move forward with workshop contract details.
- XIII. Excellence Awards**
- A. The committee members reviewed the 4 applications that were moved forward into the last round of competition.

- B. The committee discussed the relative merits of each candidate. The applicants are from differing disciplines and their scholarship is difficult to compare. Each has an impressive record of scholarship in their field.
 - C. The committee selected 2 candidates by majority vote. Research Compliance will forward the names to the Provost for inclusion in the commencement program.
 - D. The committee identified an alternate candidate in the event that one of the selected candidates does not remain on contract with GSU in the next academic year.
 - E. Dr. Maudlin will draft a guidance document to assist applicants and future committees in consistently identifying selection criteria for committee review.
- XIV. Internal FRC Seed Award Results**
- A. 19 applications for funding were submitted. 5 applications were deemed to be unresponsive because they did not follow one or more of the submission guidelines.
 - B. Dr. Mynard will readjust the review assignments to eliminate the applications that no longer require additional review.
 - C. Reviews will be submitted to SharePoint at least 3 days prior to the February 28th meeting.
 - D. The History Report is located in the Chair Resource section of the site.
- XV. Calendaring – Veazey Hall**
- A. February 28 at 8:00 am – Internal seed funding – initial review
- XVI. Adjourned 10:00 a.m.**

Georgia Southern University Faculty Research Committee

February 28, 2012– 8:00 AM

Minutes

- XVII.** The Faculty Research Committee was called to order at 8:05 a.m. by the Committee Chair, Dr. Frederic Mynard.
- XVIII.** The committee approved the agenda and minutes of 2/14/2012 as read.
- XIX. Roll Call**
- A. Present
 - i. Frederic Mynard - Chair
 - ii. Xinfang (Joselyn) Wang– COBA
 - iii. Hua Wang– COST
 - iv. Jessica Minihan – Library
 - v. Ruth Whitworth – JPHCOPH
 - vi. Hyo-Joo Han– CIT
 - vii. Dan Czech – CHHS
 - viii. Julie Maudlin- COE
 - ix. Ele Haynes – Research Compliance

- x. Debbie Shaver – ORSSP
 - B. Absent
 - i. Melanie Stone – CLASS
- XX.** Grant Writing Workshop –
 - A. Applications have been forwarded to the facilitator coordinator at CUR. Contract negotiations are in progress.
- XXI.** Excellence Awards
 - A. Excellence nominations have been forwarded to the Vice President for Research and Economic Development and the Provost
 - B. Committee members were reminded that the winner names are confidential until announcement at commencement.
- XXII.** Internal FRC Seed Award Results
 - A. Primary reviewers provided their presentation on each internal seed award application. Secondary reviewers then provided comment. The committee discussed each proposal and selected proposals to fund and funding level by consensus.
 - B. The chair will prepare letters to faculty to notify them of their funding status. Feedback comments for proposal enhancement will be provided to each unfunded applicant based upon committee comments.
- XXIII.** Calendaring – Veazey Hall
 - A. March 6 at 8:00 am is reserved for the next committee meeting. The chair will determine agenda items and contact the committee by email in the coming week.
- XXIV. Adjourned 10:10 a.m.**

- **Graduate Committee**

Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Fernekes

Graduate Committee Meeting Date – February 9, 2012

Present: Dr. Dan Czech, CHHS; Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Ming Fang, COE; Dr. Daniel Gleason, COST; Dr. Simone Charles, JPHCOPH; Mr. Jonathan Harwell, Library;

Dr. Thomas Buckley, CHHS; Dr. Camille Rogers, CIT; Dr. Caren Town, CLASS; Dr. Mikelle Calhoun, COBA; Dr. Yasar Bodur, COE; Dr. Goran Lesaja, COST; Dr. Robert Fernekes, LIBRARY; Dr. Deborah Allen, CHHS [Alternate]; [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS

Guests: Dr. Thomas Koballa, Academic Affairs; Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Dr. Stephen Zerwas, Institutional Effectiveness; Mrs. Naronda Wright, COGS Graduate Admissions; Mr. Tristam Aldridge, COGS Graduate Admissions; Dr. Godfrey Gibbison, COBA; Dr. Judith Longfield, CTLS; Randi Sykora-McCurdy, COGS

Absent: Dr. Ednilson Bernardes, COBA; Dr. Josh Vest, JPHCOPH

I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday February 9, 2012 at 8:00 AM.

II. APPROVAL OF AGENDA

Dr. Dan Czech made a motion to approve the agenda as written. A second was made by Dr. Mikelle Calhoun and the motion to approve the agenda was passed.

III. DEAN'S UPDATE

Dr. Charles Patterson reintroduced Mr. Tristam Aldridge, Director, Graduate Admissions. Dr. Patterson discussed Mr. Aldridge's roles as Director of Graduate Admissions, one of which is comprehensive graduate enrollment management.

IV. NEW BUSINESS

A. Introduction to Comprehensive Program Review – Dr. Robert Fernekes & Dr. Judith Longfield

Dr. Judith Longfield from the Center for Teaching, Learning & Scholarship explained that a rubric will be used to review academic programs undergoing comprehensive program review, and will accompany the two page report to be completed by the respective sub-committee listed below. The Provost's Comprehensive Program Review webpage at <http://academics.georgiasouthern.edu/provost/resources/comprehensivereview> provides access to the rubric, and other information of interest to the Graduate Committee. Dr. Fernekes noted additional CPR data can be found in the SharePoint Comprehensive Program Review folder by subject and program. The date for colleges to submit program reviews to the Provost's Office is March 1, 2012. Upon receipt, the Provost's Office will email Graduate program reviews to the Chair, who in turn will email them to respective sub-

committee members for review, and completion of the two page report and rubric by mid-April 2012. Results of the Comprehensive Program Reviews will be included in the Graduate Committee report to the Faculty Senate, June 2012.

Sub-Committee Members for the program reviews are:

- **MS Applied Economics** – Dr. Mikelle Calhoun, Dr. Camille Rogers, Dr. Yasar Bodur
- **MS Kinesiology** – Dr. Thomas Buckley, Dr. Dan Czech, Dr. Dan Gleason
- **MSN Nurse Practitioner & MSN Clinical Nurse Specialist**– Dr. Debbie Allen, Dr. Dan Czech
- **DNP Nurse Practitioner** – Dr. Debbie Allen, Dr. Ednilson Bernardes
- **MPH Public Health** – Dr. Simone Charles, Dr. Thomas Buckley
- **MA English** – Dr. Richard Flynn, Dr. Ming Feng, Dr. Mikelle Calhoun
- **MA Social Science** – Mr. Jonathan Harwell, Dr. Ming Feng, Caren Town
- **MA Spanish** – Dr. Richard Flynn, Dr. Caren Town
- **PsyD Clinical Psychology** – Dr. Simone Charles, Dr. Robert Fernekes, Dr. Camille Rogers
- **MS Biology** – Dr. Daniel Gleason, Dr. Goran Lesaja

B. College of Business Administration

Dr. Godfrey Gibbison presented the agenda items for the School of Economic Development

School of Economic Development

Course Revision(s)

ECON 7331 – Applied Econometrics

To

ECON 7331 – Applied Econometrics I

JUSTIFICATION:

This name change is to ensure that students understand this is the first in a course series.

ECON 7332 – Advanced Econometrics

To

ECON 7332 – Applied Econometrics II

JUSTIFICATION:

The name change is to demonstrate the applied nature of the course material and that this is the second in a course series.

MOTION: Dr. Mikelle Calhoun made a motion to approve the agenda items submitted by the College of Business Administration. A second was made by Dr. Camille Rogers. The motion to approve the Course Revisions was passed.

C. Update on Inter-University Consortium for Political and Social Research (ICPSR)

Dr. Robert Fernekes announced the ICPSR webinar will be on February 15, 2012, at 1:00pm. For convenience, the Library Dean's Conference Room will set up for this event for anyone interested.

D. Presidential Military Task Force (formerly Soldiers-2-Scholars Task Force)

Dr. Robert Fernekes encouraged committee members to complete the Faculty & Staff Military Self- Identification Survey and volunteer to support this service opportunity.

V. OLD BUSINESS - None

VI. ANNOUNCEMENTS

Dr. Daniel Czech inquired about having graduate students' research spotlighted in the Georgia Southern magazine. Dr. Charles Patterson announced that he is working with Mr. Christian Flathman and the Office of Graduate Admissions on targeting markets for graduate education and supports highlighting research and scholarly activities of our graduate students within various publications as a means of institutional branding and advertising for our graduate programs. More marketing ideas are welcome and can be submitted to Dr. Patterson or Mr. Flatham. The Graduate Committee endorsed this approach.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on February 9, 2012 at 8:35 AM.

Respectfully submitted,

Randi Sykora-McCurdy, Recording Secretary

Minutes were approved March 2, 2012 at 3:00 p.m. by electronic vote of Committee Members
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Faculty Senate Librarian's Report, April 9, 2012

Respectfully Submitted

Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report:

- **Academic Standards**
Chair: Rob Yarborough (COST)
- **Faculty Development** Page 1
Chair: Michelle Reidel (COE)
- **Faculty Research** Page 2
Chair: Fred Mynard (COST)
- **Faculty Service** Page 2
Chair: Mary Marwitz (CLASS)
- **Faculty Welfare** Pages 3 - 4
Chair: Robert Costomiris
- **Graduate Committee** Pages 5 - 14
Chair: Bob Fernekes (LIB)
- **Library Committee** Pages 15 - 19
Chair: Greg Harwood (CLASS)
- **Pathways to Success** Pages 20 - 26
Chair: Mark Welford (COST)
- **Undergraduate Committee** Pages 27 - 34
Chair: Ron MacKinnon (COBA)

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- **Faculty Development**
Chair: Michelle Reidel (COE)

March 28, 2012

1. The committee met on Wednesday March 28th to review ratings for Faculty Summer Development Award proposals. Seven of the nine committee members were present but all nine had previously submitted their individual ratings of each proposal. Utilizing individual

ratings and reviewer comments the committee discussed the 43 proposals. Six proposals were selected for funding. Five of the six proposals will be funded for \$3000 each and the sixth proposal will be funded at \$1750.

2. The committee briefly discussed proposals for Faculty Summer Travel Grants in order to develop a timeline for review. The next committee meeting to review the summer travel grant proposals will be held during the week of April 30th.
3. Patricia informed the committee about new deadline for spring travel. For Spring of 2013 the deadline for completing spring travel and submitting receipts for reimbursement will be June 20th instead of the 30th.

- **Faculty Research**

Chair: Fred Mynard (COST)

Georgia Southern University Faculty Research Committee

April 3, 2012 - 8:00 AM

Agenda

- I. The Faculty Research Committee was called to order at 8:10 a.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda and minutes of 2/28/2012 as read.
- III. Roll Call
 - A. Present
 - i. Frederic Mynard - Chair
 - ii. Xinfang (Joselyn) Wang– COBA
 - iii. Hua Wang– COST
 - iv. Melanie Stone – CLASS
 - v. Ruth Whitworth – JPHCOPH
 - vi. Hyo-Joo Han– CIT
 - vii. Julie Maudlin- COE
 - viii. Ele Haynes – Research Compliance
 - B. Absent
 - i. Jessica Minihan – Library
 - ii. Dan Czech – CHHS
 - iii. Debbie Shaver – ORSSP
- IV. Grant Writing Workshop – Status
Facilitators have been selected to tailor the workshop to applicants. There will be one facilitator for NSF proposals, 1 for NIH and 1 for foundations.
- V. Excellence Award guidelines enhancement discussion
Julie Mauldin presented new rubrics to evaluate portfolios. The committee discussed minor changes to be made and approved the rubrics to be used for next cycle. They will be posted on the web so applicants can see exactly what criteria are going to be applied.
- VI. Internal FRC Seed Award and (VIII) Internal Scholarly pursuit award guidelines
After an extended discussion of the current FRC seed award guidelines and proposed changes, the role envisioned by the committee for the Seed Awards and for the Scholarly Pursuit Awards were clarified: Seed Award will support projects with a clear path to external funding, while Scholarly Pursuit Awards will support fundamental research. It was decided to review the guidelines more in depth in light of this for the next meeting. Specific assignments to these two projects will be given by email.

VII. Publication Fund guideline enhancement
After a discussion of the different type of eligible charges, a proposal to completely replace the fund with a fund to support editorial assistance services was put forth. In the absence of several committee members, it was decided that this would be put to vote/poll electronically, and that decisions on guidelines will be taken accordingly afterwards.

VIII. TRIPS program guideline discussion
Ruth Whitworth and Hyo-Joo Han posted a new proposal. This item was tabled until next meeting.

IX. **A meeting was scheduled for Tuesday, April 17, 8am. Meeting was adjourned at 10.10am**

- **Faculty Service**

Chair: Mary Marwitz (CLASS)

The Faculty Service Committee has issued a call for proposals for a third round of awards, with a deadline of April 13 and decisions on April 20.

- **Faculty Welfare**

Chair: Robert Costomiris (CLASS)

**Faculty Welfare Committee
Meeting, 6 February 2012
Minutes (approved 2/27/12)**

Presiding: Robert Costomiris, Chair (CLASS; Recording)

Members Attending (names in bold): Todd Hall (CHHS) , **Hsiang-Jui Kung** (CIT), Paige Rutner (CIT), Patricia Walker (CLASS), Stephanie Sipe (COBA), **Susan Franks** (COE), **Ming Fang He** (COE), **Frederic Mynard** (COST), **Talar Markossian** (JPHCOPH), JoEllen Broome (LIB), **Jeri Kropp** (CHHS), **Lori Gwinett** (LIB), **Joe Ruhland** (COBA), Don Stallings (COST), **Hani Samawi** (JPHCOPH), Kathy Albertson (Assoc. Provost).

- 1) The committee discussed the way we currently evaluate persons holding administrative posts, observing that the current system allows for yearly evaluations but no comprehensive periodic assessment of an administrator's effectiveness. The committee discussed the possibility of recommending that department chairs and deans serve for a set term renewable if approved by a majority of faculty in the administrator's particular unit.
- 2) The committee discussed the need for establishing clear guidelines at the university level for holding votes of "no-confidence" in persons holding administrative posts. The committee agreed to look at how units of the USG conduct such matters and also to look at institutions outside of the USG.
- 3) The committee discussed the "Pathways to Success" initiative. Some members believed it would have been preferable if the PTS initiative had originated amongst the faculty. The committee encourages the PTS committee to look at previous efforts in a similar vein, such as that devised by the "Taskforce on Faculty Roles and Rewards," to see if there is anything useful therein. In any case, the decision regarding how and if to implement the proposals resulting from the work of the "Pathways to Success" committee should ultimately rest with the faculty.
- 4) The Committee is concerned that the university administration is becoming less and less diverse and encourages the administration to seek and recruit diverse candidates as is done when recruiting faculty.

**Faculty Welfare Committee
Meeting, 27 February 2012
Minutes (approved 26 March 2012)**

Presiding: Robert Costomiris, Chair (CLASS; Recording)

Members Attending (names in bold): Todd Hall (CHHS) , Hsiang-Jui Kung (CIT), Paige Rutner (CIT), Patricia Walker (CLASS), **Stephanie Sipe** (COBA), **Susan Franks** (COE), **Ming Fang He** (COE), Frederic Mynard (COST), **Talar Markossian** (JPHCOPH), **JoEllen Broome** (LIB), Jeri Kropp (CHHS), **Lori Gwinett** (LIB), **Joe Ruhland** (COBA), Don Stallings (COST), **Hani Samawi** (JPHCOPH), **Kathy Albertson** (Assoc. Provost).

- 1) In the interests of faculty governance, the committee decided to pursue drafting a policy that will address the current lack of any procedure to evaluate persons holding administrative posts. The draft will recommend comprehensive periodic assessment of an administrator's effectiveness by having department chairs and deans serve for a set number of years renewable if approved by a majority of faculty in the administrator's particular unit.
- 2) The committee also decided to pursue drafting a university-wide procedure for conducting votes of "no-confidence" in persons holding administrative posts.
- 3) The committee discussed a proposal by Provost Moore to establish a Task Force on Compensation that would make recommendations to the Provost about ways to redress salary compression and inversions without any additional revenues. Many on the committee were skeptical that such a committee could produce any meaningful results especially within the current academic year. As a result, the committee agreed to invite Provost Moore to our next meeting to discuss this issue.

- **Graduate Committee**
Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – March 8, 2012

- Present:** Dr. Dan Czech, CHHS; Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Ming Fang, COE; Dr. Daniel Gleason, COST; Dr. Simone Charles, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Thomas Buckley, CHHS; Dr. Camille Rogers, CIT; Dr. Caren Town, CLASS; Dr. Mikelle Calhoun, COBA; Dr. Goran Lesaja, COST; Dr. Robert Fernekes, LIBRARY; Dr. Josh Vest, JPHCOPH; Dr. Deborah Allen, CHHS [Alternate]; [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS
- Guests:** Dr. Thomas Koballa, Academic Affairs; Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Stephen Zerwas, Institutional Effectiveness; Mr. Tristram Aldridge, COGS Graduate Admissions; Dr. Christine Ludowise, CLASS; Dr. Frank Goforth, COST; Melanie Reddick, COGS
- Absent:** Dr. Yasar Bodur, COE

I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, March 8, 2012 at 8:02 AM.

II. APPROVAL OF AGENDA

Dr. Mikelle Calhoun made a motion to approve the agenda as written. A second was made by Dr. Thomas Buckley and the motion to approve the agenda was passed.

III. DEAN'S UPDATE

Dr. Patterson discussed the following items:

- The Annual Graduate Research Symposium will be held on Thursday, March 29, 2012 from 10:00 a.m. to 8:00 p.m. in the Atrium of the College of Information Technology. There will be cash prizes for the first, second, and third place winners from each College. A reception and awards presentation will be held from 6:00 p.m. to 8:00 p.m. for graduate faculty and participants.
Discussion: The question was raised regarding whether the master's and doctoral students will be competing against each other.
 - Though all students are welcome to apply, the focus this year has been to select speakers that can present research results, as opposed to concepts/planning.
 - Discussion: Dr. Caren Town asked for the event to be opened up to allow for presentations other than posters. This would be especially helpful to the College of Liberal Arts and Social Sciences students.
- The Symposium already offers different formats to accommodate the various graduate programs. Dr. He stated she appreciated the various formats available to students. Dr. Linderholm stated that Marla Bruner had been very responsive to these requests for different formats.
- The Spring Doctoral Brunch and Reception will be held on Friday, May 11, 2012 before the Spring Graduate Ceremony.
- The Graduate Student Organization hosted the Graduate Student & Faculty Happy Hour on Wednesday, March 7, 2012 from 4:00 p.m. to 7:00 p.m. in the Williams Center with over 100 graduate students and faculty in attendance.
- Call for nominations went out for the Averitt Awards for Excellence in Graduate Research and Instruction. The Averitt Award is the highest honor bestowed upon graduate students within the Jack N. Averitt College of Graduate Studies. Through nominations from each department's graduate program faculty, two semi-finalists from each category (Excellence in Research and Excellence in Instruction). The Averitt

Award consists of two separate \$1,000.00 cash prizes and a Crystal Eagle trophy which has been specially designed for the award and clearly denotes the name of the awardee and the classification of the award.

Discussion: Mr. Wayne Smith asked if the information for the Averitt Award will be available next week for Commencement brochures.

- DegreeWorks rolled out to students on March 1, 2012. The new tool, which is available through every Georgia Southern student's WINGS account via MyGeorgiaSouthern will help students and their advisors plan out their degree program and help ensure that students are on track for on-time graduation. To begin using DegreeWorks, students should schedule a time to meet with their academic advisor. The University has set up a dedicated Website for students to learn more about DegreeWorks at: www.georgiasouthern.edu/degreeworks.
- Graduate Program Directors and Coordinators are encouraged to submit an alternate summer communication plan to Randi Sykora-McCurdy during their absence over the summer semester.
- COGS is continuing to closely focus on the Graduate Enrollment Management Plan which will be a comprehensive model for enrollment management taking into consideration proactive, multi-year approaches to forecasting enrollments.

Discussion: Dr. Daniel Gleason stated that Graduate Assistantship stipends continue to be a problem. It is difficult to recruit students when the stipend amount is lower than our Peer and Aspirant institutions.

- The College of Graduate Studies is currently conducting a college-level Peer & Aspirant study of stipends, tuition waivers, health insurance, and housing for graduate assistants. This study will help determine the direction for moving forward recognizing the need to increase stipends and benefits to be competitive with our recruitment efforts of high quality students
- Hobson's Connect update. Contact Amanda Gilliland to update Department/Graduate Program correspondence. COGS will continue to assist the Academic Units by looking at high quality prospects.
- Funds are available to purchase lists for prospective students. Funds are also available to support the Eagles on Migration Graduate Recruitment Program.

Discussion: Dr. Dan Czech raised a question regarding the admission decision timeline. He wanted to know if a timeline existed in Graduate Admissions regarding when a decision should be made on applications.

- The current philosophy is to use what the department deems necessary to admit high quality applicants. Currently, our acceptance notifications are late compared to our Peer and Aspirant Institutions. It is the goal of COGS to be competitive with our decision making process and the University's graduate enrollment management plan should reflect earlier application deadlines and acceptances.
- Discussion: Dr. Ming Fang He asked if a budget existed for travel to conferences to recruit prospective students.
- The College of Graduate Studies cannot support this type of travel from the Eagles on Migration fund unless it is recruitment outputs that result in prospective student names to be placed into Hobson's Connect EMT. The Graduate Student Organization has travel grant monies available for students to apply to travel to conferences.
- Dr. Fernekas reminded the Graduate Committee to send information to Marla Bruner for publication whenever possible publicizing events that profile excellence in graduate education.

IV. NEW BUSINESS

A. Honorary Degree Award

A majority vote was received by the Graduate Committee in favor of both serving as a Graduate Commencement speaker and to receive an honorary degree for Luis Aguilar. Mr. Aguilar is a Commissioner at the U.S. Securities and Exchange Commission. He has been invited to speak at the Spring 2012 Graduate Commencement Ceremony. Mr. Aguilar is a 1976 Georgia Southern University Alumnus with a Bachelor of Science degree in Political Science. [Later notification received from Mr. Aguilar politely declined the offer due to scheduling conflicts].

Discussion: Dr. Goran Lesaja asked if Mr. Aguilar was unable to speak at the commencement ceremony if the honorary degree would be awarded at a later date.

- Dr. Patterson confirmed that the degree would be offered regardless of whether he spoke at the Graduate Commencement Ceremony or not. Dr. Patterson also urged the Graduate Committee to help cultivate a list of potential commencement speakers.

B. Continuous Enrollment Policy – Caren Town and Richard Flynn

Dr. Caren Town expressed concerns regarding the additional expense incurred by the students in the MA English program and the College of Liberal Arts and Social Sciences programs that are required to be enrolled during the summer semester in thesis hours per the College of Graduate Studies continuous enrollment policy that went into effect Fall 2011.

These students receive no stipend during the summer semester so mandatory enrollment is creating a financial hardship. Concern was also voiced regarding the academic reason for the continuous enrollment. Discussion ensued regarding students not enrolled during the summer semester that are using University resources for their thesis or dissertation. Dr. Flynn asked about students not doing a thesis or dissertation option and not enrolled during the summer semester, are they using University resources? Students not registered during a specific term have limited use of campus resources such as the library. Dr. Goran Lesaja asked how the University handles the large population of students not enrolled that use University resources. Per Dr. Lesaja, his department is not currently offering enough summer courses which is a major complaint from students.

A request was made to state the current continuous enrollment policy. Dr. Diebolt stated that the policy states that: *All students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the term of graduation. If not previously registered for thesis or dissertation credit, summer registration is not required, except in cases where summer is the graduation term. Check with your major advisor to see if your college has additional continuous enrollment requirements that apply.*

Based on the current policy, the College of Graduate Studies requires at least one (1) credit hour to satisfy this requirement. Some units may require more depending upon the program requirements.

Dr. Daniel Gleason stated that he felt that the policy created a hardship on grants because budgets are inflated to compensate for tuition during the summer. He also remarked that there is no summer compensation for 9 month faculty that are major professors for students completing a thesis.

Several stated the flexibility for summer enrollment should remain in the departments and programs.

Dr. He stated EDD Curriculum Studies do not have this problem because students did not start dissertation until coursework is completed and then their students must be enrolled in 3 hours of dissertation per semester including summers and the term of graduation.

There was discussion that asked if a model to defer summer tuition for Spring and Fall graduate assistants was being discussed. Dr. Patterson confirmed that this was part of the draft model as it stands today.

Dr. Flynn moved to make a vote of the Graduate Committee that the Continuous Enrollment Policy be left up to each program to decide whether to follow the current continuous enrollment policy. Dr. Town made a second.

Discussion regarding the ability of the Graduate Committee to make such recommendations actionable was brought into question.

Committee - endorse the decision in Department but wants to see a written proposal to see the implications at the next meeting and explore and document as a committee. Be deliberate.

Dr. Flynn made a motion and Dr. Town seconded.

Dr. Patterson suggested that due diligence needs to be performed to determine if/how the recommendation of the Committee can be moved towards actionable items that affect student registration and matriculation, as well as financial aspects of the University. A Risk Benefit Analysis was suggested, in addition to Dr. Patterson's due diligence.

Dr. Town stated to leave the decision to departments/programs. But the Committee endorsed an investigation/due diligence.

Dr. Patterson will investigate and perform due diligence as prescribed by the Committee.

Dr. Flynn withdrew his motion.

Dr. Town requested more information be presented and asked the current policy be reconsidered.

Dr. Town made a motion charging Dr. Patterson to provide options regarding continuous enrollment and to investigate any ramifications regarding medical coverage in summer. Dr. Flynn made a second. The motion passed.

C. College of Science and Technology

Dr. Frank Goforth presented the agenda items for the College of Science and Technology

Department of Mechanical & Electrical Engineering

Course Revision(s)

EENG 5132G – Industrial Electronics

Number, Title, Prerequisite(s), Credit Hour(s), Lecture/Seminar Hour(s) changes

To

EENG 5243G – Power Electronics

JUSTIFICATION:

These pre-requisites are needed since EENG 3141 is being deleted from the Electrical Engineering curriculum. The other changes in course number, title, and credit- hour are necessary to streamline the course sequence in the area of power systems.

EENG 5242G – Electrical Distribution Systems

Title change

To

EENG 5242G – Power Systems

JUSTIFICATION:

The title change is needed to allow the prospect of introducing an advanced course sequence in power systems.

EENG 5341G – Robotics Systems Design

Prerequisite(s) change

JUSTIFICATION:

EENG 3141 is being deleted from the Electrical Engineering curriculum and no longer used as a pre-requisite for this course.

EENG 5431G – Control Systems

Prerequisite(s) change

JUSTIFICATION:

This is the same pre-requisite but with a revised course number.

EENG 5532G – Wireless Communications

Prerequisite(s) change

JUSTIFICATION:

These are the same pre-requisites but with a revised course number for EENG 2230.

EENG 5540G – Communication Systems

Prerequisite(s) change

JUSTIFICATION:

This pre-requisite is needed to reflect changes to the Electrical Engineering Curriculum including the proposed deletion of MATH 3337.

MOTION: Dr. Goran Lasaja made a motion to approve the agenda items submitted by the College of Science and Technology. A second was made by Dr. Mikelle Calhoun. The motion to approve the Course Revision(s) was passed.

OLD BUSINESS

A. Comprehensive Program Review – Dr. Robert Fernekes & Dr. Judith Longfield (From February Graduate Committee Meeting)

Dr. Judith Longfield from the Center for Teaching, Learning & Scholarship explained at the February 9th meeting that a rubric will be used to review academic programs undergoing comprehensive program review, and will accompany the two page report to be completed by the respective sub-committees listed below. The Provost's Comprehensive Program Review webpage at <http://academics.georgiasouthern.edu/provost/resources/comprehensivereview> provides access to the rubric,

and other information of interest to the Graduate Committee. Dr. Fernekas noted additional CPR data can be found in the SharePoint Comprehensive Program Review folder by subject and program. The date for colleges to submit program reviews to the Provost's Office is March 1, 2012. Upon receipt, the Provost's Office will email Graduate program reviews to the Chair, who in turn will email them to respective sub-committee members for review, and completion of the two page report and rubric by mid-April 2012. Results of the Comprehensive Program Reviews will be included in the Graduate Committee report to the Faculty Senate, June 2012.

Sub-Committee Members for the program reviews are:

- **MS Applied Economics** – Dr. Mikelle Calhoun, Dr. Camille Rogers, Dr. Yasar Bodur
- **MS Kinesiology** – Dr. Thomas Buckley, Dr. Dan Czech, Dr. Dan Gleason
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- **DNP Nurse Practitioner** – Dr. Debbie Allen, Dr. Ednilson Bernardes
- **MPH Public Health** – Dr. Simone Charles, Dr. Thomas Buckley
- **MA English** – Dr. Richard Flynn, Dr. Ming Feng, Dr. Mikelle Calhoun
- **MA Social Science** – Mr. Jonathan Harwell, Dr. Ming Feng, Caren Town
- **MA Spanish** – Dr. Richard Flynn, Dr. Caren Town
- **PsyD Clinical Psychology** – Dr. Simone Charles, Dr. Robert Fernekes, Dr. Camille Rogers
- **MS Biology** – Dr. Daniel Gleason, Dr. Goran Lesaja

New Discussion:

Dr. Fernekes stated that the Comprehensive Program Review is a Board of Regents driven requirement.

Task/Objective: Each sub-committee drafts two-page+ program review report (to be submitted by email to the chair starting the week of March 26. Attach to your report a copy of the **rubric with a point score assigned to each area of focus according to the criteria**. Upon receipt, this will be sent to the Graduate Committee for review, comment, and discussion as an agenda item for the April 12 Graduate Committee meeting. The program reports will be finalized at that time.

Two-page+ Program Review Report (**model for subcommittees**):

Executive Summary (include comments about Accreditation or External Review, and Program Goals and Outcomes in the 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

Subcommittee Review of Rubric Areas of Focus. Include highlights in the above report.

- I. Executive Summary
 - II. Program Goals and Outcomes
 - III. Curriculum
 - IV. Students
 - V. Faculty Teaching, Scholarship/Creative Activities, and Service
 - VI. Faculty and Staff
 - VII. Professional Development
 - VIII. Resources (Faculty, Staff, Budget, Library, Technology, Facilities)
 - IX. Accreditation or External Review
- Appendix

The Provost's website address for the Comprehensive Program Review program is:

<http://academics.georgiasouthern.edu/provost/resources/comprehensivereview>

If there are questions, please email the chair. I thank each of you and the Graduate Committee for your support and cooperation in completing this task in a timely manner.

B. Update on Inter-University Consortium for Political and Social Research (ICPSR)

Dr. Bob Fernekes shared the website: <http://www.icpsr.umich.edu/icpsrweb/ICPSR/> and stated Georgia Southern University is a member. The web portal provides a plethora of useful information for teaching and research to include a 60,000+ article bibliography of articles based on the data sets in the ICPSR repository, as well as instructional modules, and much more.

Presidential Military Task Force (formerly Soldiers-2-Scholars Task Force)

Dr. Ming Fang He expressed concern over the name of the task force in regards to faculty having academic freedom.

Dr. Bob Fernekes explained that the phrase military family friendly university refers to the educational opportunities of service members, veterans and family, and review of processes and procedures to accommodate special requirements.

V. ANNOUNCEMENTS

Information Item: Dr. Fernekes shared information regarding the Substantive Change Policy. The item is attached.

VI. ADJOURNMENT

There being no further business, the meeting was adjourned on March 8, 2012 at 9:38 AM.

Respectfully submitted,

Melanie Reddick, Recording Secretary

Minutes were approved April 2, 2012 at 12:00 PM by electronic vote of Committee Members



Robert Fernekes <fernekes@georgiasouthern.edu>

Substantive Change Policy

1 message

Candace Griffith <candaceg@georgiasouthern.edu>

Tue, Mar 6, 2012 at 4:17 PM


To: Ron MacKinnon <rmackinn@georgiasouthern.edu>, "Fernekes, Robert" <fernekes@georgiasouthern.edu>
Cc: Ted Moore <tmoore@georgiasouthern.edu>

Good afternoon,

The Institutional Effectiveness Steering Committee has asked that I share with you (for your review and comment) a **draft** policy on adhering to USG and SACS Substantive Change Policies. This policy has been disseminated to the IE Steering Committee, Council of Deans, and Provost's Council. We are now soliciting your input as reviewers of curriculum changes. Please send your comments to me by March 21st. Thanks!!
Candace

--

Candace Griffith
Associate to the Provost for Academic Programs and Policies
Office of the Provost
Georgia Southern University
P.O. Box 8022
Statesboro, GA 30460-8022
(912) 478-7871
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Email: candaceg@georgiasouthern.edu

 **SubChangePol.docx**
22K

Georgia Southern University Substantive Change Policy

Statement of Purpose

Georgia Southern University's Substantive Change Policy follows the policies in effect at our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as at the University System of Georgia (USG). All campus units need to be aware of both of these policies when submitting curriculum changes; however, the Provost's Office holds responsibility for communicating all substantive changes to the Board of Regents and SACSCOC on behalf of the President of Georgia Southern University.

SACSCOC Substantive Change Policy (<http://www.sacscoc.org/SubstantiveChange.asp>)

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. The types of substantive change and the procedures for addressing them appropriately may be found in the Commission's Policy on Substantive Change.

- Some changes, such as offering courses online that amount to less than 25% of the coursework needed to complete a degree, certificate or diploma, do not need to be reported to the Commission.
- Others, such as offering from 25% to 49% of the coursework required for a program online, simply require that the Commission be notified in advance of the implementation of the change. The letter of notification should include the name of the actual change, implementation date, street address if it involves a new site, and the credential being offered.
- Larger scale changes, such as adding significantly different programs to the academic curriculum or offering a majority of the coursework needed to complete a degree, certificate or diploma online, require written notification at least 6 months in advance and approval of a prospectus, which must be submitted at least 3 months prior to the anticipated implementation date.
- Institutions seeking to offer coursework at a more advanced level than that for which they are currently approved must notify the Commission of their intent at least 12 months in advance, and submit an application for level change by April 15 for review at the June meeting of the Board of trustees or by October 1 for review at the December meeting.

Prospectuses and applications for level change should include a Faculty Roster (Faculty Roster Instructions), presenting the qualifications of each faculty member in the program to teach the courses they are assigned.

It is expected that the CEO or a designated representative of an institution will notify the Commission President of substantive changes at that institution. Every institution has an Accreditation Liaison whose charge is to ensure compliance with accreditation requirements. The Accreditation Liaison should take the time to become familiar with the Commissions' policies and procedures, ensure that substantive changes are recognized and reported in a timely fashion, and consult with the institution's COC staff member about any questions.

Certain types of substantive changes, such as adding branch campuses, level changes, mergers/consolidations, and changes in governance require a visit by a substantive change committee to determine continued compliance with the Principles of Accreditation: Foundations for Quality Enhancement. When a committee visit has been authorized by the President of the Commission, the

institution will be asked to provide documentation of the impact of the change on selected requirements in the *Principles of Accreditation*.

University System of Georgia Policy

(http://www.usg.edu/academic_programs/changes/types_of_substantive_change_program_modification/)

Substantive change and/or program modification requests may be made on two different levels: curricular change or significant alteration of mission and academic priorities.

Curricular Change (Individual Program)

Curricular changes involve the substantive redirection of an academic program which has been precipitated by national norms, disciplinary norms, accreditation requirements for continued good standing, and other factors attributable to strengthening degrees and majors. Such action requires Board approval and generally depicts how the program has been revised to ensure that students receive content instruction that is conducive to successful outcomes.

Significant Alteration of Mission and Academic Priorities

Institutions may experience a significant alteration of mission and/or academic priorities over time. Often such action takes place due to long-term declines in degree program productivity sometimes coupled with financial exigency. If such action occurs, then the institution will be required to submit a detailed plan that accounts for further action taken with regard to academic programs, faculty members (tenured and non-tenured), staff, administrators, and students. Participation by the Chancellor's staff is required and such plans generally include a request for program modification addressed to the University System Chief Academic Officer & Executive Vice Chancellor. In addition to a rationale concerning various aspects of program closure, the request must include an analysis and plan with regard to the fiscal and facilities impacts and resultant organization. In addition, the plan will request that Chancellor's staff be requested to conduct an investigation on behalf of the Board before permanent action is taken. After a study has been conducted by the institution and investigation by the Chancellor's staff, then the results of both analyses will be presented to the Chancellor for further discussion with the President and Board of Regents recommendation. Upon recommendation to the Board of Regents, a communication plan outlining the impending changes will be developed in concert with the President and her/his cabinet for the academic community and external constituencies.

The University System of Georgia's Substantive Change forms are available at the following website: http://www.usg.edu/academic_programs/changes/ (see Substantive Change Form: Individual Program Curriculum Revision and Substantive Change form: Significant Mission and/or Academic Priorities Revision).

Procedures

Curriculum Substantive Changes

The Provost's Office reviews agenda items submitted and approved at the Undergraduate Committee and Graduate Committee meetings. This review includes identifying any actions which require the institution to communicate to the University System Office and/or SACSCOC. Working with the applicable unit, the Provost's Office sends this communication forward on the appropriate USG and SACSCOC forms, following institutional approval of the action in question.

Non-Curriculum Substantive Changes

For non-curriculum substantive changes, it is the responsibility of the institution's SACS Accreditation Liaison to advise the Provost's Office of actions that need to be taken to remain in compliance with USG and SACSCOC.

Typically, substantive prospectuses are not submitted to SACSCOC until the institution receives USG Board of Regents approval. Securing this approval can take several months. Moreover, most actions need to be submitted to SACSCOC at least 6 months in advance of the implementation date (see SACSCOC policy for specific timeframes). Given these timeframes, it is critical that units begin the process two or three years ahead of the actual implementation date.

- **Library Committee**
Chair: Greg Harwood (CLASS)

LIBRARY COMMITTEE 2012
Essence Notes
February 10, 2012

2012 Members:

Chr. Greg Harwood, Music
Bede Mitchell, Dean Library
Jonathan Bryant, CLASS
Hani Samawi, JPHCOPH
John O'Malley, CIT
Charles Skewis, Library

Ann Hamilton, Assoc. Dean, Library
Padmini Shankar, CHHS
John Hatem, COBA
Elizabeth Downs, COE
Quentin Fang, COST
John Raiford, Student Gov. Assoc. Rep.

Dean Mitchell gave an update on the library and stated that he is optimistic we will not need to make drastic resource cuts in FY13, and may be able to hold the line for another year.

Copies of the library's upcoming events were distributed (attached).

Debra Skinner demonstrated the library's new discovery tool. Highlights of her presentation are attached along with "Shortcuts to Discovery".

Upcoming Library Events

Saturday, February 11, 11 a.m., Library Atrium – Unveiling "The Pursuit of Knowledge." This is the first installed eagle sculpture in the Eagle Nation on Parade series.

Monday, February 27, 7 p.m., College of Information Technology Auditorium – Lawrence Durrell Centennial. Panel discussion featuring Professor Emeritus James Nichols, author of The Stronger Sex: The Fictional Women of Lawrence Durrell. The panel will also include Joe Pellegrino, Department of Literature and Philosophy, and Robert Batchelor, Department of History.

Thursday, March 8 – Friday, April 20, Library Exhibit Area – "A Fine Romance: Jewish Songwriters, American Songs, 1910-1965." This traveling exhibit was developed by Nextbook, Inc., a nonprofit organization dedicated to supporting Jewish literature, culture, and ideas, and the American Library Association Public Programs Office. The national tour of the exhibit has been made possible by grants from the Charles H. Revson Foundation, the Righteous Persons Foundation, the David Berg Foundation, and an anonymous donor, with additional support from *Tablet Magazine: A New Read on Jewish Life*.

- Thursday, March 8, 6:30 p.m. (tentative), Library Exhibit Area – Opening reception and recital featuring soprano Hillary Zeigler and pianist Dr. Michael Braz. Sponsored by the Friends of Henderson Library.
- Tuesday, March 20, 7 p.m., 1915 Nessmith-Lane Building – "Jewish Songwriters and the Making of American Song." Speaker: Michael Lasser, host of the syndicated radio program Fascinating Rhythm, and co-author of America's Songs: The Stories Behind the Songs of Broadway, Hollywood, and Tin Pan Alley.
- Wednesday, March 21, 7 p.m., 1915 Nessmith-Lane Building - "Jewish Influences on the Evolution of the American Musical Theatre." Panelists: Dr. Michael Braz, Adrian Gnam, Roger Miller.

- Friday, April 13, 7:30 p.m., Performing Arts Center – Georgia Southern Symphony Orchestra, conducted by Adrian Gnam, featuring works by composers profiled in the traveling exhibit.

All events are free and open to the public.

**EBSCO Discovery Service
Library Committee Presentation
February 10, 2012**

- **Location**
 - Home Page - Appearance
 - Discovery Home - Options
- **What It Is and Isn't**
 - An add on to current search tools such as catalog & databases
 - Does not replace catalog - **STARTING POINT**
 - Focus is on **DISCOVERY**
 - Easy single search box
 - Most of library resources in one search - catalog & **GALILEO** databases
 - Other scholarly resources included - Hathi trust, repositories, **GPO**, Project Gutenberg
 - Ease of Google but with only premier library content as results
 - Doesn't cover everything but most
- **How It Works**
 - Pre-harvested Index
 - Hosted by EBSCO
 - Huge knowledge base or unified index from all of our resources

How We Selected

- Task Force - librarians from all departments
 - Who is it for? Novice user whoever that may be . . .freshman, online
 - Advantages of EBSCO - metadata, familiarity, ease of use, customer service, covered more of our content
 - Lots of customization possible; doesn't look same on every library home page
- **Transformational for Libraries**
 - Single Search Box

- Needed to search across platforms for many years - federated searching
- Will get better - Really should suffice as catalog
- DISCOVERY - not a precise search tool - some on task force had hard time with this

- **Student Evaluations**
 - Tested with 10 student library workers
 - All found it easy to use
 - EBSCO EDS preferred by more than any other service
- **Information Literacy**
 - Just as important as ever
 - EDS may give advantage in that can concentrate more info lit - removes much of need to teach : how to select db, many different interfaces
 - Concentrate more on narrowing and selecting best information
 - Move into specialized databases
- **FUTURE**
 - Major enhancements in March and ongoing improvements
 - SUBJECT Interfaces
 - Mobile Apps

LIBRARY COMMITTEE MEETING
Essence Notes
March 20, 2012

2012 Members:

Chr. Greg Harwood, Music
 Bede Mitchell, Dean Library
 Jonathan Bryant, CLASS
 Hani Samawi, JPHCOPH
 John O'Malley, CIT
 Charles Skewis, Library

Ann Hamilton, Assoc. Dean, Library
 Padmini Shankar, CHHS
 John Hatem, COBA
 Elizabeth Downs, COE
 Quentin Fang, COST
 John Raiford, SGA Rep.

Fred Smith, Librarian and Head of Access Services, met with the committee to discuss a proposal he has developed regarding student research skills.

A copy of his proposal is attached. Should you have questions Fred's email address is fsmith@georgiasouthern.edu.

Henderson Library Collaborative Project

We believe we have an idea for a project will be mutually beneficial to the [Your] Department, the Henderson Library, and ultimately Georgia Southern undergraduates.

The [Your Department] piece. Last year the Writing and Linguistics Department participated in a project which examined the writing of their students and compared it to that at other colleges. It was called The Citation

Project. It confirmed the existence of a problem which a number of Georgia Southern faculty report having experienced. Students at Georgia Southern are not finding the kinds of sources that instructors prefer that they consult for academic writing.

The following is a quote from the Citation Project summary which pertains to Georgia Southern students and their inability to identify quality sources: *The Citation Project multi-institution research establishes that when they construct their arguments, students tend to rely on short, simplistic, non-academic reference sources, even when they use library databases to find them. Your students do use scholarly sources, but the percentage of citations to journal articles and to books is significantly lower than in the overall population studied. In contrast, your students cite specialized and general news sources significantly more frequently, and within that they cite general news media sources more frequently than specialized news sources (such as The Economist or National Geographic Magazine). They also cite public internet sites more frequently than do students overall, with a tendency to select general and special interest websites and blogs more frequently than reliable informational sites (such as the CDC or the American Cancer Society).*

While this was a Writing and Linguistics project, we hear the same things from faculty from across all disciplines. In a nutshell, many of our students are not aware of the existence of academic journals, they do not know where to search for good information, and they do not know how to search an article database effectively. They rely too much on web searches, and they do not know how to assess the reliability of information taken from websites. These are the problems identified by the Citation Project which we would like to collaborate to improve.

The Information Services Librarians teach one-time instruction classes in many disciplines. Some instructors prefer to do their own library research instruction. The instruction program benefits some students, and this project should not affect the instruction program. While some students do learn in these sessions and apply that knowledge, many students find these sessions tedious and don't pay attention. Others think they understand it when the information is presented, but on the day they begin their research they find that they really don't know where to begin. Instruction is most meaningful to them at the moment they begin their research.

The Library piece: In the fall a group of academic librarians from Illinois published a report concerning student research norms and the library. They found the same problems as the Citation Project concerning the types of sources cited. They also found that only a small percentage of the students asked a librarian for help. In some cases they thought the person was busy. But the main cause of their reluctance was that they did not view the reference librarian as a person who would understand their assignment or have any research expertise which would be useful to them. They tended to think of the librarian as a kind of usher, someone who would keep order, make sure they were comfortable, and fill all the printers with paper and toner. This problem of misunderstanding the role of the reference librarian was identified in Illinois, but we are certain it is no different at Georgia Southern. The result is we have students who spend much of their time in the Library struggling to find quality information. A short distance away there is a librarian who is on duty for exactly the purpose of helping them connect to quality sources. But the students do not approach the librarian because they do not understand her role. From our side, we need a kind of public relations campaign to raise awareness of who we are and what we do.

The project: It should be made clear to [Your Department] Faculty that this is voluntary and that only those faculty who require the kinds of papers where information sources are cited will find this useful. The expectation is that the project would show its best results in those classes where the professor is prescriptive about the types of sources expected, but it should be successful even if they are not.

It would not be necessary for all the students in a class to participate. Those faculty willing to try the project would need to find a way to reward those who participate enough to have a significant number participate, but it need not be all. The reward could be extra credit on the paper, or something else advantageous.

In any class if the ratio of those who try this and those who don't is reasonable, then the results would be useful. Those who do not participate would become a control group. At the end of the semester, we could compare the grades on the paper of those who participated to those who didn't.

When the instructor is ready to introduce the writing assignment to the class, she/he will read something close to the following:

I want you to consult with a reference librarian for this assignment, and I am going to give you [X, points or other reward] for doing that.

There are two service desks at the Library and many people work at them, but only one of those people is the reference librarian. This person will be found at the Learning Commons Desk, not the checkout desk. Reference librarians are faculty whose specialty is library research. Any time they are at the Learning Commons Desk they are there to help you, so don't think you are interrupting them. I want you to show the librarian a copy of your assignment. This person will do two important things for you. First, she will make sure you find quality sources. Using quality sources will improve your chances of getting a good grade on the assignment. The other thing is she will provide you with a plan that will save your time.

After you have followed her instructions, print out the sources you plan to use and take them back to the librarian. If you have been successful with your search, she will stamp your copy of the assignment. Show that to me and I'll make sure you get the [reward].

The rest is self explanatory. We believe that those faculty who participate will see an improvement in the quality of the materials the participants cite. The students will have a better understanding of academic research and they will understand the value of consulting with a reference librarian for writing assignments in any discipline.

We see the summer semester as the perfect time to try this, at least on a small scale. If the project is successful among the faculty who participate, we could broaden it in the fall. But if fall is the earliest we could get it off the ground, that would be fine too.

- **Pathways to Success**
Chair: Mark Welford (COST)

Pathways to Success Study Team

As Georgia Southern University strives to achieve its strategic goal of becoming recognized as a Carnegie “high activity” research institution, we are challenged to do so in a manner that does not compromise our strong teaching mission or create a “second class faculty citizenry.” To this end, the ***Pathways to Success Study Team*** is charged with (1) developing a flexible, faculty workload model that allows faculty to select different career tracks at different points in their careers ; (2) recommending new university policies or policy revisions needed to implement equitably a differential faculty teaching load model; and (3) recommending mechanisms for supporting faculty on different tracks, including teaching, research, service, and administration.

To ensure that the recommended differential faculty teaching load policy is effectively and fairly implemented, it is necessary to incorporate the various tracks into considerations for promotion and tenure. Therefore, the Pathways to Success Study Team is also charged with evaluating the need for (and potentially recommending a structure for) a university promotion and tenure review committee that would (1) review promotion and tenure dossiers at the university level and make recommendations to the President; (2) clarify university promotion and tenure criteria and ensure that departmental/college policies align with university and System expectations; and (3) recommend a university policy that distinguishes between promotion and tenure *procedures* and promotion and tenure *criteria*.

In carrying out its charge, the Pathways to Success Study Team should strive to be creative and open to change and innovation. The goal of the Team should be to recommend a faculty workload model that provides every faculty member with a “pathway to success,” while also furthering the University’s strategic vision of increasing research and creativity, maintaining a strong teaching ethos, and becoming one of the best comprehensive universities in the nation.

Suggested resources (faculty workload):

- Faculty Workload Reduction http://www.educationadvisoryboard.com/ulc/report_workload_reduction.asp
- Lecturer Workloads: Comparing Teaching Requirements Across Institutions http://www.educationadvisoryboard.com/ulc/report_lecturer_workloads.asp
- Determining Faculty Workload: A Review of Nine Private Institutions http://www.educationadvisoryboard.com/ulc/report_Determining_Faculty_Workload_ulc.asp
- Faculty Workload Distribution Across Doctor of Education Programs http://www.educationadvisoryboard.com/ulc/report_Faculty_Workload_Distribution_Across_Doctor_ulc.asp
- Faculty Workload and Supplemental Pay Policies http://www.educationadvisoryboard.com/ulc/report_Faculty_Workload_Supplemental_Pay_Policies_ulc.asp
- Faculty Workload Assessment: Strategies for Ensuring Optimal Faculty Productivity http://www.educationadvisoryboard.com/ulc/report_faculty_workload_assessment.asp
- Faculty Course Load Expectations and Release Policies at Midwest institutions http://www.educationadvisoryboard.com/ulc/Faculty_Courseload_Expectations_ulc.asp
- Faculty Workloads: Comparing Teaching Requirements Across Departments of Economics, Political Science, and Biology http://www.educationadvisoryboard.com/ulc/report_comparing_teaching_environments.asp
- Assigning Faculty Workload Credit for Non-Lecture Courses http://www.educationadvisoryboard.com/ulc/report_Assigning_Faculty_Workload_Credit_for_Non-Lecture_ulc.asp

Present: M. Welford (Chair), D. Allen, T. Case, B. Cook, L. Gwinett, A. Hackney, C. Hodges, P. Humphrey, B. Price, A. Scott, M. Smith, T. Teeter, and C. Griffith (Recorder)

Discussion

Provost Moore has asked the Study Team to consider two additional items in its work:

- utilization of faculty graduate status, and
- recommendation of when the criteria used for promotion from associate professor to professor should be set.

In response, it was suggested that the Team develop by next week a master list of items to consider and then prioritize those items.

A question was asked concerning what the Study Team's ultimate product should be. The Provost has requested that a white paper be submitted in early May setting forth recommendations which would then be taken to Faculty Senate and the colleges for consideration/implementation.

A recommendation was made to divide the Study Team into subcommittees tasked with reviewing portions of the charge and drafting the appropriate sections of the white paper. One of the items noted for consideration with the implementation of non-resident faculty tracks. In CIT, non-resident faculty tracks are non-tenure track positions. In COBA, they can be tenure-track positions. There was a lengthy discussion on how to design these tracks to ensure equity and fairness in workload and evaluation. How can we leverage different faculty pathways to enhance the institution's competitiveness? How does collegiality factor into non-resident faculty tracks? Does the Team need to consider fixed term contracts? It was noted that the Board of Regents limits contracts to an annual basis. The question was raised concerning how the Board views faculty tracks. The Board is silent on this issue, suggesting that it is at the institution's discretion.

Also discussed was the issue of what criteria should apply to faculty undergoing evaluation for promotion from associate professor to professor. Assistant professors are evaluated under the criteria in place at the time of hire; therefore, it may make sense to recommend that the criteria for promotion to full professor be the same as the criteria in place at the time the individual was promoted to associate professor. A caution was noted on how this recommendation might impact faculty where a considerable interval of time has lapsed between promotion from associate professor to full. How would transitions between tracks impact the promotion and tenure criteria? Would the criteria 'clock' be reset? The consensus of the Team was that faculty could be hired into a track as well as transition from one track to another throughout their career; however, once on a track, faculty should make a three-year commitment.

Of note, movement between tracks should be a negotiation between the faculty member and the department chair (preferably with input from a departmental faculty advisory committee). A faculty member should never be assigned a track (suggesting a punitive action), but rather be rewarded for past stellar performance in that area. If a faculty member was hired into a research track but opted to move to a teaching track at the time of pre-tenure review, the faculty member would be evaluated for both tracks when considered for tenure. In other words, the faculty member's performance in the research track as compared against the departmental criteria for the research track would be considered along with their performance in the teaching track. Success in both tracks would need to be demonstrated to be recommended for tenure.

The idea was also put forward of viewing the tracks as the exception rather than the rule. For example, the normal expectation might be that currently in effect; however, stellar faculty could be rewarded for their teaching excellence by given a lower research expectation and allowed to teach more.

There could also be various inflection points for transition to different pathways. Pathway transitions could be considered every three years, or at major evaluation points (e.g., post-tenure review).

A point was made that all faculty in a department should be aware of which faculty are on what track and what criteria apply to each track. These pathway decisions need to be transparent and inclusive as what one faculty member does can impact the entire department. While it is important to consider faculty involvement, the Team may not wish to mandate it as that may not be the best approach for every department. Would it be sufficient to recommend that these decisions be made collaboratively?

The question was asked whether we need to define the different tracks. For instance, what behaviors/attributes constitute a teaching track? It was agreed that different committee members would explore different tracks and definitions of tracks and report back at the next meeting in two weeks.

Action Items

Mark volunteered to explore different tracks used in the United Kingdom system.
Tom will investigate the idea of a three-year cycle for transitioning to different pathways.
Chuck will compile some potential teaching track definitions.
Debbie will pull Duke University's implementation of the track system.

Each person should be prepared to present an overview of what they were able to learn.

Meeting adjourned 10:45 a.m.

Next Meeting: Friday, March 2nd, 9 a.m. to 10:30 a.m., CIT 3150

Pathways to Success Study Team March 2, 2012 Meeting Minutes

Present: M. Welford (Chair), D. Allen, T. Case, B. Cook, L. Gwinnett, A. Hackney, C. Hodges, P. Humphrey, T. Teeter, and C. Griffith (Recorder)

Discussion

Lecturer/Senior Lecturer Policy

Mark reported that the lecturer/senior lecturer proposed policy revisions for the *Faculty Handbook* (copy attached to these minutes) have been referred to the Pathways to Success Study Team. Would the Pathways Team be willing to consider these revisions as part of their work? The consensus was to include the lecturer/senior lecturer pathway in its deliberations and as part of the white paper.

Educational Practitioner Track

There was a lengthy discussion on the need for a 'clinical track' at Georgia Southern University. Debbie Allen shared material from Duke University and the University of Georgia's College of Pharmacy that described how clinical tracks have been implemented on those campuses. Committee members agreed on the need for a track to handle practice faculty, but preferred to call the track 'educational practitioner.' Debbie and Lori volunteered to draft language describing what this track might look like at Georgia Southern.

In the ensuing discussion, it was made clear that the educational practitioner track would be a tenure track pathway. As with the implementation of other tracks, departments would have some degree of flexibility in defining what counts as teaching based upon discipline standards.

It was also suggested that the Pathways include along with its track recommendations an explanation of the assessments and peer review each pathway would need to provide to demonstrate the rigor of the pathway (eliminates the appearance of a second-class citizenry).

Standard Tenure Track Path

Another part of the discussion questioned just how many tracks the team felt we needed to define/recommend versus allowing the standard tenure track path to be flexible enough to account for teaching focused faculty versus research or service focused faculty. Several members spoke in favor of having defined teaching, research, service, and administrative tracks beyond the traditional tenure track role. The reasoning behind articulating separate tracks was to make each faculty member's role visible both in terms of what their workload is as well as how they will be evaluated in the role. It was also felt that unique pathways might alleviate the tendency to create a second-class citizenry. In support of different tracks, it was noted that Kennesaw State University has embraced different tenure track roles and has articulated applicable workload percentages for each.

Another point raised concerned the metrics by which teaching is evaluated. It has to be more than Student Ratings of Instruction—especially for teaching tracks. The CLASS definition of excellence in teaching requires dissemination of teaching beyond the campus (e.g., teaching workshops on teaching; presenting at teaching conferences).

Committee members agreed that a three-year cycle for each path would be appropriate to allow for some consistency at the department level as well as align with current evaluation mechanisms.

Bill of Rights

Bob Cook presented on the draft Faculty Bill of Rights. Discussion focused on which of the rights needed to include all faculty versus those limited to tenure track or tenured faculty. When finalized, it is envisioned that this document would reside in the *Faculty Handbook*. Members were asked to provide their edits, comments to Bob who will incorporate them into the current draft.

It was further suggested that members send Bob a list identifying which tracks they felt the University needed and indicate whether that track should be an endorsement from the committee or a recommendation (stronger language). In response, members were urged to involve their departmental faculty in developing this list. At some point, the committee needs to solicit faculty input and time is limited.

Meeting adjourned 10:35 a.m.

Next Meeting: Friday, March 9th, 9 a.m. to 10:30 a.m., CIT 3150

Pathways to Success Study Team March 9, 2012 Meeting Minutes

Present: M. Welford (Chair), D. Allen, T. Case, L. Gwinett, A. Hackney, C. Hodges, B. Price, A. Scott, G. Shah, M. Smith, T. Teeter, and C. Griffith (Recorder)

Discussion

In reviewing the Board of Regents policy, it is clear that a tenure-track path must include some percentage of teaching, research, and service with professional development overlaying each of those areas. Therefore, any tracks that would exclude any of these four areas would by necessity need to be non-tenure track. Committee members favor tenure-track pathways which means working within the tenure-track standard to define each area so that it allows for flexibility.

There was considerable discussion on the merits of a service track as well as the need for an administrative track. By the conclusion of the meeting, it was agreed to create a service track that would be defined by professional service and include administrative assignments. Full-time administrators are not part of this paradigm.

It was agreed that within the four areas of evaluation (i.e., teaching, research, service with a professional development overlay) that a minimum of 10% effort was needed regardless of which track a faculty member followed. Moreover, one of the committee's recommendations will be that each pathway is evaluated in each of these four areas.

Under this model, the emphasis is placed on how each area is defined. For instance, what indices are indicative of performance in teaching? in research? in service?

Emphasis was made on the need to solicit broader faculty input. It was suggested that the committee put their ideas together and host an open faculty forum.

A question was raised regarding whether faculty need to demonstrate competency before being allowed to pursue a track. After discussion, it was agreed that it could work both ways. In other words, faculty might be hired into a track. On the other hand, they might be hired into a balanced workload track and allowed the opportunity to demonstrate a level of performance to allow them to shift to a particular track after three years or after tenure. Faculty currently tenured would continue in their same path, unless they can demonstrate exceptional performance in a particular area and negotiate successfully with the department chair a switch to a different pathway. Again, the emphasis is placed on any path change being a negotiation between the faculty member and department chair with the needs of the department considered.

Typically, if one is hired into a particular track, the expectation would be that the individual would continue in that track as long as performance was satisfactory. If performance was unsatisfactory, the individual should be let go rather than moved to another track. Movement among tracks needs to be earned based upon demonstrated competency. Nonetheless, if the research also demonstrates an affinity for teaching and excels at it, there is nothing to prohibit the person from moving to a teaching track if the department chair agrees and the needs of the department can still be met.

In summary, the committee derived the following metric. Assignments were made to map out the broad evaluative criteria used under each pathway.

- Amy, Lori, and Debbie will tackle enhanced practice.
- Mark and Gulzar will do enhanced research.
- Barbara and Charles will review enhanced teaching.
- Tom and Tim will look at enhanced service.

Task 1: Each group will develop a bullet list of at least five factors that may be used to evaluate one of the following components: teaching; research/creative activity; service (professional); professional growth and development.

Task 2: Each group will develop proposals for weight ranges for each of these components within their assigned pathway.

Under this model, a balanced track would most likely be 60% teaching, 30% research, and 10% service which allows the standard tenure-track position to be encompassed under these pathways.

Evaluative Criteria (Minimum of 10% in each area required.)	Enhanced Practice Pathway	Enhanced Research Pathway	Enhanced Teaching Pathway	Enhanced Service Pathway
Professional Development				
Research/Creative Activity				
Teaching				
Service				

Meeting adjourned 10:35 a.m.

Next Meeting: Friday, March 23rd, 9 a.m. to 10:30 a.m., CIT 3150

Pathways to Success Study Team March 23, 2012 Meeting Minutes

Present: M. Welford (Chair), D. Allen, L. Gwinnett, A. Hackney, C. Hodges, B. Price, G. Shah, M. Smith, T. Teeter, and C. Griffith (Recorder)

Discussion

Mark consolidated the sub-committee reports into a PowerPoint presentation and displayed the document for the Study Team's review and discussion.

- Enhanced Practice Pathway
 - Recommended that we remove the specificity (e.g., discipline examples) to broaden the context of the document. The Study Team's charge is to create an umbrella policy under which colleges and departments will frame their unit specific policies.
 - Recommended that we include in the final structure sample evaluation criteria (e.g., what is a sample evaluation criteria for collaboration?)
 - Recommended that we include in the final structure other components of the pathway (i.e., teaching, research, and service).
- Enhanced Research/Creative Activity Pathway
 - Recommended that bullets be developed similar to first pathway.
 - Recommended that percentages be noted as ranges.
- Enhanced Teaching Pathway
 - Recommended that external validation apply to all ranks, but must be a criterion for consideration of promotion to full professor.
 - Recommended that external funding be added to external validation.
 - Recommended that Georgia Southern Teaching be used to define the teaching component of the other pathways (i.e., practitioner, research, and service).

It was further recommended that an introduction be written to the pathways document to emphasize the broad nature of the document with the specifics to be defined by college/departments.

The question was raised whether these pathways are intended to replace the traditional track or to exist in addition to the traditional track. The consensus was that these pathways replace the current structure. Since each pathway is defined by percentages of effort in the various categories, the pathways should be able to accommodate current faculty. Indeed it was recommended that the Pathways Team allow units to assign the percentages of effort to ensure that all faculty do fit within this framework. Consequently, current faculty would be categorized based upon what they are currently doing. The

benefit to applying this framework to currently existing faculty is that it enables faculty to be recognized for what they are doing. Based upon this discussion, it was decided to remove the term “enhanced” from each pathway.

Another question asked whether based upon this paradigm we would need to recommend a change in the promotion and tenure university policy that requires excellence in teaching. Members argued against the need to change the language as any teaching (even if only one course) should represent excellence. Moreover, the standard workload definition at most institutions assigns 10% effort to each course taught. Given that model, most of our faculty will fall under the teaching pathway.

Mark will send out the pathways document to the Study Team via email. He encouraged all members to continue to discuss this paradigm actively over email during the forthcoming week in order to have a final document ready for sharing with the broader campus community in April.

Meeting adjourned 10:06 a.m.

Next Meeting: Friday, March 31st, 9 a.m. to 10:30 a.m., CIT 3150

Executive Summary

The Task Force on Faculty Roles and Rewards was charged with: 1) characterizing current faculty roles at Georgia Southern University, 2) identifying any disconnections in the institution's roles and rewards systems, and 3) recommending a model for faculty effort assignment that addresses any disconnections, aligns with the existing reward system, and supports faculty professionalism. Earlier reports address the first two components of the task force's charge. This document builds on those reports, provides relevant background information, and outlines the task force's recommended faculty effort assignment model.

Key elements of the model are:

- Flexibility in faculty assignments, allowing for individualization of each faculty member's assignment in the areas of teaching, scholarship, service, and, if applicable, administration.
- A decentralized approach, offering the colleges/library and academic units the opportunity to develop their own detailed models consistent with the broad institutional framework, and establishing the academic unit as the primary locus of workload determination.
- A system of balancing each faculty member's workload interests with the workload needs of his/her academic unit.
- Assignment of faculty workload based on the concept of the "workload hour," defined as the number of hours, based upon Georgia Southern's hypothetical full faculty load of 15 hours per semester, to which a given teaching, scholarly, service, and/or administrative activity is deemed equivalent. The workload hour provides a common basis for faculty workload that acknowledges and accommodates distinct disciplinary cultures and practices.
- Establishment of workload hour ranges for the areas of teaching (9 to 12 hours), scholarship (1 to 5 hours) and service (1 to 5 hours) within the 15 hour total workload per semester, with a mechanism for accommodating administrative assignments and/or exceptional cases.
- A mechanism for linking workload assignment and faculty evaluation processes and a provision for the faculty member's active participation in both sets of processes.
- Flexibility in faculty evaluation, with a system that utilizes weighting percentages that are consistent with institutional values and the actual distribution of time spent by faculty members in the three areas of activity: teaching (40-80%), scholarship (10-40%), and service (10-40%).
- A model development and implementation process that includes the participation of all of Academic Affairs' administrative levels (faculty, unit heads, deans, and Provost) and provides for both campus-wide equity and accountability.

- **Undergraduate Committee**
Chair: Ron MacKinnon (COBA)

MARCH 6, 2012, 3:30 P.M.

I. CALL TO ORDER

- **Voting Members Present:** Dr. Adrian Gardner, Dr. Bruce McLean, Dr. Chuck Harter, Ms. Debra Skinner, Dr. Edward Mondor, Ms. Jessica Minihan, Dr. Julie Maudlin, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Sabrina Ross
- **Non-Voting Members Present:** Dr. Kathy Albertson, Ms. Ann Evans, Ms. Caroline James, Ms. Rachel Wakefield
- **Visitors:** Dr. Curtis Ricker, Dr. John Steinberg, Dr. Larry Stalcup, Dr. Phyllis Dallas, Dr. Shahnam Navaee, Dr. Stephen Rossi
- **Absent with Alternate in attendance:** Ms. Lisa Yocco
- **Absent:** Dr. Deborah Allen, Dr. Jacob Warren, Dr. Mary Hazeldine

Dr. Ron MacKinnon called the meeting to order at 3:31 p.m.

II. APPROVAL OF AGENDA

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

III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

- **Department of History**
Selected Topics Announcement(s)
HIST 3030 - History of Modern Cuba

JUSTIFICATION:

This course will examine the economic, political, social, and cultural history of Cuba from the late 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. Pérez has called the "ties of singular intimacy" between Cuba and the United States. This course will give specific attention to the national and international popularity of Cuban music and culture, the origins and legacies of the Cuban Revolution of 1959, and the difficulties and uncertainties brought on by the dissolution of the Soviet Union and the transfer of presidential duties from Fidel Castro to his brother, Raul. This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. This course directly advances the Department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history, 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Selected Topics Announcements are for information only.

- **Department of Writing and Linguistics**
Proposed New, Revised, or Deleted Program(s)
B.A., Writing and Linguistics (REVISED PROGRAM)

JUSTIFICATION:

The current catalog has two different names for two separate courses on the program page. This revision corrects those errors.

A McLean/Gardiner motion to approve this program revision was passed unanimously.

IV. COLLEGE OF BUSINESS ADMINISTRATION

- **Department of Information Systems**
Proposed New, Revised, or Deleted Programs
B.B.A., Information Systems (REVISED PROGRAM)

JUSTIFICATION:

This revision incorporates two new courses, CISM 4435 - ERP Web Portals and Collaboration using SAP and CISM 4436 - SAP TERP10 Review. These courses will be included in the list of approved electives for IS Majors. This revision also reflects the deletion of CISM 4236 - AS/400 and its Applications and the change in course number of CISM 5131 to CISM 4131.

B.B.A., Information Systems, Business Intelligence Emphasis (*REVISED PROGRAM*)

JUSTIFICATION:

This revision incorporates a new elective courses: CISM 4435 - ERP Web Portals and Collaboration using SAP. This course is relevant for students pursuing the Business Intelligence Emphasis. This revision also reflects the change in course number of CISM 5131 to CISM 4131.

A Harter/Gardiner motion to approve these program revisions was passed unanimously.

➤ **Department of Management, Marketing, and Logistics**

New Course(s)

HNRM 4730 - Internship in Hospitality Management

Supervised work-study program in a hotel, restaurant or resort. Students are expected to be employed in a full-time, semester-long position with a business that is approved by HNRM Internship Director. Prerequisite(s): Senior status, 2.0 GPA, and approval of academic advisor. 3 credit hours.

JUSTIFICATION:

The course is required for the BBA with an in emphasis in Hospitality Management.

A Harter/Gardiner motion to approve this new course was passed unanimously.

Course Deletion(s)

HNRM 2334 - Hospitality Accounting and Finance

HNRM 3324 - Foodservice Theory

HNRM 3333 - Introduction to Hospitality Operations

HNRM 3334 - Hospitality Facilities Layout and Design

HNRM 3335 - Quality Food Production

HNRM 3339 - Catering and Beverage Operations

JUSTIFICATION:

The Program has been moved from CHHS to COBA and these courses are no longer in the modified curriculum. The major and minor offered by CHHS are being deleted.

A Harter/Gardiner motion to approve these course deletions was passed unanimously.

Course Revision(s)

FROM: HNRM 3336 - Hotel Operations

Prerequisite(s): HNRM 2334 and HNRM 3333.

TO: HNRM 3336 - Hotel Operations

Prerequisite(s): A minimum grade of "C" in HNRM 2333 or permission of instructor.

JUSTIFICATION:

To make adjustments required for the change to a BBA.

FROM: HNRM 3337 - Marketing of Hospitality Services

The application of marketing concepts, principles and practices in the hospitality industry.

Prerequisite(s): HNRM 2333 and HNRM 3333 or permission of instructor.

TO: HNRM 3337 - Promoting the Hospitality Industry

This course applies marketing concepts to the promotion of hotel and restaurant operations.

Prerequisite(s): A minimum grade of "C" in HNRM 2333 or permission of instructor.

JUSTIFICATION:

To more accurately reflect the material covered in the course. The HNRM Minor is being deleted.

FROM: HNRM 3338 - Human Resources for the Hospitality Industry

Examines employment laws, planning and staffing in the hospitality industry. Prerequisite(s):

HNRM 2333 and HNRM 3333 or permission of instructor.

TO: HNRM 3338 - Hospitality Management

This course applies the principles of management and human resources to hotel and restaurant operations. Prerequisite(s): A minimum grade of "C" in HNRM 2333 or permission of instructor.

JUSTIFICATION:

To more accurately reflect the material covered in the course. The HNRM Minor is being deleted.

FROM: HNRM 4324 - Food and Beverage Operations
Prerequisite(s): HNRM 3324, HNRM 3335, and HNRM 3337 or permission of instructor.
Corequisite(s): HNRM 4325. 2 credit hours.

TO: HNRM 4334 - Food and Beverage Operations
Prerequisite(s): A minimum grade of "C" in HNRM 2333 and HNRM 3337 or permission of instructor. Corequisite(s): None. 3 credit hours.

JUSTIFICATION:

To allow for more in depth study of a crucial area in hospitality management.

FROM: HNRM 4325 - Restaurant Management
Actively managing a restaurant is the focus. Activities include employee supervision, food procurement, service, reservations and inventory control. Prerequisite(s): HNRM 3324, HNRM 3335, and HNRM 3337 or permission of instructor. Corequisite(s): HNRM 4324. 2 credit hours.

TO: HNRM 4335 - Restaurant Management
This course focuses on various aspects of restaurant management including guest service, employee supervision, food procurement, reservations and inventory control. Prerequisite(s): A minimum grade of "C" in HNRM 2333 or permission of instructor. Corequisite(s): None. 3 credit hours.

JUSTIFICATION:

To allow for more in depth study of a crucial area in hospitality management.

FROM: HNRM 4336 - Hospitality Issues and Perspectives
Prerequisite(s): HNRM 2334, HNRM 2333, and HNRM 3336 or permission of instructor.

TO: HNRM 4336 - Hospitality Issues and Perspectives
Prerequisite(s): A minimum grade of "C" in HNRM 2333 and HNRM 3336 or permission of instructor.

JUSTIFICATION:

To reflect changes in the program and the move to a BBA.

A Harter/Gardiner motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
B.S., Hotel and Restaurant Management (*REVISED PROGRAM*)

JUSTIFICATION:

The Hotel and Restaurant Management program has been moved to the College of Business Administration from the College of Health and Human Sciences. The revisions proposed here are designed to allow the program to offer a BBA which will better meet the needs of the students and satisfy the requirements of the Business School's accrediting body.

A Harter/Gardiner motion to approve this program revision was passed unanimously.

V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

➤ **Construction Management and Civil Engineering**

New Course(s)

CENG 3331 - Structural Analysis I

This course is the first of a two-course series on structural analysis. It investigates the behavior of common structural systems under various loading conditions. The course focuses on the accurate analysis of statically determinate trusses, beams and frames and uses approximate methods to analyze indeterminate frames. The calculation of deflections and the effects of moving loads are also considered. Prerequisite(s): Prior or concurrent enrollment in MATH 3230 and a minimum grade of "C" in ENGR 3233. 3 credit hours.

JUSTIFICATION:

The proposed new course is required for the Civil Engineering program. This is an introductory course on the analysis of simple determinate structures subjected to various loading conditions.

CENG 3332 - Structural Analysis II

Designed to discuss various approaches for analysis of statically indeterminate structures. Classical methods, such as the slope-deflection and moment-distribution techniques are presented. The course additionally covers the matrix-based stiffness method of analysis for indeterminate trusses, beams, and frames. Prerequisite(s): A minimum grade of "C" in CENG 3331, ENGR 1731, and MATH 2331. 3 credit hours.

JUSTIFICATION:

The proposed new course is required for the Structural option of the Civil Engineering program. This is the second course of a two-course series on structural analysis. The course covers topics on matrix-based analysis of indeterminate structures.

CENG 4332 - Prestressed Concrete Design

The course introduces students to the design of common prestressed concrete elements. It presents historical developments, the properties of constituent materials, prestressed losses, and the design of prestressed structural members to support flexural and shear loadings.

Prerequisite(s): A minimum grade of "C" in CENG 3333. 3 credit hours.

JUSTIFICATION:

The proposed new course is required for the Structures option of the Civil Engineering Program. The course presents an introduction to procedures used to design prestressed-concrete structures.

CENG 4336 - Introduction to Finite Elements

This course provides an introduction to the Finite Element Method focusing on common elements and problems encountered in structural engineering practice. The course illustrates useful concepts and procedures associated with linearly behaving static structures, modeled by using truss, beam, frame, plane and plate elements. Prerequisite(s): A minimum grade of "C" in CENG 3332. 3 credit hours.

JUSTIFICATION:

The proposed new course is required for the Structures option of the Civil Engineering Program. This is an introductory course in finite element analysis focusing on civil engineering applications.

A McLean/Mondor motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: CENG 2231 - Surveying

Prerequisite(s): A minimum grade of "C" in MATH 1113.

TO: CENG 2231 - Surveying

Prerequisite(s): A minimum grade of "C" in MATH 1112 or MATH 1113 or MATH 1441, and ENGR 1133 or TCM 1232.

JUSTIFICATION:

The prerequisites have changed so all students who successfully took and passed Trigonometry (MATH 1112) or Pre-Calculus (MATH1113) or Calculus I (MATH 1441) may also take this course. Additionally, to be able to generate surveying plans, students need previous knowledge on engineering or construction graphics. Therefore, Engineering Graphics (ENGR 1133) or Construction Graphics (TCM 1232) were added as an additional prerequisite.

FROM: CENG 3234 - Civil Engineering Materials

Prerequisite(s): Prior or concurrent enrollment in MATH 3337 and a minimum grade of "C" in ENGR 3233.

TO: CENG 3234 - Civil Engineering Materials

Prerequisite(s): A minimum grade of "C" in ENGR 3233 and prior or concurrent enrollment with a minimum grade of "C" in STAT 2231.

JUSTIFICATION:

The Probability course (MATH 3337) is not needed as one of the prerequisites and therefore is deleted. The new added prerequisite, Introduction to Statistics I (STAT 2231), provides Civil Engineering students with needed background to take Civil Engineering Materials (CENG 3234).

FROM: CENG 4131 - Structural Steel Design

Prerequisite(s): MATH 3337 and a minimum grade of "C" in CENG 3242.

TO: CENG 4331 - Structural Steel Design

Prerequisite(s): A minimum grade of "C" in CENG 3331.

JUSTIFICATION:

A new course numbering scheme has been developed in anticipation of creating different optional tracks within the Civil Engineering Program. To stay consistent with this system, the course number needs to be modified. One of the current two prerequisite courses (CENG 3242) is now being deleted from the Civil Engineering Program and is being replaced by two other courses (CENG 3331 and CENG 3332). Of those two new courses, only CENG 3331 is now proposed as prerequisite. It fully covers necessary background material. Also, the other current prerequisite course (MATH 3337) is not needed as a prerequisite and is now being deleted from the Civil Engineering Program.

FROM: CENG 4134 - Reinforced Concrete Design

TO: Prerequisite(s): MATH 3337 and a minimum grade of "C" in CENG 3242.
CENG 3333 - Reinforced Concrete Design
Prerequisite(s): A minimum grade of "C" in CENG 3331.

JUSTIFICATION:

A new course numbering scheme has been developed in anticipation of creating different optional tracks within the Civil Engineering Program. To stay consistent with this system, the course number needs to be modified. One of the current two prerequisite courses (course CENG 3242) is now being deleted from the Civil Engineering Program and is being replaced by two other courses (CENG 3331 and CENG 3332). Of those two new courses, only CENG 3331 is now proposed as prerequisite. It fully covers necessary background material. Also, another current prerequisite course (MATH 3337) is not needed as a prerequisite and is now being deleted from the Civil Engineering Program.

FROM: CENG 4437 - Senior Project

Prerequisite(s): A minimum grade of "C" in CENG 4131 and CENG 4134, or CENG 4132 and CENG 4133, or CENG 4135 and CENG 4136.

TO: CENG 4539 - Senior Project

Prerequisite(s): A minimum grade of "C" in the courses listed in one of the following tracks:
Environmental Track: CENG 4132 and CENG 4133; or Structures Track: CENG 3332 and CENG 3333 or CENG 4331; or Transportation Track: CENG 4135 and CENG 4136.

JUSTIFICATION:

A new course numbering scheme has been developed in anticipation of creating different optional tracks within the Civil Engineering Program. Prerequisites were changed to accommodate new requirements and course numbers.

FROM: CENG 4890 - Special Problems in Civil Engineering

Repeatable for credit: No.

TO: CENG 4890 - Special Problems in Civil Engineering

Repeatable for credit: Yes.

JUSTIFICATION:

This course should have been originally set-up so that it is repeatable for credit. This form is submitted to correct this setting.

FROM: TCET 4890 - Special Problems in CET

Repeatable for credit: No.

TO: TCET 4890 - Special Problems in CET

Repeatable for credit: Yes.

JUSTIFICATION:

This course should have been originally set-up so that it is repeatable for credit. This form is submitted to correct this setting.

FROM: TCM 3890 - Special Problems in Construction

Repeatable for credit: No.

TO: TCM 3890 - Special Problems in Construction

Repeatable for credit: Yes.

JUSTIFICATION:

This course should have been originally set-up so that it is repeatable for credit. This form is submitted to correct this setting.

FROM: TCM 4090 - Selected Topics in Construction

Repeatable for credit: No.

TO: TCM 4090 - Selected Topics in Construction

Repeatable for credit: Yes.

JUSTIFICATION:

This course should have been originally set-up so that it is repeatable for credit. This form is submitted to correct this setting.

A McLean/Mondor motion to approve these course revisions was passed unanimously.

New, Revised, or Deleted Program(s)

B.S.C.E., Civil Engineering (REVISED PROGRAM)

JUSTIFICATION:

Recently, members of the Industry Advisory Board and faculty members of the Civil Engineering Program recommended the generation of three discipline tracks to provide optional specializations to students majoring in this program. The proposed modifications are to generate

one discipline track, i.e., the Structures track. Additional tracks, in the Environmental and Transportation areas, will be generated in a near future as the Civil Engineering Program grows.

A McLean/Kennerly motion to approve this program revision was passed unanimously.

➤ **Mechanical & Electrical Engineering**

New Course(s)

EENG 3321 - Microelectronics Lab

This course offers laboratory activities in Microelectronics including solid state memory, operational amplifiers, filters, and oscillators with emphasis on the practical integration of multiple devices on a single silicon substrate rather than individual devices connected via a printed circuit board. Prerequisite(s): A minimum grade of "C" in EENG 3330 or permission of instructor. 2 credit hours.

JUSTIFICATION:

This is a required course for Electrical Engineering program to cover the lab components in EENG 3140 and EENG 3141 that are being deleted from the curriculum. The course will emphasize the hands-on experience and practical integration of multiple devices on a single silicon substrate rather than individual devices connected via a printed circuit board.

EENG 3330 - Microelectronics

A study of the characteristics and design of bipolar junction and metal oxide semi-conductor integrated circuit devices with emphasis on commercial and industrial applications including operational amplifiers, digital logic, and solid state memory. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in CHEM 1146 or CHEM 1147 and ENGR 3320 or permission of instructor. 3 credit hours.

JUSTIFICATION:

This is a required course for Electrical Engineering program which will cover the theory components of EENG 3140 and EENG 3141 that are being deleted from the curriculum. The course will cover the theory and concepts of Microelectronics.

EENG 4130 - Engineering Economy and Project Management

This course covers topics in engineering economy such as interest rates, cash flow, cost benefit, and depreciation analysis used in evaluating multiple engineering projects on the basis of quantitative monetary parameters. The course also covers basic quality control techniques such as quality control charts and Six Sigma techniques for assuring product quality. Prerequisite(s): A minimum grade of "C" in MATH 1441 and senior level standing or permission of instructor. 3 credit hours.

JUSTIFICATION:

This is a required course to provide students with engineering economy and project management skills needed to develop capstone projects. The course will replace MENG 4430 to cover topics more closely related to Electrical Engineering.

A McLean/Mondor motion to approve these new courses was passed unanimously.

Course Deletion(s)

EENG 3140 - Electronics I

EENG 3141 - Electronics II

JUSTIFICATION:

These courses are replaced by new courses in the revised Electrical Engineering program as recommended by EE faculty and the Industrial Advisory Board. In particular, the Electronics I & II will be replaced by EENG 3330 & EENG 3121.

MENG 2510 - Circuit Laboratory

JUSTIFICATION:

MENG 2131 has replaced both MENG 2530 and MENG 2510. Since MENG 2530 is already deleted, the co-requisite of this course (MENG 2510) should also be deleted.

A McLean/Mondor motion to approve these course deletions was passed unanimously.

Course Revision(s)

FROM: EENG 2111 - Circuit Analysis Lab

Laboratory experimentations to enhance the student understanding of analytical principles developed in ENGR 2334 (Circuit Analysis) emphasizing the use of filters and operational amplifiers. Circuits are built and tested including the use of simulation tools to verify experimental results. Prerequisite(s): A minimum grade of "C" in EENG 1110 or permission of instructor. Corequisite(s): ENGR 2334. 1 credit hour.

TO:

ENGR 3320 - Circuit Analysis Lab

Laboratory experimentations to enhance understanding of analytical principles developed in ENGR 2334 (Circuit Analysis). Design and implementation of analog circuits (DC and AC). Proficiency with standard electronic instrumentation including multimeters, oscilloscopes, dual power supplies, and function generators. Simulation tools are used to verify experimental results. Prerequisite(s): A minimum grade of "C" in ENGR 2334 or permission of instructor. Corequisite(s): None. 2 credit hours.

JUSTIFICATION:

These changes are necessary to allow transfer students who have already taken ENGR 2334 (Circuit Analysis) to be able to start junior year level courses. Additionally, the subject change is needed to streamline the course with ENGR 2334 and the increase in credit-hour is also needed to compensate for deleting EENG1110 from the Electrical Engineering curriculum. Note that the additional fees were previously approved for this course.

FROM: EENG 2230 - Electromagnetic Fields

Prerequisite(s): A minimum grade of "C" in MATH 3230 and PHYS 2212 or permission of instructor.

TO: EENG 3230 - Electromagnetic Fields

Prerequisite(s): A minimum grade of "C" in ENGR 2334 and MATH 2243 or permission of instructor.

JUSTIFICATION:

The number change is needed since the course will be offered at the junior level. MATH 3230 and PHYS 2212 are being replaced by MATH 2243 and ENGR 2334 as pre-requisites for this course.

FROM: EENG 3241 - Electric Machines

Prerequisite(s): A minimum grade of "C" in EENG 2230 and ENGR 2334 or permission of instructor.

TO: EENG 3241 - Electric Machines

Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in EENG 3230 or permission of instructor.

JUSTIFICATION:

This pre-requisite change is needed since EENG 2230 is being renumbered and ENGR 2334 is no longer required as a pre-requisite.

FROM: EENG 3430 - Linear Systems

3 credit hours.

TO: EENG 3420 - Linear Systems

2 credit hours.

JUSTIFICATION:

The reduction in credit-hour and a subsequent renumbering of the course are needed to allow the offering of an engineering elective course as recommended by the Industrial Advisory Board.

FROM: EENG 4610 - Senior Project I

Prerequisite(s): A minimum grade of "C" in EENG 3141 and EENG 3340 or permission of instructor.

TO: EENG 4610 - Senior Project I

Prerequisite(s): A minimum grade of "C" in EENG 3340 and prior or concurrent enrollment with a minimum grade of "C" in EENG 3321 or permission of instructor.

JUSTIFICATION:

This pre-requisite change is needed since EENG 3141 (Electronics II) is being deleted and replaced by EENG 3321.

FROM: EENG 4621 - Senior Project II

Prerequisite(s): A minimum grade of "C" in EENG 4610 or permission of instructor.

TO: EENG 4621 - Senior Project II

Prerequisite(s): A minimum grade of "C" in EENG 4610 and prior or concurrent enrollment with a minimum grade of "C" in EENG 4130 or permission of instructor.

JUSTIFICATION:

EENG 4130 is a necessary pre-requisite to provide project management backgrounds needed in this course.

FROM: EENG 5132 - Industrial Electronics

Prerequisite(s): A minimum grade of "C" in EENG 3141 or permission of instructor. 3 credit hours.

TO: EENG 5243 - Power Electronics

Prerequisite(s): A minimum grade of "C" in EENG 3241 and EENG 3330 or permission of instructor. 4 credit hours.

JUSTIFICATION:

The changes in the course pre-requisites are needed since EENG 3141 is being deleted and replaced by EENG 3330 & EENG 3241 in the Electrical Engineering curriculum. The other changes in course number, title, and credit- hour are necessary to streamline the courses in the area of power systems. Note that the additional fees were previously approved for this course.

FROM: EENG 5242 - Electrical Distribution Systems

TO: EENG 5242 - Power Systems

JUSTIFICATION:

The title change is needed to allow the prospect of introducing an advanced course sequence in power systems.

FROM: EENG 5341 - Robotics Systems Design

Prerequisite(s): A minimum grade of "C" in EENG 3141, EENG 3340, and EENG 5431 or permission of instructor.

TO: EENG 5341 - Robotics Systems Design

Prerequisite(s): A minimum grade of "C" in EENG 3340 and EENG 5431 or permission of instructor.

JUSTIFICATION:

EENG 3141 is being deleted from the Electrical Engineering curriculum and no longer used as a pre-requisite for this course.

FROM: EENG 5431 - Control Systems

Prerequisite(s): A minimum grade of "C" in EENG 3430 or permission of instructor.

TO: EENG 5431 - Control Systems

Prerequisite(s): A minimum grade of "C" in EENG 3420 or permission of instructor.

JUSTIFICATION:

This is the same pre-requisite but with a revised course number.

FROM: EENG 5532 - Wireless Communications

Prerequisite(s): A minimum grade of "C" in EENG 2230 and EENG 5540 or permission of instructor.

TO: EENG 5532 - Wireless Communications

Prerequisite(s): A minimum grade of "C" in EENG 3230 and EENG 5540 or permission of instructor.

JUSTIFICATION:

These are the same pre-requisites but with a revised course number for EENG 2230.

FROM: EENG 5540 - Communication Systems

Prerequisite(s): A minimum grade of "C" in EENG 2341, EENG 3140, and MATH 3337 or permission of instructor.

TO: EENG 5540 - Communication Systems

Prerequisite(s): A minimum grade of "C" in EENG 3330 or permission of instructor.

JUSTIFICATION:

This pre-requisite is needed to reflect changes to the Electrical Engineering Curriculum including the proposed deletion of MATH 3337.

FROM: MENG 4210 - Energy Science Laboratory

Prerequisite(s): ENGR 3235, MENG 3122, MENG 3233, and MENG 3521 or permission of instructor.

TO: MENG 4210 - Energy Science Laboratory

Prerequisite(s): ENGR 3233, ENGR 3235, and ENGR 3431 or permission of instructor.

JUSTIFICATION:

MENG 3122 and MENG 3521 have been deleted as pre-requisites and ENGR 3431 has been added as a new pre-requisite based on the faculty review.

A McLean/Mondor motion to approve these course revisions was passed unanimously.

New, Revised, or Deleted Program(s)

B.S.E.E., Electrical Engineering (*REVISED PROGRAM*)

JUSTIFICATION:

The revisions are recommended by program faculty and the Industrial Advisory Board to strengthen and streamline the curriculum so that transfer students who completed the first two years at other Electrical Engineering programs will be able to continue their junior year in the right course sequence which otherwise may delay their graduation.

A McLean/Mondor motion to approve this program revision was passed unanimously.

OTHER BUSINESS

- None

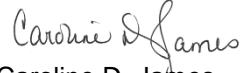
VI. PROGRAM REVIEWS

- Dr. Julie Maudlin gave an explanation of the Rubric for the Program Review. All Program Reviews are due by April 10, 2012.

VII. ADJOURNMENT

There being no further business to come before the committee, a Maudlin/Wheaton motion to adjourn the meeting at 4:41 p.m. passed unanimously.

Respectfully Submitted,



Caroline D. James
Recording Secretary

Faculty Senate Librarian's Report, June, 2012

Respectfully Submitted

Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report:

- **Academic Standards** Page 2
Chair: Rob Yarborough (COST)
- **Faculty Development** Page 2
Chair: Michelle Reidel (COE)
- **Faculty Research** Pages 3 - 4
Chair: Fred Mynard (COST)
- **Faculty Service** Page 4
Chair: Mary Marwitz (CLASS)
- **Faculty Welfare** Page 5 - 7
Chair: Robert Costomiris
- **Graduate Committee** Pages 8 - 121
Chair: Bob Fernekes (LIB)
- **Library Committee** No report
Chair: Greg Harwood (CLASS)
- **Pathways to Success** Pages 122- 131
Chair: Mark Welford (COST)
- **Undergraduate Committee** Pages 132 - 151
Chair: Ron MacKinnon (COBA)

Academic Standards Committee Minutes
January 11, 2012, 2:00PM

Present at the January 11th meeting were Jennie Dilworth (CHHS), Christine Draper (COE), Lori Gwinett (Library), Bill Levernier (COBA), David Lowder, Diana Sturges (CHHS), Stuart Tedders (COPH), (COST), Timothy Teeter (CLASS), Russ Toal (CHHS), Janice Walker (CLASS), Rob Yarbrough (COST), Aminao Zhang (CIT), Chunshan Zhao (COST).

Not present at the January 11th meeting were Yasar Bodur (COE), Greg Brock (COBA), Connie Murphey (Fin. Aid), John O'Malley (CIT), Wayne Smith (Registrar's Office).

A total of 14 student appeals were received by the Registrar's Office. Of the 14 appeals received, 2 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these 2 students are automatically granted an appeal by the Registrar's Office. The committee actually reviewed 12 appeals and zero appeals were approved by the academic standards committee. Among those 12 appeals denied by the committee, 6 students submitted appeals to the Deans of their respective colleges. Among this group, 2 appeals were approved by the Dean of the College and 4 appeals were denied.

Respectfully Submitted,

Rob Yarbrough
Chair, Academic Standards Committee

Faculty Development Committee

Meeting Notes May 2, 2012

Present: Michelle Reidel, Yasar Bodur, Janice Walker, Brian Bossak, John Barkoulas, Scott Kersey, Rebecca Ziegler

Absent: Linda Upchurch, Aimaos Shang

1. Committee members reviewed summer travel award proposal ratings.
2. 9 travel grant proposals were selected for funding for a total of \$19,375.00.
3. The committee will not meet again until Fall of 2012.

Georgia Southern University Faculty Research Committee

May 8, 2012

- I. The Faculty Research Committee was called to order at 8:15 a.m. by the Committee Chair, Dr. Frederic Mynard.
- II. The committee approved the agenda and minutes of 4/17/2012 as read
- III. Roll Call
 - A. Present
 - i. Frederic Mynard – Chair
 - ii. Jessica Minihan – Library
 - iii. Xinfang (Joselyn) Wang– COBA
 - iv. Melanie Stone – CLASS
 - v. Hyo-Joo Han– CIT
 - vi. Julie Maudlin- COE
 - vii. Ele Haynes – Research Compliance
 - B. Absent
 - i. Hua Wang– COST
 - ii. Ruth Whitworth – JPHCOPH
 - iii. Dan Czech – CHHS
 - iv. Debbie Shaver – ORSSP
- IV. Grant Writing Workshop: 3 facilitators have been assigned 3 to 4 faculty to mentor. Faculty and facilitators are already in personal contact and draft proposals have been exchanged to prepare the on site workshop.
- V. Internal FRC Seed Award individual guideline
 - i. Melanie Stone will prepare a check list to include in the application package;
 - ii. Criteria for evaluation of applications were discussed. Julie Mauldin will prepare rubrics to evaluate. The committee will review and comment in preparation for fall;
 - iii. Format and content of end of project reports were discussed. Reports will be requested for 3 years, following a given simple template.
 - iv. Drafts for the checklist, rubrics, and report template will be sent to the committee for approval before the fall meeting.
- VI. Internal Scholarly pursuit award guideline parameter discussion
 - i. Frederic Mynard will prepare a check list to include in the application package;
 - ii. Criteria for evaluation of applications were discussed. Julie Mauldin will prepare rubrics to evaluate applications. The committee will review and comment in preparation for fall;
 - iii. Format and content of end of project reports were discussed. Reports will be requested for 3 years, following a given simple template.

iv. Drafts for the checklist, rubrics, and report template will be sent for approval before the first fall meeting.

VII. Publication Fund and TRIPS program

It was decided that the strategic return of expenditures through these two funds will be administered through a yearly simple survey. Survey questions were written.

VIII. Meeting was adjourned at 9.45am.

Faculty Service Chair: Mary Marwitz (CLASS)

The Faculty Service Committee met on Friday, April 20, 2012 to consider the applications for faculty service awards in a third cycle of proposals. In this competition, the committee reviewed 10 proposals, requesting total support of \$15,476.63. Seven proposals were either fully or partially funded; awards totaled \$12,526.27.

**Faculty Welfare Committee
Meeting, 2 May 2012
Minutes**

Presiding: Robert Costomiris, Chair (CLASS; Recording)

Members Attending (names in bold): Todd Hall (CHHS) , Hsiang-Jui Kung (CIT), Paige Rutner (CIT), Patricia Walker (CLASS), Stephanie Sipe (COBA), Susan Franks (COE), Ming Fang He (COE), Frederic Mynard (COST), Talar Markossian (JPHCOPH), JoEllen Broome (LIB), Jeri Kropp (CHHS), Lori Gwinett (LIB), Joe Ruhland (COBA), Don Stallings (COST), Hani Samawi (JPHCOPH), Rachel Schwartz (Provost's Delegate, sitting in for Kathy Albertson).

1) The minutes from meetings of 3/26/12 and 4/16/12 were unanimously approved.

2) Long Term Disability Insurance

Dr. Joe Ruhland reviewed changes in the supplemental Long Term Disability Insurance policy available through Georgia Southern University. Beginning in 2013 the university has decided to change LTD carriers from Hartford Insurance to Lincoln Financial. The shift to Lincoln Financial entails a change in the language of the LTD policy regarding the definition of "any occupation." Whereas after the first 24 months of LTD payments Hartford Insurance would consider a person "totally disabled" only if there did not exist "any occupation" for which a person was qualified by education, training, or experience, and "that has an earnings potential greater than the lesser of: 1) the product of Your Indexed Pre-Disability Earnings and 60%; or 2) the maximum monthly benefit." Under the new Lincoln Financial plan, the "60% of indexed pre-disability earnings" qualifier is no longer in the definition. Dr. Ruhland interprets this to mean that after 24 months of LTD benefits, literally "any occupation" a person might be able to do would enable Lincoln Financial to terminate benefits even if one earned less than 60% of one's original salary.

Dr. Ruhland is in ongoing communications with Human Resources and the Provost's office on this matter. As well, he submitted an RFI to the Faculty Senate seeking clarification of this issue.

In response to this issue the following motion was made and approved unanimously by the committee:

"That the Faculty Welfare Committee wishes to amend Dr. Ruhland's RFI and attach its name in support of the aforementioned RFI."

3) An update on the Task Force on Compensation:

Dr. Jerri Kropp and Dr. Susan Franks told the committee about their work on this task force. The Task Force has been formally charged by the President who has said he will listen to their recommendations. It has split into two groups, one of faculty and one of staff which will then join once their preliminary work is done. Dr. Stephanie Sipe introduced an article about James Madison University which addressed faculty salary compression by focusing its resources on faculty hired before 2007 whose salaries were most compressed. She suggested that GSU's committee might consider similar metrics. Dr. Kropp noted that many of the staff at Georgia Southern are paid wages that are below the federal poverty line. Dr. Costomiris said that he feared that linking a discussion of faculty wages to those of the staff would make it morally very difficult to argue for raises in faculty salaries since, in comparison to staff wages, faculty wages are significantly higher.

4) Foreign Degree Verification

The SACS requirement that GSU faculty verify their degrees from institutions outside of the US was discussed. Dr. Ming Fang He expressed her dissatisfaction with the requirement saying that after all her years at GSU as a full professor she found it insulting to be asked to verify the certificate of her undergraduate graduation.

5) The committee unanimously approved the following motion regarding Periodic Review of Department Chairs.

In the interests of shared governance and to insure consistency across academic departments the Faculty Welfare Committee moves that the following policy be adopted by the Faculty Senate and placed in the Faculty Handbook under Section 105.03 "Evaluation of Administrators."

The term of office for Department Chairs shall be five years. A Chair shall not be limited to a particular number of consecutive terms. In the fourth year of a Chair's tenure and as soon as possible after the Chair's fourth annual evaluation, the Dean of the Chair's college shall conduct a thorough review of the Chair's performance to determine whether the current chair should be recommended for renewal for a succeeding term. This review shall include:

1. a meeting between the Dean and the faculty of the department to discuss their concerns
2. a review by the department's faculty of the faculty's annual evaluations of the Chair and all other relevant evidence, including but not limited to: the Chair's CV, the Chair's annual reports to the Dean, a summary of the Chair's accomplishments for the current term, and a summary of the Chair's goals for the coming term
3. a vote by the voting members of the department to recommend or not to recommend that the current chair be renewed

Voting will be by secret ballot at the time of the meeting or electronically. Votes will be tabulated by two members of the department and the results presented to the Dean. After considering the vote of the faculty and following any additional consultation deemed appropriate, the Dean will either reappoint the Chair for another five-year term or begin the process for the selection of a new Chair. If the Dean decides to renew the term of the Chair despite a negative vote by the department's faculty, he/she will provide to the faculty in writing an explanation of his/her decision to continue the Chair's appointment.

6) The committee unanimously approved the following motion regarding No Confidence Votes in Department Chairs.

In the interests of shared governance and consistency across academic departments, The Faculty Welfare Committee moves that the following policy be adopted by the Faculty Senate and placed in the Faculty Handbook.

A vote of no-confidence may be called for at any time during a Chair's term. To call a vote of no confidence, the faculty will meet in the absence of the chair to determine the level of confidence in the chair. If 30% of the eligible tenured voting faculty believe the evidence warrants a vote of no confidence in the chair the faculty will petition the Dean of the College to call the question. The Dean must then meet with the department in the absence of the chair to discuss the petition and, if it is deemed necessary at that time by the faculty, to oversee a vote of no-confidence. Voting will be by secret ballot at the time of the meeting or electronically. Votes will be tabulated by two members of the department and the results presented to the Dean. A simple majority of the eligible voting faculty will be required to pass a vote of no confidence in a Chair. After considering the vote of the faculty and following any additional consultations deemed appropriate, the Dean will either allow the chair to continue in his/her term as Chair or begin the process to select a new Chair.

If the Dean decides to continue the term of the Chair after a faculty vote of no confidence, he/she will provide to the faculty in writing a summary of the complaints that were made against the Chair and an explanation of his/her decision to continue the Chair's appointment. Further, the Chair, in the interest of departmental cohesion, will provide a written plan to address the complaints brought forth by the faculty in the vote of no confidence.

If, after consideration of the Dean's and the Chair's response, the faculty is dissatisfied with the results, upon a vote of 70% or more of eligible faculty, they may appeal the decision of the Dean to the Provost for further review and action.

**Faculty Welfare Committee
Meeting, 16 April 2012
Minutes**

Presiding: Robert Costomiris, Chair (CLASS; Recording)

Members Attending (names in bold): Todd Hall (CHHS) , Hsiang-Jui Kung (CIT), Paige Rutner (CIT), Patricia Walker (CLASS), Stephanie Sipe (COBA), **Susan Franks** (COE), Ming Fang He (COE), **Frederic Mynard** (COST), **Talar Markossian** (JPHCOPH), **JoEllen Broome** (LIB), Jeri Kropp (CHHS), **Lori Gwinett** (LIB), **Joe Ruhland** (COBA), Don Stallings (COST), **Hani Samawi** (JPHCOPH), **Kathy Albertson** (Assoc. Provost).

As there was no quorum the committee did not do any official business nor approve the minutes of 3/26/12 which were slightly revised.

The committee continued to discuss the language of the two motions currently under construction: 1) periodic reviews of department chairs and 2) votes of no confidence in department chairs.

**Faculty Welfare Committee
Meeting, 26 March 2012
Minutes**

Presiding: Robert Costomiris, Chair (CLASS; Recording)

Members Attending (names in bold): **Todd Hall** (CHHS) , **Hsiang-Jui Kung** (CIT), Paige Rutner (CIT), **Patricia Walker** (CLASS), **Stephanie Sipe** (COBA), **Susan Franks** (COE), **Ming Fang He** (COE), **Frederic Mynard** (COST), **Talar Markossian** (JPHCOPH), **JoEllen Broome** (LIB), **Jeri Kropp** (CHHS), **Lori Gwinett** (LIB), **Joe Ruhland** (COBA), Don Stallings (COST), **Hani Samawi** (JPHCOPH), **Kathy Albertson** (Assoc. Provost).

Guests: Members of the Faculty Senate Executive Committee: Marc Cyr, Clara Krug, Lowell Mooney, Ron MacKinnon, Bob Fernekes, Stewart Teddars

The meeting was devoted to a discussion of the Faculty Welfare Committee's goals for Spring semester and the committee's response to a request from Provost Moore's soliciting the Faculty Welfare's Committee's advice about faculty representation on the Provost's Task Force on Compensation. The Committee had many questions about the Task Force and responded by inviting the Provost to meet with the committee and discuss the matter. The Provost referred the matter once more to the Senate Executive Committee which joined the Welfare Committee today for a spirited discussion of the matter.

GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Fernekes

Graduate Committee Meeting Date – April 12, 2012

- Present: Dr. Dan Czech, CHHS; Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Ednilson Bernardes, COBA; Dr. Daniel Gleason, COST, Rebecca Ziegler, Library [Alternate for Mr. Jonathan Harwell]; Dr. Camille Rogers, CIT; Dr. Caren Town, CLASS; Dr. Mikelle Calhoun, COBA; Dr. Yasar Bodur, COE; Dr. Goran Lesaja, COST; Dr. Robert Fernekes, LIBRARY; Dr. Manouchehr Tabatabaei, CIT [Alternate]; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
- Guests: Mr. Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Mr. Tristram Aldridge, COGS/Graduate Admissions; Dr. Christine Ludowise, CLASS; Mrs. Melanie Reddick, COGS; Dr. Amanda King, COBA; Dr. Shahnam Navaee, COST; Dr. Karin Scarpinato, COST; Dr. Stephen Rossi, CHHS; Dr. Delena Bell Gatch, COST; Dr. Cheryl Metrejean, COBA; Dr. Stuart Tedders, JPHCOPH
- Absent: Dr. Ming Fang, COE; Dr. Simone Charles, JPHCOPH; Dr. Thomas Buckley, CHHS; Dr. Josh Vest, JPHCOPH

I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, April 12, 2012 at 8:00 AM.

II. APPROVAL OF AGENDA

Dr. Goran Lesaja made a motion to approve the agenda as written. A second was made by Dr. Ednilson Bernardes and the motion to approve the agenda was passed.

III. DEAN'S UPDATE

Dr. Charles E. Patterson stated from this point forward all future meetings will be recorded to assist the recording secretary with taking minutes. Dr. Patterson provided an update on the following items:

- The Averitt Awards have been awarded to students in two categories: (1) Nick Keiser in Biology for Excellence in Research (Advisor: Dr. Ed Mondor) and (2) Jonathan Craig Martin in Psychology for Excellence in Instruction (Advisor: Dr. Jackson Rainer). The awards were presented to the students within their classrooms as a surprise.
- Upcoming Events: (1) April 19, 2012 from 3 - 4:30 pm in the Performing Arts Center – Professional Development Workshop, hosted by the Graduate Student Organization; *Turning your Thesis or Dissertation into a Published Article*, (2) April 21, 2012 from 12 – 3 pm at Mill Creek Park – GSO Spring Social and (3) May 11, 2012 from 10 am – 12 pm in Russell Union Ballroom – Doctoral Brunch.
- Senator Tommie Williams, Representative of District 19 and Senator Pro Tempore, has agreed to serve as our Graduate Commencement Speaker on May 11, 2012. Senator Williams has been a public school teacher, earning his Masters in Education at Georgia Southern University.

IV. NEW BUSINESS

A. College of Education

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

Department of Leadership, Technology, and Human Development

Revised Programs:

Ed.S., Educational Leadership, School Administration

JUSTIFICATION:

clarification of catalog copy

M.Ed., Instructional Technology

JUSTIFICATION:

The Professional Standards Commission requires a passing score on the GACE Basic Skills test for a degree that leads to initial certification. Therefore, for persons who do not already hold Level Four Certification an additional admission requirement is being added so those candidates will meet all certification requirements upon completion of this degree program.

Department of Teaching and Learning

Course Revision:

ECED 5799G – Student Teaching in Early Childhood Education

- Corequisite(s), Catalog Description

JUSTIFICATION:

This change is to correct a course number error in the catalogue. The catalogue description is being changed to reflect the student teaching experience for those candidates completing Study Concentration Two: Special Education/Early Childhood.

Dr. Dick Diebolt asked if the revisions would be put into the 2012-2013 catalog. Dr. Linderholm stated she asked Mary Egger and Mrs. Egger said there is a chance the information could be included. Dr. Diebolt agreed that there is a possibility since final revisions are still being made to the catalog.

MOTION: Dr. Yasar Bodur made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Ednilson Bernardes. The motion to approve the Programs and Course Revisions was passed.

B. Jiann-Ping Hsu College of Public Health

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

New Course:

PUBH 7131 - Continuous Quality Improvement (Elective)

JUSTIFICATION:

This course will use Statistical Process Control and Quality Improvement (QI) techniques to address the pressing need for the adoption of quality improvement methods and techniques in public health today. The course also includes an overview of health quality initiatives in general and the progress of QI in public health systems. This course will be listed as an elective and it is needed by MPH and DrPH students.

Course Revision:

BIOS 7535 - Data Analysis with SAS (Elective)

- Prerequisite

JUSTIFICATION:

The pre-requisite PUBH 6541 (Biostatistics) has been removed and changed to BIOS 6541 (Biostatistics for Biostatistics and Epidemiology Majors) to reflect current requirement for MPH Biostatistics students.

Dr. Diebolt asked if the course revisions were going to be in the new catalog. Dr. Tedders said he would verify with Tamara Rosas Dominguez and get back to Dr. Diebolt.

MOTION: Dr. Bodur made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Mikelle Calhoun. The motion to approve the New Course and Course Revision was passed.

C. College of Business Administration

Dr. Cheryl Metrejean presented the agenda item for the School of Accountancy.

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

School of Accountancy

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

M.Acc., Accounting, Forensic Accounting Concentration

JUSTIFICATION:

The revision updates the catalog page to reflect a course number change for CISM 7131 Survey of Digital Forensics.

School of Economic Development

Course Revision(s):

ECON 7531 - Industrial Organization

Prerequisite(s), Catalog Description

JUSTIFICATION:

The topics covered in ECON 7131 provide the necessary foundation to the understanding of the material covered in this course and the proposed description more accurately reflects the course content.

Department of Information Systems

Course Revision(s):

CISM 5131G - Fundamentals of Computer Forensics

Number, Title, Prerequisite(s), Catalog Description

JUSTIFICATION:

The title change stems from the fact that digital forensics provides more topical breadth than computer forensics and has become a common course title in other forensic accounting programs. The title change also provides clear differentiation between this course and the undergraduate computer forensics course. The number change is driven by the need to clearly communicate that this course is intended for graduate students. Clear separation between this course and the undergraduate course is also reinforced by the prerequisite change.

Dr. Diebolt asked if students currently enrolled in CISM 5131G would still be able to use this course towards their program. Dr. King confirmed current students would be able to use the CISM 5131G towards their program and all new admits in Fall 2012 will be required to enroll in CISM 7131 for their program.

MOTION: Dr. Camille Rogers made a motion to approve the agenda items submitted by the College of Business Administration. A second was made by Dr. Bernardes. The motion to approve the Program and Course Revisions was passed.

D. College of Science and Technology

Dr. Shahnnavavae presented the agenda items for the College of Science and Technology

Biology

New, Revised or Deleted Program(s)

Masters of Science in Biology

JUSTIFICATION:

Students not sure of who their adviser will be often flounder in their first semester. We strongly desire students to know with whom they will work upon arrival and thus we wanted the catalog to reflect that. We also feel that switching between degree options is not desirable because it can undermine the efforts put in by the students if they are allowed to switch at any time without proper justification. Finally, it was decided that the GRE Biology subject test requirement was not working adequately to assess graduate student success. The exam is given only in October, November and April, and our applicants were not taking the exam in October and November. The April test date is AFTER our application deadline and thus this requirement was a continual point of confusion.

Dr. Daniel Gleason confirmed the GRE general is required, and the subject is preferred but not required. Dr. Diebolt asked if there will be any impact for students applying to the program. Dr. Gleason said no, the subject test is taken after the department makes admission decisions and students who are admitted into the program have to take a general test to see if they meet requirements.

There was a discussion of the identification of advisors. Dr. Gleason explained that most students are already in contact with their advisors before they apply to the program, and the few who are admitted without an advisor are less prepared during their first semester.

Dr. Diebolt asked for clarification of what form students will be required to complete when they are switching from thesis to the non-thesis option. Dr. Gleason said he will talk to the Graduate Program Director to see if there will be additional requirements, other than submitting the Change of Major or Study Concentration to the College of Graduate Studies. This process is initiated in the department.

MOTION: Dr. Lesaja made a motion to approve the agenda item submitted by the Department of Biology. A second was made by Dr. Bernardes. The motion to approve the Program Revision was passed.

Geology & Geography

Course Revision(s)

GEOG 5230G - Urban Geography

- Prerequisite(s)

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

GEOG 5330G - Population Geography

- Prerequisite(s)

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

GEOG 5430G - Political Geography

- Prerequisite(s)

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

GEOL 5540G - General Oceanography

- Number, Catalog Description, Credit Hour(s), Lab Hour(s)

JUSTIFICATION:

The current course, GEOL 5540 (General Oceanography), needs to be changed from a 4-credit hour course to a 3-credit hour course because this is a lecture only course without labs. The course number needs to be adjusted to represent the actual credit hours of the course and to better align with GEOL 5230 (Earth Science), another geology course for non-major students. In addition, the catalog description needs a minor revision to reflect the emphasis on geology in the course content.

Dr. Diebolt asked if it was the department's intent to list "D" as the minimum grade for geology. Dr. Navaee said the paperwork that was submitted by the department stated "D" would be the minimum requirement.

Physics

New Course(s)

ASTR 5090G - Selected Topics in Astronomy

JUSTIFICATION:

Currently, the Physics Department has a Selected Topics in Astronomy (ASTR 4030) course. We are submitting a request to change the number of the Selected Topics in Astronomy course from ASTR 4030 to ASTR 5090. Thus we desire to have a graduate version of this Selected Topics in Astronomy (ASTR 5090G) course.

PHYS 5090G - Selected Topics in Physics

JUSTIFICATION:

Currently the Physics Department is using a single course, Directed Independent Study (PHYS 5490G), for dual purposes. This course is being used as both a selected topics course and an independent research study course. Thus we are creating this new selected topics course, Selected Topics in Physics (PHYS 5090G).

ASTR 5890G - Astronomy Research Experience

JUSTIFICATION:

The Astronomy Research Experience (ASTR 5890G) will give students an opportunity to complete an original research project under the supervision of a faculty member. The course will provide an additional upper level elective credit for students.

Course Revision(s)

PHYS 5490G - Directed Independent Study

- Number, Title, Cross-List, Credit Hour(s), Lab Hour(s), Catalog Description

JUSTIFICATION:

Currently the Physics Department is using this course, Directed Independent Study (PHYS 5490G), for dual purposes. This course is being used as both a selected topics course and an independent research study course. Thus we are creating a new selected topics course, Selected Topics in Physics (PHYS 5090G) and revising this course to reflect an independent research study course. Changes have been made in the course number, title, hours, and catalog description. In addition, we wish to cross list this course with a new course Astronomy Research Experience (ASTR 5890G).

Dr. Diebolt asked if there was a discussion of what kind of assessment would be required for students who enroll in the ASTR 5090G course. Dr. Navaee stated all selected topics courses have verbiage regarding student outcomes, but they are written in a general form.

Dr. Diebolt stated in #5 of the new course form ASTR 5890G it does not state that graduate students are required to do extra work; however, it is stated in the catalog description. Dr. Navaee confirmed graduate students will be given extra assignments in this course. They agreed as long as this language is included in the catalog description, it does not have to be added to #5 of the new course form.

Dr. Diebolt said there have been some discussions of CIP codes and faculty credentials for SACS accreditation regarding cross listed courses. He asked Dr. Navaee if this is an issue in the College of Science and Technology. Dr. Delena Bell Gatch stated they are aware of that in the Department of Physics and Astronomy, so they do have to be careful with their CIP codes. Dr. Gatch added their astronomers are qualified because many of them have a background in Physics initially before specializing in Astronomy.

MOTION: Dr. Lesaja made a motion to approve the remaining agenda items submitted by the College of Science and Technology. A second was made by Dr. Calhoun. The motion to approve the New and Revised Courses was passed.

- E. Comprehensive Program Review** – Dr. Fernekas thanked the Graduate Committee and the subcommittees for all the work they put into the program reviews. He asked the subcommittees to review their rubrics and highlight the criteria in the appropriate categories that apply and resubmit to the Chair. There was a discussion of whether the subcommittees should use decimals in the rubric. The committee agreed to only use whole numbers.

**A member from each subcommittee provided a brief summary of their report. Note: The MPH Public Health report was not complete for review. Subsequent to the meeting, all reports and highlighted rubrics were emailed on April 16, 2012 to the Graduate Committee for final review/edits before approval of the minutes.*

Sub-Committee Members for the program reviews are:

- **MS Applied Economics** – Dr. Mikelle Calhoun, Dr. Camille Rogers, Dr. Yasar Bodur*
- **MS Kinesiology** – Dr. Thomas Buckley, Dr. Dan Czech*, Dr. Dan Gleason

- **MSN Nurse Practitioner & MSN Clinical Nurse Specialist**– Dr. Debbie Allen, *Dr. Dan Czech**
- **DNP Nurse Practitioner** – Dr. Debbie Allen, *Dr. Ednilson Bernardes**
- **MPH Public Health** – Dr. Simone Charles, Dr. Thomas Buckley
- **MA English** – *Dr. Richard Flynn**, Dr. Ming Fang, Dr. Mikelle Calhoun
- **MA Social Science** – Mr. Jonathan Harwell, Dr. Ming Fang He, *Dr. Caren Town**
- **MA Spanish** – Dr. Richard Flynn, *Dr. Caren Town**
- **PsyD Clinical Psychology** – Dr. Simone Charles, Dr. Robert Fernekes, *Dr. Camille Rogers**
- **MS Biology** – *Dr. Daniel Gleason**, Dr. Goran Lesaja

MOTION: Dr. Town made a motion to approve the Comprehensive Program Reviews that were discussed during the meeting, with the understanding that the rubric revisions would be sent out by the Chair for final review/edits before approval of the minutes. A second was made by Dr. Gleason. The motion to approve the Comprehensive Program Reviews was passed. The approved Comprehensive Program Reviews are included at the end of the minutes.

V. OLD BUSINESS

A. Continuous Enrollment Policy

Dr. Charles E. Patterson stated during the March meeting the Graduate Committee charged him with looking at three components:

- 1) Investigation of due diligence towards changes of the Continuous Enrollment Policy
- 2) Inquiry into if and how the recommendation of the Graduate Committee could be moved towards actionable items that affect student registration, matriculation, financial gain and loss to the institution
- 3) Risk/benefit analysis to determine the number of students affected

Item 1: Dr. Patterson stated he reviewed historical records of the Graduate Committee and Faculty Senate. He said the Graduate Committee took careful consideration of the Continuous Enrollment Policy and provided suggested modifications to that language to accommodate certain programs. Those recommendations were voted on and approved by the Graduate Committee, Faculty Senate, and the President in spring 2009. Dr. Patterson stated once he became Dean of the Graduate College he made the active decision to retract the language, "Summer registration is not required unless summer is the graduation term", and did so with the council of others. The revision was sent through to the Council of Deans for debate and discussion. The Council of Deans moved forward with the revised policy and the changes were made in the 2010-2011 catalog.

Item 2: Dr. Patterson stated the Graduate Committee is charged with certain things, two of which is 1) Recommend policy and procedure concerning graduate programs and curricula and maintain continuous review of such programs and 2) Review and approve all changes to graduate courses, graduate programs, and degrees. Dr. Patterson said he thinks the Graduate Committee does a good job of making recommendations to the Senate. Senate in-turn endorses these recommendations and the President then approves/implements these recommendations or does not approve, as appropriate.

Item 3: Dr. Patterson stated that based upon the number of students who are enrolled in thesis and dissertation credit, currently in spring 2012, this requirement would affect 432 students out of the 2,508 students enrolled, or approximately 17.2% of the total graduate population. Dr. Patterson stated another concern was how this policy unfairly affects students who are dependent on assistantships. If a student is supported on a fall and spring assistantship and then they have to pay tuition for summer, it could cause a financial burden. This would affect about 79 out of the 2,508 students, or 3.1% of the total graduate population. Assuming the 432 students only register for one credit hour the financial impact for the institution would be a loss of \$282,000. Dr. Patterson stated this is not just institution money that goes to support programs across campus, but summer tuition is tied to the academic budgets and a lot of the tuition dollars goes back to the academic units.

Dr. Patterson said his recommendation to the Provost will be to allow those programs, beginning summer 2012, to maintain the discretion of the continuous enrollment policy that was approved in

2009, but will reinforce the strong need and benefit for continuous enrollment to the Deans. Departments can seek approval through their college Dean for flexibility. He added the risks are much less than the benefits:

- Accepted and prevailing model of graduate engagement, matriculation and retention effort
- Key components of the culture at most institutions that emphasize the importance of graduate education
- Allows COGS and the colleges to better assess/project fall enrollments
- Is a key component of enrollment management
- Ensures engagement and the availability of resources (e.g. Galileo access, periodical access, and the use of other institutional resources) for students involved in theses and dissertation-level research
- Ensures students engaged in theses and dissertation-level research, either in the field or on-campus, are identified as students of Georgia Southern, as opposed to non-enrolled, non-employee individuals
- Continuous enrollment does not demand students be on-campus to be enrolled in thesis/dissertation credit or to provide instruction during this term. Alternatively, programs requiring 3 credit hours are able to ensure classes are offered and use this time to meet matriculation requirements.

Dr. Flynn stated policy changes should go through Graduate Committee for approval, because it is the body for faculty governance. Dr. Patterson agreed with Dr. Flynn's statement, with the caveat that the Council of Deans, in some cases, as well as Faculty Senate and the President/President's Cabinet may be involved in policy discussions/decisions as appropriate.

Dr. Patterson stated if changes can still be made to the 2012-2013 catalog the policy will be corrected. He suggested the Graduate Committee take another look at the policy in fall 2012 to consider the financial impact on the institution and academic units, as well as, how it affects the graduate culture.

VI. ANNOUNCEMENTS - No announcements were made.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 12, 2012 at 9:10 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved April 30, 2012 at 12:00 PM by electronic vote of Committee Members

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.

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 more than one criterion 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)	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	2

	improvements implemented based on findings from previous program review.	<ul style="list-style-type: none">Identifies curriculum changes made or planned as a result of previous or current program review.	program review.	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> 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
<input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				20

Comments:

MS Kinesiology Graduate Committee 2012 Program Review Report Program Meets Expectations

Executive Summary

After evaluating the MS in Kinesiology Program, the committee believes the program is viable and developing in a manner that is good for Kinesiology Programs across the Nation. We commend the program for doubling its size while still maintaining a quality product that produces publishable research and students who earn employment in their field of study. Moreover, our overall evaluation is that the program, including the emphasis areas, meets expectations.

I. Strengths

- Several strengths of the program: viability; strong emphasis areas; strong research focus; quality of faculty; student success after graduation; and student productivity.
- The quality of the faculty members who teach in the program is high. All faculty have a terminal degree. Since Fall Semester 2010, 24% of the courses in the program have an average rating of 4.5 or higher on the student ratings of instruction while 50% have had an average rating between 4.0 and 4.49. graduate students have contributed to 19 refereed publications including nine where the graduate student was first author.
- Additionally, graduate students have contributed to 45 refereed presentations at international, national, regional, and state conferences.
- Also, three Athletic Training students have been awarded research grants from the National Athletic Trainers' Association to support thesis research and four have been awarded scholarships from state and regional associations.
- Finally, of the graduates which have been tracked, 95% are either working within the field or were enrolled in/completed a doctoral or professional program.

II. Areas Identified for Improvement

- Areas that need improvement: a lack of outcome data for the program; graduate assistant stipends; class sizes for some classes; and marketing of the Sports Nutrition emphasis.
- Within the program, there has not been a concerted effort to collect outcome data for the program.
- Graduate assistant stipends at Georgia Southern are low compared to many other schools, and the program has lost highly qualified students because of the lack of competitiveness in stipends. This problem is most apparent in the Athletic Training emphasis.
- During the past few years, some class sizes have increased dramatically. Most of the large classes have been associated with the online Coaching Education emphasis.
- The Sports Nutrition emphasis is new and the number of students in the emphasis is small. The program believes there is a market for the emphasis and that the number of students will increase.

III. Use of Assessment Findings to Effect Change

The last MS in Kinesiology program review was in 2002. At that time, the program met expectations in all areas except faculty profile, demand for graduates, and alumni success which were all rated as exceeding expectations. The centrality to the mission of the university was rated high and the growth was rated as middle third and growing. Since that time, the program has grown

considerably through the addition of emphasis areas (Physical Education and Sports Nutrition) and putting the Coaching Education emphasis completely online.

IV. Strategic Areas of Focus

- The report noted the following strategic areas of focus;
 1. Collecting and Assessing Outcome documentation
 2. Improved tracking of alumni
 3. Transitioning of the Physical Education program online
 4. Addressing Graduate Assistantship Stipends
 5. Improved Marketing
 6. Increased enrollment in the Sports Nutrition emphasis
- Increase enrollment
- Better Marketing plan and vision

V. Need for Additional Information/Suggestions/Comments

- The committee feels this document could be improved by clearly delineating the program's mission, goals and outcomes in the Executive Summary in section 1. While much of this information is included in the Weave documentation it should be enumerated and outlined up-front.
- The committee recommends that outcome development training take place for all graduate program coordinators.
- At this point more information on faculty, staff, and student diversity issues is needed in the document. In this regard, the committee specifically recommend the following:
 - a. Present data sufficient to assess student diversity within the program and how student diversity has changed since the last review.
 - b. A description of the results of past efforts and a future vision to recruit and retain a diverse faculty, staff, and student population should be included.
- There is a significant need to enhance the resources needed description of the self study in regards to aligning new resources to the vision of the program. A more detailed approach would help with the smart goals established.
- Lastly, we recommend an overhaul of the marketing program plan. Program coordinators can meet with the Marketing Department to come up with a plan for each emphasis area within the program.

Comprehensive Program Review Rubric

Degree/Major (Program) **MS Kinesiology**

Date of Review **April 2012**

Review Committee

Undergraduate Committee

Graduate Committee

Scoring System
 25 - 30 = exceeds expectations
 16 - 24 = meets expectations
 10 - 15 = below expectations

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion 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)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<p>3</p> <p style="color: red; font-weight: bold; text-align: center;"> PROVIDES DETAILED INFORMATION ON ALL 5 AREAS WITHIN THE EXECUTIVE SUMMARY </p>

	based on specific results of the self-study (Section 2).			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p style="text-align: center;">2</p> <p style="text-align: center;">PROGRAMMATIC GOALS ARE WELL DOCUMENTED, BUT LIMITED NUMBER OF GOALS ARE DISCUSSED REGARDING OUTCOME DEVELOPMENT AND DIVERSITY</p>
Curriculum	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> 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 	<p style="text-align: center;">2</p> <p style="text-align: center;">DESCRIBES CURRICULUM THOROUGHLY BASED ON LEVELS OF ACHIEVEMENT,</p>

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>are reflected in the curriculum is unclear.</p> <ul style="list-style-type: none"> • Fails to identify curriculum changes made or planned as a result of previous or current program review. 	<p>CURRENT TRENDS AND PREVIOUS PROGRAM REVIEWS</p>
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p style="text-align: center;">2</p> <p style="text-align: center;">LIMITED DESCRIPTION ON USING STUDENT DATA FOR OUTCOME ORIENTATION AS WELL AS LACK OF DIVERSITY DESCRIPTION</p>

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p style="text-align: center;">2</p> <p style="text-align: center;">QUALITY FACULTY TEACHING</p>
Faculty and Staff	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p style="text-align: center;">2</p> <p style="text-align: center;">DESCRIBES DIVERSITY AND CHANGES OVER TIME</p>

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	<p style="text-align: center;">2</p> <p style="text-align: center;">EXPLAINS FACULTY ENGAGEMENT</p>
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p style="text-align: center;">2</p> <p style="text-align: center;">LIMITED DESCRIPTION OF DECISION MAKING PROCESS FOR RESOURCES AND LIMITED DOCUMENTATION MATCHING TO GOALS AND OUTCOMES</p>

	future, identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> External review was not submitted. 	<p>3</p> <p>ALL MATERIALS ARE PROVIDED</p>
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.	<p>3</p> <p>APPENDIX IS CLEAR AND COMPLETE</p>
<input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				23

Comments:

MS Nursing Graduate Committee 2012 Program Review Report Program Exceeds Expectations

Executive Summary

The committee found that the program review was well written and provides extensive and pertinent information on the Master of Science in Nursing Program. The committee also feels that the MSN program exceeds expectations for this review cycle. In the fall of 2010, the Commission on Collegiate Nursing Education (CCNE) granted the program 10 years, maximum accreditation, with no compliance recommendations. This achievement demonstrates that the program successfully engages in effective educational practices and complies with national standards recognized by the U.S. Secretary of Education. In addition, the program has been increasingly gaining visibility and recognition by the target community. These positive outcomes are due in no small amount to the dedication and commitment of the faculty and indicate the relevance of the program to the nursing profession. Overall, we concur with the Chair and Dean's summary memorandums in supporting the "exceeds expectation" rating.

I. Strengths

- According to the report, the Master of Science in Nursing has two tracks, the Clinical Nurse Specialist (which is currently on hold) and the Family Nurse Practitioner. The Family Nurse Practitioner Program is consistently ranked in US News & World Report for the past 5 years. The MSN program received the maximum accreditation by their accrediting body in this review cycle. The general scope and purpose of the program is clearly defined and includes the catalog description. The School of Nursing (SON) goals are clearly defined and addressed throughout the self-study. The program was established using national and professional guidelines; these are threaded throughout the curriculum.
- Congruency between the University mission, SON mission, and Expected Student Learning Outcomes for the MSN Program are clearly demonstrated in the narrative and Appendixes. Likewise, the University mission, SON mission, SON Faculty Goals, Expected Faculty Outcomes (in Teaching, Scholarship, Service, and Practice), and Support for Faculty are clearly demonstrated with data to support claims.
- The report states the curriculum builds on the Masters of Science Advanced Practice Registered Nursing (APRN) curriculum is developed from simple practice information to more complex concepts. The MSN curriculum was supplied for review. MSN Student Learning Outcomes, evaluation criteria, and Individual Student Learning Outcome examples were provided to show where and how these objectives are met within the program of study.
- Specific program strengths are clearly defined regarding curriculum, students, faculty, staff, and other resources with specific examples provided to support its claims. A comprehensive evaluation plan is conducted on a regular schedule for review of the mission, goals, academic policies, use of professional standards and guidelines in curriculum development/changes, expected student and faculty outcomes, fiscal and physical resources, and other items pertinent to identifying new and emerging concerns and needs.
- The report cites a dedicated and well-trained faculty with expertise in their areas of specialization. SON faculty who teach in one or more programs have undergone multiple Distance Education Teaching courses/programs to enhance their online teaching capabilities. SON faculty has served in leadership positions in organizations, government, and has published in national, state and local venues. The University and SON Expectations for Teaching, Scholarship, Practice and Service are clearly defined and the School of Nursing

Expected Faculty Outcomes is evident in the report. Faculty rating of instruction has increased to an average of 4.40 on a 5 point scale. Although presentations have declined, faculty scholarship has steadily increased since the last review cycle until 80% of tenured faculty had completed at least one publication yearly (more than 60 manuscripts were published or submitted during this review cycle; 3 authored books by SON faculty; 14 book chapters, more than 80 presentations/posters at national & international venues; 71 presentations/posters locally; and 9 creative works). More than 10 internal/external grants were funded during this time period, and 5 faculty members have received recognition with honors or awards during this review cycle. The SON provides guidance regarding a Faculty Practice Plan in order for nursing faculty to remain competent in their profession. SON faculty provides service activities to the SON, College of Health and Human Sciences, GSU, the community, as well as professional organizations. Thus in aggregate, faculty outcomes are consistent with and contribute to the achievement of the program's mission, goals, and expected outcomes.

- The data on the aggregate student outcome indicates that the program has been effective in achieving university and SON mission, goals, and expected outcomes. The report also indicates that such data is used to foster ongoing program improvement. Expected Student Outcomes and Aggregate Student Outcomes were met for this cycle. The FNP national certification pass rate (1988-2010) for all 267 MSN FNP graduates is 99.1%. Seventy-five percent (21 of 28 graduating cohorts) attained a 100% pass rate on 1st pass attempt. The Summer 2010 graduates had a 100% pass rate. Still waiting for 2011 graduate results. Student scholarship activities are clearly described (13 manuscripts submitted/published and 18 podium or poster presentations. Student diversity is high and a large percentage of students either live or work in underserved (Health Professional Service Areas (HPSA) areas as Advanced Practice Registered Nurses.
- There are more than 20 Appendixes that support the narrative.

II. Areas Identified for Improvement

- Specific weaknesses regarding faculty and students are clearly stated. Examples of areas identified for improvement were the need for increased faculty, the inability to recruit faculty for all open positions, low faculty salaries, increasing retirement of key nursing faculty members, inadequate space and staff for the Nursing Research Center (RNOP), and the lack of external mentors to support faculty.
- Areas that met expectations included documenting the efforts to recruit and retain a diverse student, faculty, and staff populations; how current budgetary resources are utilized to meet program goals and outcomes; and identifying other revenues streams that have been pursued to support the program.

III. Use of Assessment Findings to Effect Change

The report is clear on how program improvements/changes are made. These changes are often made based on various national organizations and accrediting bodies that determine advanced practice nursing recommendations at the doctoral level. Other areas identified to conduct changes within the program include student representation on SON committees and input requested throughout each school year. Also, the report states "information from formal student complaints are used to foster ongoing program improvement."

IV. Strategic Areas of Focus

The strategic areas of focus described in the review include: increase faculty salaries to be competitive in recruitment and retention efforts; hire more full-time faculty and decrease the number of part-time faculty; continue to identify and develop faculty research focus areas; increase space and staff support; consider a PhD program; continue to develop the BSN to DNP program; increase diversity among faculty and students; identify a grant writer, and identify a statistician to assist with faculty and student research activities.

V. Need for Additional Information/Suggestions/Comments

Efforts to recruit and retain student and faculty diversity are not clearly stated. The strategic recruitment of diverse students, faculty, and staff is an important way to increase differences in thinking and planning, which helps foster student learning and faculty development. Often when those of different cultural and ethnic groups work together, an increase in differing ideas occurs.

Comprehensive Program Review Rubric

Degree/Major (Program) **MS Nursing (MSN)**

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 more than one criterion 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)	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3
Curriculum	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	3

	improvements implemented based on findings from previous program review.	<ul style="list-style-type: none">Identifies curriculum changes made or planned as a result of previous or current program review.	program review.	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3
Faculty and Staff	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	3
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> 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.	3
<input checked="" type="checkbox"/> Exceeds <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				29

Comments:

Doctor of Nursing Practice (DNP) Graduate Committee 2012 Program Review Report Program Exceeds Expectations

Executive Summary

The committee found that the program review provides a detailed account of all the pertinent information and exceeds expectations. In the fall of 2010, the Commission on Collegiate Nursing Education (CCNE) granted the program the 5 years, maximum accreditation, with no compliance recommendations. This achievement demonstrates that the program successfully engages in effective educational practices and complies with national standards recognized by the U.S. Secretary of Education. In addition, the program has been increasingly gaining visibility and recognition by the target community. These positive outcomes are due in no small amount to the dedication and commitment of the faculty and indicate the relevance of the program to the nursing profession.

I. Strengths

- According to the report, the Doctor of Nursing Practice is a new totally online program, which admitted the first cohort of students in the fall 2008. The DNP program received the maximum accreditation by their accrediting body in this review cycle. The general scope and purpose of the program is clearly defined and includes the catalog description. The School of Nursing (SON) goals are clearly defined and addressed throughout the self-study. The program was established using national and professional guidelines; these are threaded throughout the curriculum.
- Congruency between the University mission, SON mission, and Expected Student Learning Outcomes for the DNP Program are clearly demonstrated in the narrative and Appendixes. Likewise, the University mission, SON mission, SON Faculty Goals, Expected Faculty Outcomes (in Teaching, Scholarship, Service, and Practice), and Support for Faculty are clearly demonstrated with data to support claims.
- The report states the curriculum builds on the Masters of Science Advanced Practice Registered Nursing (APRN) curriculum with additional coursework that is developed from simple practice information to more complex concepts. The DNP curriculum was supplied for review. DNP Student Learning Outcomes, evaluation criteria, and Individual Student Learning Outcome examples were provided to show where and how these objectives are met within the program of study.
- Specific program strengths are clearly defined regarding curriculum, students, faculty, staff, and other resources with specific examples provided to support its claims. A comprehensive evaluation plan is conducted on a regular schedule for review of the mission, goals, academic policies, use of professional standards and guidelines in curriculum development/changes, expected student and faculty outcomes, fiscal and physical resources, and other items pertinent to identifying new and emerging concerns and needs.
- The report cites a dedicated and well-trained faculty with expertise in their areas of specialization. SON faculty who teach in one or more programs have undergone multiple Distance Education Teaching courses/programs to enhance their online teaching capabilities. SON faculty has served in leadership positions in organizations, government, and has published in national, state and local venues. The University and SON expectations for Teaching, Scholarship, Practice and Service are clearly defined and the School of Nursing Expected Faculty Outcomes is evident in the report. Faculty rating of instruction has increased

to an average of 4.40 on a 5 point scale. Although presentations have declined, faculty scholarship has steadily increased since the last review cycle until 80% of tenured faculty had completed at least one publication yearly (more than 60 manuscripts were published or submitted during this review cycle; 3 authored books by SON faculty; 14 book chapters, more than 80 presentations/posters at national & international venues; 71 presentations/posters locally; and 9 creative works). More than 10 internal/external grants were funded during this time period, and 5 faculty members have received recognition with honors or awards during this review cycle. The SON provides guidance regarding a Faculty Practice Plan in order for nursing faculty to remain competent in their profession. SON faculty provides service activities to the SON, College of Health and Human Sciences, GSU, the community, as well as professional organizations. Thus in aggregate, faculty outcomes are consistent with and contribute to the achievement of the program's mission, goals, and expected outcomes.

- Efforts to recruit and retain student and faculty diversity are written clearly and concisely including specific strategies over the past few years. Enrollment remains at approximately 10 student yearly. As a new program, only the first cohort has graduated at this time, but retention rates are consistent and remain high.
- The data on the aggregate student outcome indicates that the program has been effective in achieving university and SON mission, goals, and expected outcomes. The report also indicates that such data is used to foster ongoing program improvement. Expected Student Outcomes and Aggregate Student Outcomes were met for this cycle. Student scholarship activities are clearly described (11 manuscripts submitted/published; 5 podium or poster presentations; 10 student awards/recognition/services; and 2 funded grants). Student diversity is high and a large percentage of students either live or work in underserved (Health Professional Service Areas (HPSA)) areas as Advanced Practice Registered Nurses.
- There are more than 20 Appendixes that support the narrative.

II. Areas Identified for Improvement

- Specific weaknesses regarding faculty and students are clearly stated. Examples of areas identified for improvement were the need for increased faculty, the inability to recruit faculty for all open positions, low faculty salaries, increasing retirement of key nursing faculty members, inadequate space and staff for the Nursing Research Center (RNOP), and the lack of external mentors to support faculty.
- Areas that met expectations included documenting the efforts to recruit and retain a diverse student, faculty, and staff populations; how current budgetary resources are utilized to meet program goals and outcomes; and identifying other revenues streams that have been pursued to support the program.
- Only one item of one area of focus was deemed below expectations in the report: the narrative describes the strengths and weakness of the program in the Executive Summary, but do not go beyond description. While this item is below expectations in the aforementioned area of focus, the pertinent information is contained in the subsequent pages of the report.

III. Use of Assessment Findings to Effect Change

The report is clear on how program improvements/changes are made. These changes are often made based on various national organizations and accrediting bodies that determine advanced practice nursing recommendations at the doctoral level. Other areas identified to conduct changes within the program include student representation on SON committees and input requested

throughout each school year. Also, the report states “information from formal student complaints are used to foster ongoing program improvement.”

IV. Strategic Areas of Focus

The strategic areas of focus described in the review include: increase faculty salaries to be competitive in recruitment and retention efforts; hire more full-time faculty and decrease the number of part-time faculty; continue to identify and develop faculty research focus areas; increase space and staff support; consider a PhD program; continue to develop the BSN to DNP program; increase diversity among faculty and students; identify a grant writer, and identify a statistician to assist with faculty and student research activities.

V. Need for Additional Information/Suggestions/Comments

- A detailed evaluation of how well the program is meeting established goals would be helpful to understand the overall success of the program.
- The strategic recruitment of diverse students, faculty, and staff is an important way to increase differences in thinking and planning, which helps foster student learning and faculty development. Often when those of different cultural and ethnic groups work together, an increase in differing ideas occurs.

Comprehensive Program Review Rubric

Degree/Major (Program) **Doctor of Nursing Practice (DNP)**

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 more than one criterion 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)	<ul style="list-style-type: none"> • 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. <i>N/A</i> • Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3
Curriculum	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	3

	improvements implemented based on findings from previous program review. <i>N/A</i>	<ul style="list-style-type: none">Identifies curriculum changes made or planned as a result of previous or current program review.	program review.	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> • 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. <i>N/A</i> • Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> 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. <i>N/A</i> 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	3
Faculty and Staff	<ul style="list-style-type: none"> 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. <i>N/A</i> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	3
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> 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.	3
<input checked="" type="checkbox"/> Exceeds <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				29

Comments: Some items were not applicable due to this being a new program.

Master of Public Health (MPH) Graduate Committee 2012 Program Review Report Program Exceeds Expectations

Executive Summary

The Jiann-Ping Hsu College of Public Health (formally a College in 2006) submitted accreditation materials to the Council on Education for Public Health (CEPH) in September 2010 and received accreditation in June 2011. The MPH Program hosts five competency-based disciplines. The MPH Director reports directly to the Associate Dean. The subcommittee reviewed the Comprehensive Program Review for the Master of Public Health Program provided by the Interim Dean (prior to April 2nd). The College of Public Health does not have Departments. Therefore, this review does not include a letter from a department chair. The Committee makes the following observations:

I. Strengths

Strengths of the program were clearly defined (outlined below). Strengths are clearly defined with regard to curriculum, faculty, other resources, and meeting the needs of rural Georgia.

- The program is built on a competency-based curriculum in all disciplines within the program (Biostatistics, Community Health, Environmental Health Sciences, Epidemiology, Health Policy and Management).
- The Committee comments that the program goals and outcomes are clearly outlined.
- There is yearly, institutionalized and standardized quality improvement assessment in place to assess attainment of competencies within each discipline.
- All aspects of the curriculum are linked to competencies and evaluations.
- In addition, opportunities for research and assistance exist within the College through the Public Health Systems Research Network, Center for Rural Health and Research, and Center for Biostatistics are a strength.
- Opportunities for interdisciplinary research outside of the College through collaboration with the Rural Health Research Institute are identified as a strength.
- The program goals and outcomes section clearly discusses the relevant program goals that center on content knowledge and learning outcomes of its graduates.
- The program content area is very detailed outlining all competencies required within the program. The discussion provides an outline of the two-year course process, including courses, practicum, and capstone research.
- Involvement of Public Health Advisory Board and Dean's Student Advisory Council in assessment of program goals and objectives.

II. Areas Identified for Improvement

- Research experiences for students limited due to limited grants and contracts secured by faculty for research and service opportunities.
- Recruitment of senior/seasoned faculty with access to established research funding streams is highlighted.
- The need for enhancing faculty (African American) and student (Latino) diversity is clearly outlined.
- Securing practicum experiences in rural Georgia is difficult. Students are required to identify experiences further from College.

III. Use of Assessment Findings to Effect Change

- Many program changes have been made driven by the accreditation process including creating a competency-based curriculum, standardization of syllabi, revision of competencies, review of curriculum by Public Health Practice Advisory Board, revision and standardization of capstone research evaluations and grading process, and revision of 'C' grade policies.
- Added various research objectives to support faculty, and address deficits identified within the MPH Program and College, including adding a faculty research objective "*Develop and implement a quality assurance program for proposals submitted by all JPHCOPH faculty by Spring 2010*" and outlined how JPHCOPH leadership would support research capacity.
- Increasing diversity was addressed by implementing a student recruitment plan and developing a Diversity Committee to define and create a Diversity Strategy for supporting recruitment of diverse faculty and students in the College.
- Strategic hires were made to increase support in areas of lack e.g. Office of Student Services Coordinator.

IV. Strategic Areas of Focus

- The Committee applauds ongoing College efforts to address MPH Program accreditation updates for the Interim report due Spring 2012.
- Increasing online program offerings to provide additional revenue streams.
- Need to increase oversight on practicum experiences. A strategy to standardize site visits and support assessment and evaluation of sites throughout the semester is being created.
- Enhance recruitment of Latino students.

V. Need for Additional Information/Suggestions/Comments

- More data specifics on continuous evaluations of aspects of the program would be helpful.
- More specific details and data on professional development would be useful in evaluating this aspect of the program.
- Resource distribution, allocation and expenditures not clearly outlined. One mention was made of increasing online programs as an additional revenue source. However, which programs and example numbers of how this would increase revenue and how that revenue would be spent was not outlined.

Comprehensive Program Review Rubric

Degree/Major (Program) **Master of Public Health (MPH)**

Date of Review **April 2012**

Review Committee

Undergraduate Committee

Graduate Committee

Scoring System
 25 - 30 = exceeds expectations
 16 - 24 = meets expectations
 10 - 15 = below expectations

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion 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)	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<p>3</p> <p style="color: red; font-weight: bold; font-size: 1.2em;">A detailed description of all of the 5 areas is provided</p>

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>3</p> <p>Specific measures and data plan are provided</p>
Curriculum	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>3</p> <p>CEPH Accreditation based curriculum with a strong rationale</p>

	<ul style="list-style-type: none">• Identifies curriculum improvements implemented based on findings from previous program review.	<ul style="list-style-type: none">• Identifies curriculum changes made or planned as a result of previous or current program review.	result of previous or current program review.	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">3</p> <p style="text-align: center;">Detailed summary of students' academic performance as well as current diversity and diversity plan</p>

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">3</p> <p style="text-align: center;">Very detailed and clear faculty evaluation plan</p>
Faculty and Staff	<ul style="list-style-type: none"> • 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. 3 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">3</p> <p style="text-align: center;">Established Diversity Committee</p>

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	<p align="center">2 Limited Details in the Explanation</p>
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p align="center">1 No description provided</p>

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> External review was not submitted. 	<p style="text-align: center;">2</p> <p style="text-align: center; color: red;">The College of Public Health does not have Departments. Therefore, this review does not include a letter from a department chair.</p>
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.	<p style="text-align: center;">3</p> <p style="text-align: center; color: red;">Detailed Appendices provided</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> X </div> <div style="text-align: center;"> <input type="checkbox"/> Exceeds Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				26

Comments:

MA English Graduate Committee 2012 Program Review Report Program Meets Expectations

Executive Summary

The committee applauds this very well-documented program review. As the chair, the dean, and the two external reviewers recognize, the M.A. program in English is a successful and stable graduate program that is clearly meeting expectations. The program's major strengths are its "faculty with a robust record of scholarship, a wide breadth of expertise, and a strong commitment to teaching;" a student culture of engagement "in scholarship within the profession," student and faculty collaboration, and a "commendable commitment to assessment and evaluation." Although the program is challenged by limited resources and mechanisms for fostering diversity in student recruitment, program administrators, faculty, and staff are working to address these issues. We concur with the positive reviews of the chair, the dean, and the two external reviewers.

I. Strengths

Each level of review identified three primary strengths in the program. As the Dean's Level review states, they are: (1) "faculty with a robust record of scholarship, a wide breadth of expertise, and a strong commitment to teaching," (2) "a graduate education environment that nurtures student engagement in scholarship within the profession," and (3) a "commendable commitment to assessment and evaluation" that has already been used to effect real improvements in the program.

These strengths are well documented in the program review.

II. Areas Identified for Improvement

At all levels of review, two related areas needing improvement are identified and one item is identified as deserving attention. The Dean's review specifies the following:

- Inadequate preparation of provisionally admitted students who then produce unsatisfactory levels of written work.
- Inadequate progression by students who are simultaneously writing a thesis, taking courses, and teaching as a requirement of their assistantship.
- Although not identified per se as a problem, throughout the review documentation is a clear desire to improve the participation of minority students in the program.

The Dean's review also offers three suggestions:

1. Regarding provisional student concerns: "I would encourage the program to continue its examination of the problems experienced by provisionally admitted students to determine their probability of success and to consider support strategies (workshops, mentoring, etc.) to increase their success. Alternatively, the department should reconsider its practice of provisionally admitting students."
2. Regarding inadequate progression concerns: "Given that the program has developed a culture of program assessment and has used those findings to inform curriculum revision, the program has already taken measures to address the weaknesses by requiring all beginning students to take 7111/7121 courses and by beginning an examination of the number of thesis hours allowed in the degree. The program has also used the assessment data to inform its modification of the thesis (length requirement, presentation, and deadlines)."

3. Regarding increased minority participation: "The program indicates a plan to address minority enrollment by increasing recruitment efforts at institutions with high minority populations. Coupling this action with earlier notice by the College of Graduate Studies of allocations for assistantships should be helpful in this addressing this concern."

III. Use of Assessment Findings to Effect Change

As the reports indicate, the program is praised at all levels of review for its use of assessment to effect specific changes in the program. The department chair identifies this area as one in which the program exceeds expectations, citing

the thoroughness of its self-assessment and steps taken to make changes and improvements as a result of that self-assessment. These changes include eliminating the non-thesis option, re-emphasizing writing and research in our two gateway seminars, giving students' opportunity to practice their thesis presentations, and requiring writing samples and statements of purpose from prospective students to ensure we admit only students capable of completing the degree in a timely manner.

IV. Strategic Areas of Focus

The strategic areas of focus identified at all levels include the need to build on the program's efforts to attract more and better qualified students, and to reduce or eliminate the enrollment of provisionally admitted students. All levels of review indicate that funding for additional assistantships and better funded assistantships is crucial to these efforts.

- The program's efforts to increase graduate student involvement in scholarship through their participation giving papers at scholarly conferences and working in collaboration are laudable and the program review's goal of increasing the number of conference papers delivered by students appears to be realistic. That goal is also dependent on increased funding for graduate student travel.
- The program's plan to redouble its efforts to increase the diversity of the student body is also, as the Dean's review indicates, dependent on timelier coordination and increased funding by COGS for that purpose.

V. Need for Additional Information/Suggestions/Comments

The program's two greatest strengths appear to be the faculty's record of scholarly achievement coupled with a student-centered focus and a spirit of both professional mentorship and student-faculty collaboration. The program review evidences a reasonable plan for achieving the desired improvements, and a plan for the continued support and enhancement of the existing strengths of the program.

Comprehensive Program Review Rubric

Degree/Major (Program) **MA English**

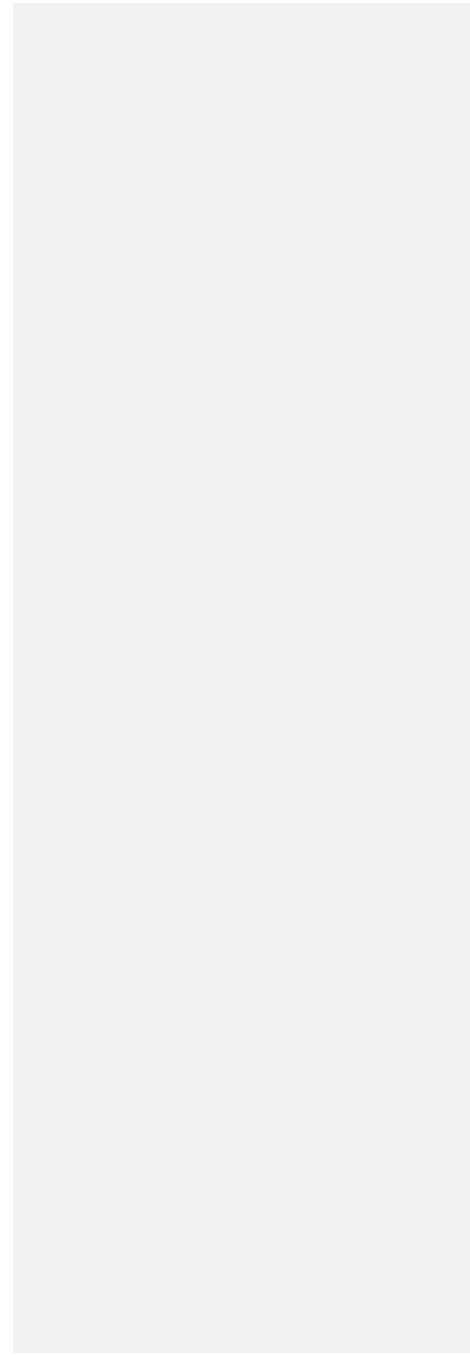
Date of Review **April 2012**

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 more than one criterion 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)	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	3



Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3
Curriculum	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	3

	<ul style="list-style-type: none">Identifies curriculum improvements implemented based on findings from previous program review.	<ul style="list-style-type: none">Identifies curriculum changes made or planned as a result of previous or current program review.	result of previous or current program review.	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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Faculty and Staff	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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
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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.	3
<input checked="" type="checkbox"/> Exceeds <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				30

Comments: The committee concurs with the previous reviewers that the program clearly meets expectations. The program review itself clearly exceeds expectations.

MA Social Sciences Graduate Committee 2012 Program Review Report Program Meets Expectations

Executive Summary

The committee believes that the MA Social Sciences (MASS) meets expectations because it offers a uniquely interdisciplinary program in the social sciences that contains an impressive array of technological resources, fosters creativity and encourages cross-disciplinary flexibility in students, and creates strong student/faculty collaborations. The program is challenged by limited faculty resources and the need for a more focused curriculum, but program administrators are working to address these issues. In addition, as this program is relatively new and being evaluated for the first time, there is very little comparative data with which to work. Thus the main weakness in the report is the lack of documentation. Overall, though, we concur with the outside reviewers and college administrators, who reviewed the program positively.

I. Strengths

- The program provides leadership and student support for high-profile research and planning at Camp Lawton, a major Civil War archaeological site recently discovered in Millen, GA. This discovery has already garnered national attention for the University and will likely continue to do so in the future as more artifacts are discovered. In addition, offering an interdisciplinary program in the social sciences, which is unique in Georgia, the program supports students working on research on cross-disciplinary research projects, many of whom will use that knowledge and experience to enhance Georgia's social science classrooms.
- The program has made itself highly visible to the wider community through its website, the CLASS Dean's Office publicity, and GSU Marketing. In addition, the program manages its finances responsibly, using summer enhancement money for both faculty and graduate student research support. A wide variety of technological resources and facilities exist to enhance social science research, and the Henderson Library continues to build its resources in the social sciences.
- Equally important, the program has been working to improve the graduate experience for students by eliminating 5000G courses in the program of study and directing students to seminars in the disciplines. Students have a number of options for completing their program (thesis, internship, or teaching practicum), and these projects have resulted in a number of students presenting papers at academic conferences and receiving grants. Students organize their graduate work in an online portfolio, which is evaluated by a faculty committee chosen by each student. Overall, the program appears rigorous, flexible, and strongly supportive of professionalism in students.

II. Areas Identified for Improvement

- The program review stresses the limited archaeological lab space as well as the need for additional space for processing artifacts. In addition, more tenure-track faculty are needed, especially in sociology and American studies. Salary increases and reassigned time for research are also needed.
- Further interdisciplinary integration within the program was cited as a goal. As the program by its very nature crosses disciplines, the report points out that it is often difficult to control

the content and focus of courses in a variety of fields. Plans are underway to create new interdisciplinary, topically-themed tracks to graduating, as well as thematically-oriented seminars, which should enhance the interdisciplinary nature of the experience for students.

III. Use of Assessment Findings to Effect Change

- The graduate seminar focus of the MASS program has been strengthened by the shift away from 5000G courses. New thematically-oriented courses will encourage students to think outside of disciplinary boundaries. Continued use of the online portfolio to collect and present student work will allow comprehensive assessment of students' progress. Development of cohesive and engaged cohorts of graduate students will enhance the students' sense of collegiality, provide opportunities for student writing workshops, and, ideally, increase graduation rates.
- Targeted recruitment of archeology faculty offers the potential of a major increase in enrollment in the program, especially in light of the work being done at Camp Lawton. A placement study of MASS graduates would be useful, according to CLASS Dean Michael Smith, both for the assessment process and to enhance student recruitment.

IV. Strategic Areas of Focus

The program aims to increase the numbers of tenure-track faculty in archeology and sociology in upcoming years. It also is engaged in finding ways to leverage the interest generated by Camp Lawton to draw faculty and students into the program.

V. Need for Additional Information/Suggestions/Comments

The report notes that the MASS program had no listing in SharePoint for data to analyze. Data appears to have been uploaded for Sociology instead of for the interdisciplinary MASS program. The lack of data resulted in gaps in the report, especially in the areas of faculty and student demographics. The report also doesn't outline faculty teaching, scholarship/creative activities, and service in any detail, which is given in considerable detail in other program review reports, and the existing student assessment data are also sparse. Although there is recognition of curriculum changes (adapting to the changing student body), the committee recommends that the program more clearly document curriculum changes and the overall program of study.

Comprehensive Program Review Rubric

Degree/Major (Program) **MA Social Sciences**

Date of Review **April 2012**

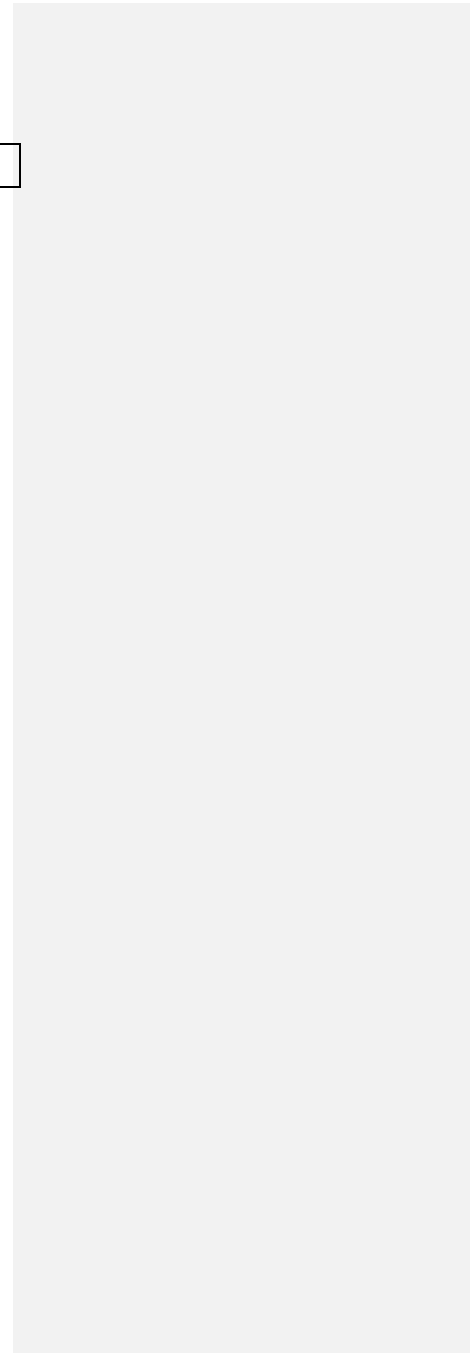
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	results of the self-study (Section 2).			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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Curriculum	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	2

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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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<input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				24

Comments. Review of Rubric Areas of Focus:

I. Strengths

- Leadership in high-profile research and planning at Camp Lawton, a major recently-discovered archaeological site
- Interdisciplinary program unique in Georgia
- Fiscal responsibility demonstrated in annual increases of summer incentive
- Active online presence

- E. Variety of technological resources and facilities, including labs for computing, archaeology, oral history, and mapping
 1. Terrestrial LIDAR
 2. 3D printer
 3. Total station (used in surveying)
 4. GIS
 5. Digital recorders
 6. Transcription equipment
 7. Qualitative data analysis software
- F. Henderson Library resources
 1. \$61,451 invested for over 1400 relevant monographs in past year
 2. 5070 relevant e-journals provided
 3. Core databases provided, including America: History and Life, Historical Abstracts, PsycARTICLES, PsycINFO, Sociological Abstracts, and the complete Web of Science
 4. Relevant interlibrary loan borrowing represents 13.46% of total; relevant GIL Express borrowing represents 37.5% of total (sociology and history resources are the most in demand for this program)
- G. Graduate culture
 1. No more 5000G courses offered by Sociology & Anthropology
 2. MASS students limited to 6 hours in 5000G courses
 3. Flexibility in final projects

II. Areas Identified for Improvement

- A. Limited archaeological lab space results in limited enrollment in MASS program
- B. Need for further interdisciplinary integration within the program
 - C. Need for additional tenure-track faculty in sociology and perhaps in American studies, in order to boost number of applicants and maintain quality of program
- D. Need for increased research support and travel funding
- E. Need for salary increases
- F. Need for reduced teaching loads
 - G. Dean Michael Smith suggests that final projects committees should include faculty from at least two disciplines.

III. Use of Assessment Findings to Effect Change

- A. The MASS program has been strengthened by the shift away from 5000G courses.
- B. Targeted recruitment of archeology faculty offers the potential of a major

increase in enrollment.

C. A placement study of MASS graduates would be useful, according to Dean Smith.

IV. Strategic Areas of Focus

- A. Aiming for increased numbers of tenure-track faculty in archeology and sociology
- B. Leveraging Camp Lawton as a draw for faculty and students

V. Need for Additional Information/Suggestions/Comments

- A. The report notes that the MASS program had no listing in SharePoint for data to analyze. There seems to have been some confusion in the uploading of data for Sociology instead of for the interdisciplinary MASS program.

Program Goals and Outcomes

- I. Provide MASS students with distinct course offerings
- II. Design interdisciplinary graduate seminars

Curriculum

- I. Interdisciplinary program unique in Georgia
- II. No more 5000G courses offered by Sociology & Anthropology
- III. MASS students limited to 6 hours in 5000G courses

Students

- I. Flexibility in final projects
- II. Dean Michael Smith suggests that final projects committees should include faculty from at least two disciplines.
- III. A placement study of MASS graduates would be useful, according to Dean Smith.
- IV. 36-hour requirement
- V. Portfolio requirement
- VI. 62% graduation rate, “respectable” according to Assoc. Dean Ludowise
- VII. Successful in grant awards and conference presentations

Faculty Teaching, Scholarship/Creative Activities, and Service

- I. The committee notes that there is an absence of documentation of faculty scholarly activities, productivities, and the impact of faculty’s work to their disciplines. The report states that this documentation is available in program reviews for each discipline in this program, but the committee doesn’t have access to that material.

- II. The committee also notes that there is a lack of documentation of faculty awards and honors.
- III. Documentation of diversity of students, faculty, and staff is missing.

IV. Documentation of student retention and graduation rates is missing.

Professional Development

- I. There is a demonstrated need for increased research support and travel funding.
- II. Professional development is not documented in the report.

Resources (Faculty, Staff, Budget, Library, Technology, Facilities)

- I. Faculty and staff
 - A. Need for additional tenure-track faculty in sociology and perhaps in American Studies
 - B. 3/3 class loads
- II. Budget
 - A. Need for increased research support and travel funding
 - B. Need for salary increases
- III. Technological resources and facilities, including labs for computing, archaeology, oral history, and mapping
 - A. Terrestrial LIDAR
 - B. 3D printer
 - C. Total station (used in surveying)
 - D. GIS
 - E. Digital recorders
 - F. Transcription equipment
 - G. Qualitative data analysis software
- IV. Henderson Library resources
 - A. \$61,451 invested for over 1400 relevant monographs in past year
 - B. 5070 relevant e-journals provided
 - C. Core databases provided, including America: History and Life, Historical Abstracts, PsycARTICLES, PsycINFO, Sociological Abstracts, and the complete Web of Science
 - D. Relevant interlibrary loan borrowing represents 13.46% of total; relevant GIL Express borrowing represents 37.5% of total (sociology and history resources are the most in demand for this program)

Accreditation or External Review

External reviewers, as well as the chair and the dean, agreed that the program meets expectations.

MA Spanish Graduate Committee 2012 Program Review Report Program Meets Expectations

Executive Summary

The committee thinks that the program meets expectations, in large part due to the recent comprehensive revision of the program to more closely align it with disciplinary standards and to allow clearer assessment of students' skills. The heightened attention on foreign language pedagogy and the rising numbers of students enrolled in the program show its relevance to the existing job market. Recent faculty hiring to meet increasing enrollment is an additional sign of a continued positive trend. Overall, we concur with the outside reviewers and the CLASS Dean's Office in commending the program for its recent revisions and believe that the MA in Spanish shows good potential for ongoing growth.

I. Strengths

- According to the report, the MA curriculum was substantially revised three years ago to meet disciplinary standards and to sharpen its focus, direction, and ability to accurately assess student progress. Evaluation of students through oral and written examinations is now in line with disciplinary standards. The report states that the majority of students in the program meet (or exceed) oral, written, listening, and reading language proficiency goals, based on American Council of Teachers of Foreign Languages' (ACTFL) guidelines. These students are also able demonstrate an understanding of Hispanic cultures. In order to ensure that students meet these standards, an assessment plan was put in place in 2011 that includes an oral proficiency interview, an MA written exam, thesis or final paper, oral defense, and exit interview.
- The report cites a dedicated, well-trained faculty with expertise in their areas of specialization as one of the primary strengths of the program. Two faculty members have been awarded grants in the last five years, and faculty have received university-wide awards such as the CLASS Award of excellence and the Office of Greek Life Professor of the Year. Faculty have published peer-reviewed articles, books, and attended conferences. As further indication of its ongoing commitment to scholarship, the department sponsors the Southeast Coastal Conference on Languages and Literatures, an international conference, and houses an online, peer-reviewed journal: *The Coastal Review*. The department also organizes the World Languages Collaborative through the Center for Teaching and Learning, which brings together department faculty and local educators to discuss effective language teaching. Faculty have also attended workshops in ACTFL proficiency standards. In addition, two faculty in applied linguistics will be added to the department in Fall 2012.
- Enrollment has risen from a consistent rate of approximately 15 students over a number of years to 20 students in Fall 2011. Graduation and retention rates are increasing, with graduations up from one student in 2007-2008 to five students in 2010-2011. The interdependence of the MA and the BA program is seen as having the potential to increase MA enrollment in the future. Ethnic diversity in the program has also increased over time, with a 14.3% increase in Hispanic students enrolled in the MA program in 2009-2010.
- The program attends closely to the future career potential of students. Collaboration with the College of Education now makes it easier for students to receive the MA in Spanish and Masters in Teaching simultaneously, which will certify students to teach in Georgia's public schools. A variety of opportunities exist for student interaction with the larger Hispanic

community in the area. Most importantly, the report states that the majority of its program graduates find employment using their Spanish-language abilities.

- The report also cites the availability of study abroad programs, as well as a variety of conversation tables and language clubs, which work to enhance students' speaking skills and confidence, as well as their Hispanic cultural awareness.
- The department has used funds from summer and online teaching to purchase computers for teaching assistants and to facilitate research and travel for faculty.

II. Areas Identified for Improvement

- The report stresses the ongoing need to attract and retain graduate students.
- As enrollment increases, additional faculty will be needed to teach graduate classes, as well as more funding for teaching assistantships, study abroad programs, faculty and graduate student research/travel, and departmental staff.

III. Use of Assessment Findings to Effect Change

- The number of faculty increased with the hiring for 2012-13 of two faculty in applied linguistics, which will enhance the variety and number of courses available to student in the program. Also, the breadth of course offerings has increased in recent years.
- The program continues its heightened focus on language proficiency goals, based on disciplinary standards and the report states that study abroad opportunities have grown.

IV. Strategic Areas of Focus

The twin foci for the program are 1) continuing to prepare students to teach Spanish by assigning graduate students as assistants to mentor teachers, who guide them in effective pedagogical strategies and practice and 2) increasing enrollment, retention, and graduation rates.

V. Need for Additional Information/Suggestions/Comments

- A detailed comparison of the old and new curriculum, including changes to the program of study and specific course changes would be helpful in assessing the level and possible effectiveness of these changes.
- A more specific list of student achievements (job placements, acceptances into Ph.D. programs, awards, publications) in recent years is needed.

Comprehensive Program Review Rubric

Degree/Major (Program) **MA Spanish**

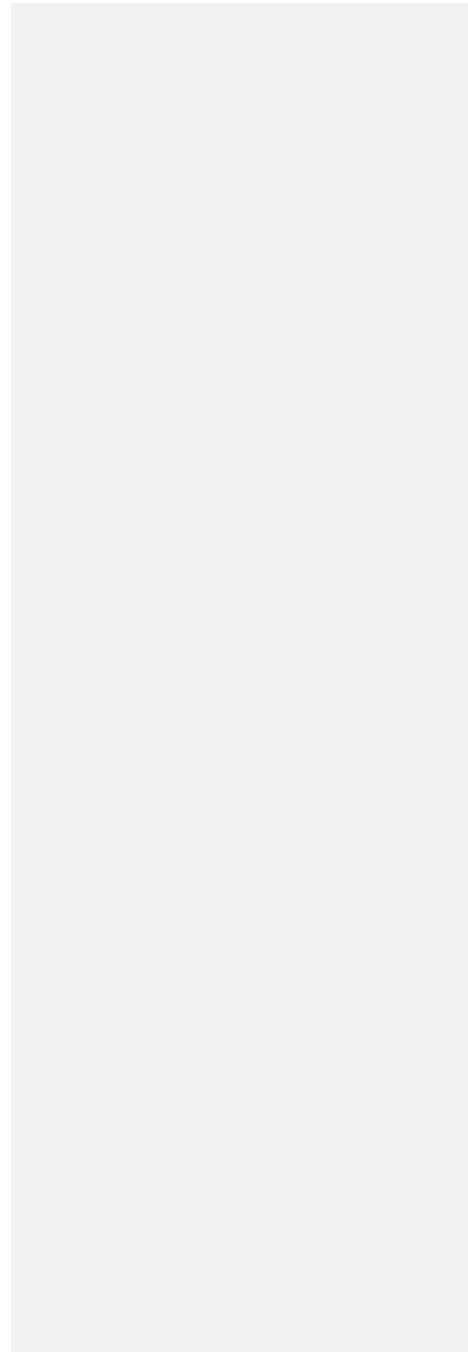
Date of Review **April 2012**

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 more than one criterion 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)	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	1

	<ul style="list-style-type: none">Identifies curriculum improvements implemented based on findings from previous program review.	<ul style="list-style-type: none">Identifies curriculum changes made or planned as a result of previous or current program review.	result of previous or current program review.	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3
Faculty and Staff	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Professional Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	3
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Exceeds </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				24

Comments:

PsyD Clinical Psychology Graduate Committee 2012 Program Review Report Program Meets Expectations

Executive Summary

The PsyD Clinical Psychology program (begun in 2007) has submitted accreditation materials to the Council on Accreditation of the American Psychological Association. Self-study materials were submitted for national administrative review (October 2011); and anticipated site visit is Fall, 2012. The subcommittee reviewed the Comprehensive Program Review for the Doctor of Psychology provided by the Department Chair and the Associate Dean's Response. As a result, this committee makes the following observations:

I. Strengths

Strengths are clearly defined with regard to curriculum, faculty, other resources, and meeting the needs of rural Georgia. Noteworthy strength is the program becoming an "associate" member of NCSPP.

- In addition, opportunities for interdisciplinary research outside of the College through collaboration with the Rural Health Research Institute are identified as a strength.
- The review provides an informative description of the program with its emphasis on being a *practitioner-scholar* priority program.
- The program goals and outcomes section clearly discusses three relevant program goals that center on content knowledge and learning outcomes of its graduates. The applied clinical skills goal of the graduates is particularly commendable.
- The program content area is very detailed and outlines all competencies as required by accreditation guidelines. The discussion provides an outline of the five-year course process, including courses, practicum, and internship plan, as well as competencies that graduates will have upon completion.
- A plan for ongoing program assessment is identified and includes some modifications that have already been completed

II. Areas Identified for Improvement

- Good discussion of Strategies for Improvement, particularly with regard to achieving accreditation in Fall of 2012.
- Highlighting specific strategies for attracting a higher quality of applicants may be needed since accreditation alone may not adequately facilitate this occurrence.
- Although the review provides a solid plan for program assessment by surveying graduates on a bi-annual rotation; the program needs to capture assessment results for its first cycle of graduates.
- There needs to clarification of specific outcome measures of the one-hour weekly face-to-face individual supervision.
- Departmental support for pedagogical and scholarly inquiry is highly commendable. However, programmatic support for ongoing faculty development opportunities (e.g., continuing education opportunities) were not highlighted in the document.

III. Use of Assessment Findings to Effect Change

- Thorough assessment measures are in place to adequately evaluate the program. However, since the program is relatively new, a full cohort has not yet advanced through the program and therefore the efficacy of the 5-year program is not fully documented.
- Thus, intermediate measures to gauge attainment of competencies for program goals by the students (e.g., results of practicum assessment) could be used to assess progress. It would be helpful to see the data from practicum evaluations to date and the measures utilized in these evaluations. The report lacked actual findings of the evaluations and as such it is difficult to assess in regards to effecting change based on program objectives.

IV. Strategic Areas of Focus

- The Committee applauds ongoing program efforts to attain accreditation.
- The targeted recruitment of diverse faculty and students into the program is commendable.
- In addition, the program hopes to address the weakness of limited clinical practicum sites in the area as a strategic focus.
- The Committee recognizes the targeted focus on training students to function effectively within the rural context of Georgia for rural workforce development as a significant program strength.

V. Need for Additional Information/Suggestions/Comments

- Weaknesses are not particularly discussed in the review, nor is there any mention of strengths/weaknesses with regard to students, faculty professional development.
- The full program description as outlined in the course catalog is not included in the program review.
- Program Evaluation and Goal Analysis does a good job of discussing program growth since it started in 2007, but lacks a discussion of what the actual goals are with regard to the expected number of students and future sustainability.
- While it is evident by some of the statistics mentioned in the document, program growth/improvements/changes are not really discussed other than an emphasis of securing sufficient financial resources
- The inclusion of an esteemed consultant is commendable; however the specifics of current curriculum trends are not reflected other than to mention the adoption of a competency-based education model.

Comprehensive Program Review Rubric

Degree/Major (Program) **PsyD Clinical Psychology**

Date of Review **April 2012**

Review Committee

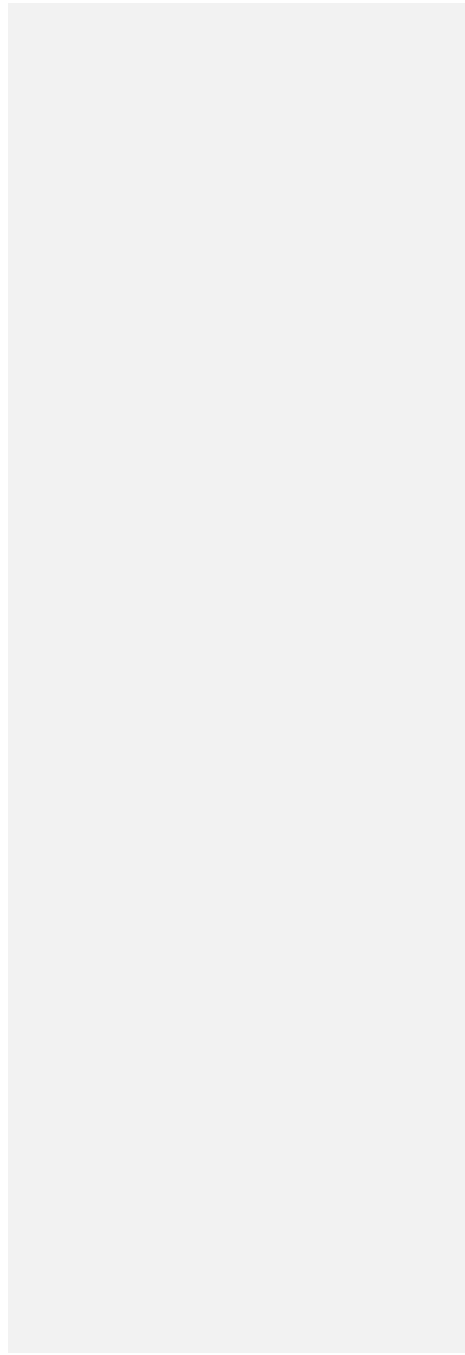
Undergraduate Committee

Graduate Committee

Scoring System
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 16 - 24 = meets expectations
 10 - 15 = below expectations

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

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Curriculum	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	2

	<ul style="list-style-type: none">Identifies curriculum improvements implemented based on findings from previous program review.	<ul style="list-style-type: none">Identifies curriculum changes made or planned as a result of previous or current program review.	result of previous or current program review.	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Exceeds </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				21

Comments: *As this is a new program, there is not yet any data to yield a detailed analysis of program assessment results or improvement.

MS Biology Graduate Committee 2012 Program Review Report Program Exceeds Expectations

Executive Summary

After reviewing the documents provided, it is the opinion of this committee that the M.S. in Biology program is exceeding expectations. This opinion is based on the outstanding success of the program even in the face of insufficient funding and inadequate facilities. This high level of accomplishment is a function of a dedicated faculty who work closely with graduate students to ensure student success. Faculty within the department have also attracted significant levels of extramural funding that inevitably enhance and expand the research opportunities available to graduate students. Women have been highly successful in this program as evidenced by their receiving more than 50% of graduate degrees awarded in recent years. Likewise, the representation of women among the faculty has increased significantly since the last program review. While still in its early stages, we are confident that assessment plans established for the program will prove useful in directing future program development. Finally we would like to congratulate the individuals responsible for assembling this thorough and well-documented program review.

I. Strengths

- One of the major advantages of the M.S. in Biology program is its emphasis on a close working relationship between faculty and graduate students, an atmosphere that fosters the development of students into colleagues. Aspects that distinguish this graduate program from others within the state include 1) providing students with the opportunity to pursue the full range of biological sciences in a single cohesive department, 2) a thriving undergraduate research program that inevitably places graduate students and undergraduate students together in research laboratories, and 3) access to an outstanding group of teacher/scholars. Evidence for the quality of faculty within the Department is based on the fact that over the last 7 years they have won nearly 1 of every 3 University Excellence Awards, between 2008 and 2011 received more external funding than any other department on campus (\$3.5 million), and since the last program review averaged per year 1 book, 60.5 peer-reviewed publications, 67 presentations at meetings and invited seminars, 14 editor or editorial board positions, and 20.5 positions of leadership in professional organizations, boards, or agencies. It is notable that some of the external funds received have been used to hire laboratory staff and supplement internally-derived graduate student stipends, thus extending the reach of the program.
- The curriculum, modified in 2009, provides training that is aligned specifically with the Program Learning Outcomes and follows current curriculum trends as outlined by the National Research Council and the American Association for the Advancement of Science. These modifications have introduced a set of higher level courses designed specifically for graduate students and provide a more structured, but still flexible, curriculum. The entire curriculum feeds into the ultimate objective of completing a scientifically rigorous research project and writing a thesis of the quality publishable in a peer-reviewed scientific journal. Furthermore, in 2010 the Department of Biology began offering a non-thesis option for applicants who have an established career, but could benefit from graduate coursework and obtaining a graduate degree. This option should also improve retention rates for the program.

- In terms of diversity, the M.S. in Biology program has an outstanding record of recruiting and graduating female students. Between 2004 and 2010, 61% of the M.S. degrees awarded went to female students. The Department has also been highly successful in recruiting female faculty since the last review. Of the 15 hires made since 2001, 40% were women. Likewise, racial diversity of the faculty in the Department is increasing with 43% of the currently untenured faculty representing minorities. The ability to attract a diverse faculty is, in large part, a result of the collegial atmosphere that exists within the Department.
- Finally, the retention rate for the M.S. in Biology program is outstanding. The retention rate since 2008 has been a consistent 97% with those few students leaving the program citing a change in career goals, a desire to obtain full time work, and a desire to return to their home town as causal factors.

II. Areas Identified for Improvement

- A major weakness of the program relates to University funding and facilities. The low level of graduate student stipends provided by the University is a serious threat to program viability as high quality students are lost to peer and aspirational institutions providing significantly more support. As noted, graduate students receive a stipend of \$9,200 for 10 months of teaching but are required to pay University fees (approximately \$2,000 per year) and carry health insurance (\$1,200 per year). This leaves approximately \$600 per month (before taxes) for food and lodging during the academic year with no guarantee for funding during the summer. The inadequacy of the space in the current, antiquated biology building is well-known, but completion of the new facility in 2013, although too small to house the entire department, should help.
- While the low level of stipends is an impediment to attracting graduate students to the program, it is also noted in the review that a clear strategy for student recruitment has not been developed. Contacting the chairs of biology departments across the region to make them aware of the strength of the program is a good start, but these recruiting efforts need to be expanded.
- Within the curriculum it is pointed out that learning outcomes need to be formalized and improved at the individual course level. Given that the graduate curriculum was modified recently, course structure is still in flux and it is expected that learning outcomes and assessment instruments will continue to be developed.
- Rapidly increasing student numbers at the undergraduate level also represent a threat to the continued viability of the M.S. program in Biology. The biology major/faculty FTE ratio has increased from 16.7 in 2007 to 28.11 in 2011. If temporary faculty are removed from this equation the ratio in 2011 was 40.1. The Department's student credit hour/FTE ratio is much higher than the Delaware nationally normed data and the increased time commitment required to teach this rapidly increasing undergraduate student population is a direct impediment to expanding the M.S. program. New faculty hires are needed to resolve this issue.

III. Use of Assessment Findings to Effect Change

- Recent changes to the M.S. in Biology curriculum were made based on informal feedback from faculty and graduate students. Formal assessment of the MS in Biology is in its second year. The department faculty recognize the need for such an assessment and are supporting

its development and implementation. At this time it is too early to identify trends in the assessment.

- In recognition of the impact of increasing undergraduate student numbers on faculty time, the Department added 2 laboratory staff positions. These staff free up some faculty time by contributing to the set-up of introductory biology labs for majors and overseeing upkeep of the animal facility.

IV. Strategic Areas of Focus

In light of the self-study, the following strategic areas of focus were identified:

- Decrease student/teacher and SCH/FTE ratios by adding tenure-track faculty.
- Increase stipends and benefits for graduate students.
- Increase average overall instructor ratings on evaluations to 4.4 in 3 years.
- Use assessment data to inform curriculum changes and evaluate new non-thesis option.
- Occupy a new building in Summer 2013 and assess productivity in light of new research facilities.

V. Need for Additional Information/Suggestions/Comments

- The assessment plan implemented recently for the M.S. in Biology was designed for the thesis option. It is not clear how this plan will be used to assess the non-thesis option so there needs to be some consideration of this issue.
- While the program has provided an environment favorable to the success of female students, racial diversity is not high. Thus there is a need to develop a plan and implement policies that improve the racial diversity of students in the program. In addition, the review does not outline explicitly what a diverse faculty and staff should look like for this major. Such a context is necessary to assess the current level of diversity for the program.
- Based on the self-study, the strategic areas of focus have been clearly delineated. However, the document fails to outline specific steps that will be taken to address these strategic areas. Such a plan should be developed.
- From the document it is unclear how the professional development activities engaged in by faculty advance the program's mission, goals, and outcomes. Based on the activities that are indicated we feel the links are there, but outlining them would improve the document. As an example, it would be beneficial to describe the professional development activities that will be implemented to achieve the goal of increasing average overall instructor ratings on student evaluations to 4.4. Such a goal is admirable, but also runs the risk of setting the bar at such a high level that faculty lower standards to achieve it.

Comprehensive Program Review Rubric

Degree/Major (Program) **MS Biology**

Date of Review **April 2012**

Review Committee
Graduate Committee

Undergraduate Committee

Scoring System
25 - 30 = exceeds expectations
16 - 24 = meets expectations
10 - 15 = below expectations

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Summary (Section 1)	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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
Goals and Outcomes	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	3

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Teaching, Scholarship, and Creative Activities,	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	3
Staff	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
(Faculty, Staff, Budget, Technology, Facilities)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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
Internal or External Review	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 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. 	<ul style="list-style-type: none"> 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 <i>falls below expectations, meets expectations, or exceeds expectations</i>. 	<ul style="list-style-type: none"> External review was not submitted. 	3
	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.	3
<input checked="" type="checkbox"/> Exceeds <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				26

Comments: The committee concurs with the previous reviewers indicating that the program clearly exceeds expectations. The program review itself also exceeds expectations.

Pathways to Success
April 6, 2012
9 am – 10:30; CIT 3150

Present: M. Welford (Chair), D. Allen, T. Case, L. Gwinett, A. Hackney, C. Hodges, P. Humphreys, B. Price, G. Shah, M. Smith, and C. Griffith (Recorder)

Discussion

Members reviewed the PowerPoint presentation to be used in the Open Forums. Where possible, questions were anticipated and discussed. Mark Welford will give the presentation. Charles Hodges and Amy Hackney volunteered to take note of the faculty comments for later reference. It was decided not to prepare any handouts as recommendations have not been finalized. The forums are designed to solicit faculty input before finalizing the recommendations.

Points of note:

1. We need to emphasize that the Study Team was NOT charged with defining or setting teaching loads.
2. It was agreed not to address the 3-year commitment on a pathway at today's forum for fear that it might confuse matters. It will be discussed in the final white paper.
3. The Team has not yet addressed residential versus non-residential faculty.
4. The Team has not yet addressed recommending a university level promotion and tenure review committee.

Meeting adjourned 10:20 a.m.

**Next Meeting: Friday, April 13th, 9 a.m. to 10:30 a.m., CIT
3150**

**Second Open Faculty Forum, Friday, April 27th, 2 p.m. to 4 p.m., CIT
1004**

Georgia Southern University

Pathways to Success Study Team White Paper

Summary

The ***Pathways to Success Study Team*** was charged with (1) developing a flexible faculty workload model that allows faculty to select different career tracks at different points in their careers; (2) recommending new university policies or policy revisions needed to implement equitably a differential faculty teaching load model; and (3) recommending mechanisms for supporting faculty on different tracks, including teaching, research, service, and administration.

The ***Pathways to Success Study Team*** was also charged with evaluating the need for (and potentially recommending a structure for) a university promotion and tenure review committee that would (1) review promotion and tenure dossiers at the university level and make recommendations to the President; (2) clarify university promotion and tenure criteria and ensure that departmental/college policies align with university and System expectations; and (3) recommend a university policy that distinguishes between promotion and tenure *procedures* and promotion and tenure *criteria*.

Study Team minutes are available at <http://academics.georgiasouthern.edu/provost/teams/pathways> while the Team participated in two open faculty forums – April 6 and 27. As a result of these forums and Study Team deliberations we present this White Paper outlining our recommendations.

Comment [CH1]: Is this font-size change on purpose?

Comment [CH2]: This is confusing me.

Pathways to Success Study Team

Members:

Deborah Allen (CHHS)
 Tom Case (Department Chair Representative)
 Robert Cook (CEIT)
 Lori Gwinett (LIB)
 Amy Hackney (CLASS)
 Charles Hodges (COE)
 Patricia Humphrey (COSM)
 Barbara Price (COBA)
 Gulzar Shah (JPHCOPH)
 Michael Smith (Dean, CLASS)
 Timothy Teeter (Faculty Senator)
 Mark Welford (Faculty Senator, Study Team Chair)
 Candace Griffith (Secretary)

Pathway to Success Study Team Goals

The goal of the Team is to recommend a faculty workload model that provides every faculty member with a “pathway to success,” while also furthering the University’s strategic vision of increasing research and creativity, maintaining a strong teaching ethos, and becoming one of the best comprehensive universities in the nation.

The specific goals are as follows:

1. To create a system that includes all tenure-track and tenured faculty
2. To create co-equal pathways
3. To create a system where the unit remains in control
4. To offer colleges the ability to recognize and reward different roles that enhance the mission of the unit
5. To allow faculty in consultation with their unit chairs to transition to different tracks at different points in their careers

The Pathways Committee views its recommendations as both enabling new opportunities for faculty and defining career choices that better match the duties and aspirations of current faculty. If the Committee's Pathways are approved by the administration, we foresee that Deans would receive guidelines on how to foster the process of moving a Pathway to full implementation within their unit.

After a college has defined evaluation, tenure and promotion guidelines for the new Pathways and has had their procedures approved, then Deans may be enabled to encourage current faculty to pursue the new Pathways and faculty may negotiate with the administration to pursue Pathways that best fit their career goals. All faculty must elect, no later than their next major review, a pathway that can be accommodated by the unit and approved by the Dean.

Pathway Criteria

1. Pathway workload percentages set at unit
2. Faculty evaluated at pre-tenure (3 yrs), tenure (6 yrs), and post-tenure (5 year intervals)
- ~~2-3.~~ Faculty can only change Pathways if successful in current Pathway and in consultation w/Unit Chair, however, faculty can change pathways or negotiate temporary changes in work responsibilities in consultation w/Unit Chair if extenuating personal circumstances or serendipitous professional opportunities arise
- ~~3-4.~~ Each faculty member must maintain 10% of their workload in each area – Research, Service, Teaching, Professional Development

Comment [CH3]: Missing ending period

All faculty in all pathways are expected to participate in service at some level. Service activities are vital to the mission of the University; therefore, tenure-eligible faculty must participate in service. These activities include:

- Effective participation in the operation and governance of the University, and in the outreach mission of the University.
- Effective participation in organizations relating to your academic profession.

Service is not expected in all of these areas but, rather, some combination that represents the relative weight that is equivalent to the percent that each faculty is assigned in this domain. However, meeting the demand for service should not consume so much time that it detracts from faculty member's other responsibilities.

We recommend the provost accept and recommend implementation of the following four pathways that we present in detail in this white paper:

- Teacher/Scholar
- Research and Creativity
- Practice
- Service

Teacher-Scholar Pathway

A faculty member in the Teacher-Scholar Pathway is expected to demonstrate a strong commitment to the process of teaching in her/his own classroom as well as beyond her/his classroom. The Teacher-Scholar is expected to demonstrate excellence in teaching and competence in scholarship at a level deemed suitable by units and maintain currency in discipline. Teaching should be interpreted so as to encompass all of its forms such as one-to-many classroom teaching, online teaching, individual teaching, and thesis and dissertation supervision. Evaluation criteria may include:

Georgia Southern Teaching Related:

1. Course syllabi and other course materials
2. Development of new courses and programs
3. Student ratings of instruction
4. Development and/or implementation of new teaching methodologies and reflection/formative evaluation of how they have worked/evolved
5. Examples of student work
6. Peer evaluations of interaction with students and course materials (all modalities)
7. Undergraduate and/or graduate research supervision and advising
8. Engagement with student learning outside the classroom

External Validation Criteria: (faculty need not attempt all of these examples listed below, or in any category); other sources may exist as well

1. Published and/or presented **Scholarship of Discovery** (*the pursuit of original knowledge and creativity*), **Teaching** (*activities with intellectual merit that contribute to teaching and learning, or to the understanding of teaching and learning*), **Integration** (*original contributions that make connections between disciplines, create new contexts for viewing knowledge, or establish new models*) and/or **Application** (*the application of knowledge that occurs when scholars apply their expertise responsibly to consequential problems for the general good*). Examples of published work include refereed print or online journals; peer-reviewed books, book chapters (including textbooks) and edited volumes; peer-reviewed articles in encyclopedias or biographical dictionaries; published interviews, book reviews, and critical essays
2. Peer-reviewed recognition of performance, visual works, video production and all other forms of creative work
3. Curation of museum and gallery exhibitions
4. Products resulting from applied scholarship, industry research
5. Development of courses or pedagogies adopted by other faculty, especially those at other colleges or universities

Professional Growth and Development:

1. Developing and/or leading teaching workshops in the field
2. Documented participation/involvement in professional development experiences and/or organizations whose goals are to enhance research [and creative](#) activity, teaching and professional development
3. Descriptions of steps taken to improve teaching effectiveness and evidence/reflection on steps taken.
4. Familiarization with and use of appropriate teaching technologies
5. Maintenance of currency in course and curriculum content
6. Use of opportunities for self- and/or external assessment of teaching

Recognition:

1. Awards for teaching and/or research [and](#) creative excellence
2. Follow-up surveys of graduates in graduate school or in their employment
3. Performance of students in subsequent courses

Recommended Weightings:

Teaching 50-70%

Research 10-30%

Service 10-20%

Professional Development 10-20%

Research [and](#) Creativity Pathway

Success in research and creative endeavors will be associated with steady and consistent record of research and creative endeavors, continued development of scholarly activity, advancement within one's field of inquiry, and positive professional reputation based on scholarly activity. Any periods of time without significant record of scholarly activity will require explanation.

External Validation Criteria: Documentation supporting scholarly activity may come from some or all of the following (or additional relevant) measures:

1. Peer-reviewed publications that are original contributions to knowledge in refereed print or online journals with quality of these publications noted (*impact factor; prestige level of journal; frequency of citation etc.; use of evidence in practice*);
2. Peer-reviewed books, book chapters (including textbooks) and edited volumes with the quality of these publications noted (*determined by critical print reviews, on-line reviews, and external reviews by experts in the field; use of evidence in practice*);
3. Articles in encyclopedias or biographical dictionaries;
4. Published interviews, book reviews, critical essays;
5. Peer-reviewed recognition of performance, visual works, video production and all other forms of creative work (*e.g., print reviews, on-line reviews, external reviews by experts in the field*);
6. Curation of museum and gallery exhibitions;
7. Products resulting from applied scholarship, industry research;
8. Refereed conference papers;
9. Presentations at meeting of learned societies;
10. Grant proposals written to sources of funding outside the university, and quality of those proposals, evident from successful funding or favorable scoring/review if unfunded.
11. Amount of funding from external grants.

Georgia Southern Research Related: (see Teaching Pathway for classroom evaluations)

1. Undergrad/Graduate research supervision and advising
2. Mentoring new research faculty
3. Internal grants

Professional Development:

1. Service on editorial boards of scholarly publications;
2. Service on national committees engaged in scholarly work;
3. Organization and supervision of professional meeting;
4. Organization and supervision of topical sessions at professional meetings.
5. Service as a reviewer for peer-reviewed journals
6. Service as reviewer of proposals to funding agencies

Recognition:

1. Special recognition by national and international professional societies and granting agencies;
2. Major academic awards, highly selective fellowships (other than postdoctoral fellowships);
3. Invited lectures at meetings of national or international scholarly societies.

Criteria:

Person's research has made significant impact in his/her scholarly discipline, as demonstrated by independent reliable sources. Their significance and value **can** be measured **using some** of the following criteria:

1. evidence of their impact and contribution to a body of knowledge (e.g., substantial number of publications, critically received books and book chapters, high journal paper citation rates, critically received performance and creative work), or advancement of instruction;
2. a combination of quality and quantity (Quality is assessed and determined by external and internal review processes. A record of multiple products indicates quantity); and
3. the acquisition of external funding that directly and significantly benefits their research, and the department, college and the university.

Recommended Weightings

Research 50-70%

Teaching 10-30%

Service 10-15%

Professional Development 10-15%

Practice Pathway

Success in practice will be associated with the successful placement of students, innovation in practice to enhance each faculty's profession, advancement within one's field of inquiry, and positive professional reputation based on practice activity.

Professional Development: (faculty need not attempt all of these examples listed below); other sources may exist as well

1. Use expertise in the use of information systems/technology resources to implement and/or transform, and where and if possible disseminate, quality improvement initiatives to support practice and administrative decision-making in profession
2. Provide leadership in the evaluation and resolution of ethical and legal issues within systems relating to the use of information, information technology, and communication networks and where appropriate disseminate this work to the profession
3. Design, select, and use information systems/technology to evaluate programs, outcomes, and quality improvements and where appropriate disseminate this work to the profession
4. Facilitate collaborative team functioning and overcome impediments to inter-professional practice
5. Establish inter-professional teams, participate in the work of the team, and assume leadership of the team when appropriate
6. Employ principles of other disciplines to implement effective plans for practice-level and/or system-wide practice initiatives that will improve the organizational practice structure or program and where appropriate disseminate to the profession
7. Design, direct, and/or evaluate methodologies to promote timely, effective, and efficient strategies to improve practice and where appropriate disseminate to the profession
8. Obtaining (practice) and maintaining licensure (as appropriate)
9. Complete required hours of continuing education (as appropriate)
10. Expertise in assessing organizations, identifying systems' issues, and facilitating organization-wide changes in practice delivery
11. Developing and/or leading workshops in application of skills or knowledge
12. Use conceptual and analytical skills in evaluating the links among practice, organizational structure, fiscal, and policy issues
13. Consultant to organizations to improve outcomes to the identified population

External Validation: (other sources may exist as well)

1. Published and/or presented Scholarship of Discovery, Teaching, Integration and/or Application

Georgia Southern Teaching Related:

1. Clinical supervision of students
2. Mentoring students for and in practice
3. For classroom evaluation see Teacher Scholar Pathway
4. Mentoring and training faculty and staff
5. Fulfillment of professional librarian responsibilities

Recognition

1. Student success after graduation
2. Assume leadership roles in a national organization or other endeavor that would promote the field and/or organization at the regional or national level

Recommended Weightings:

Professional Development 50-70%

Research 10-30%

Service 10-30%

Teaching 10-30%

Service Pathway

The Service Pathway remains as a distinct pathway when continued high workload in this area outweighs the demands of Teaching, Research and Practice and is deemed by the faculty member's department chair or dean to be the most beneficial of the faculty member's contributions to the university.

Service Pathway is a position dedicated to advancing the mission of the department, unit or university. Success in Service will be associated with steady and consistent record of excellence in the creation, maintenance, or improvement of a program, continued development of scholarly activity, and positive professional reputation based on the program's reputation.

Such positions *might* include:

1. administering an honors program
 2. directing a Center (e.g. the Center for Albanian Studies)
 3. directing Study Abroad programs
 4. directing a department's graduate program
 5. directing a department's undergraduate program
 6. substantial service role outside Georgia Southern which advances the recognition of Georgia Southern on a national or international scale
- Service for the service track cannot be made up from a compilation of multiple traditional service roles.
 - We have agreed that a minimum of three years is needed to assess anyone's track and allow for continuity, and multiple committees, which function for a limited time and have limited availability, do not permit this.
 - Workload cannot consist of just a greater quantity of roles such as faculty senate, journal review boards, national organizations, community outreach, etc. These are the sorts of service that *all* faculty are expected to participate in at some level (see Pathway Criteria).

Georgia Southern Service Related: (Evaluation criteria may include)

1. Program handbook and other program materials
2. Development of new programs
3. Development of assessment tools
4. Evaluation of program
5. Student success in program
6. Examples of student work

External Validation Criteria: (see Research [and](#) Creativity Pathway for additional documentation supporting scholarly activity measures)

1. Development of programs adopted by other colleges or universities
2. Critical review and dissemination of program products
3. Products resulting from applied scholarship (program evaluation)
4. Reputation of program

Recommended Weighting:

Service 50-70%

Professional Development 10-30%

Research 10-30%

Teaching 10-30%

Pathways to Success Study Team also recommends the formation of a university promotion and tenure review committee. We recommend the following:

Promotion and tenure decisions rest primarily at the department/unit level, as peers in the same general area of endeavor are most suited to evaluate an individual's contributions in the areas of teaching, research/scholarly activity, service, and professional development.

Tenure also considers the needs of the university and department. Each department/unit shall create and publish criteria for promotion and tenure decisions.

Developed collaboratively by the department/unit faculty and dean, these criteria, including but not limited to measurable standards appropriate to one's discipline, defined and established at the unit level. However, each individual faculty member must be aware that meeting minimum requirements is no guarantee of either.

In order to ensure fair and equitable promotion and tenure decision processes, the Pathways to Success Study Team recommends the institution of a **University level Promotion and Tenure Committee** which, [in conjunction with the provost](#), will [make](#) recommendations to the President.

Comment [CH4]: "Provost" uppercase "P" ??

The duties of this committee shall be:

1. Advise the Provost, deans, and department chairs on issues related to promotion and tenure
2. Review all faculty applications for promotion and tenure, including appeals from lower levels
3. Ensure that criteria established at the unit level are applied fairly and consistently throughout the promotion and tenure process.
4. Approve changes to unit criteria for promotion and tenure for each pathway in order to ensure consistency with university and university system policy.

We recommend that the composition of the committee shall be:

Eight (8) members appointed by the Provost upon recommendation of the deans of the academic colleges and library, each unit to have one appointed member, and [one member](#) elected by the faculty [from each college and the library, for a total of eight \(8\) elected members. Thus, the total recommended size of the University-level Promotion and Tenure Committee would be 16 members.](#)

Members shall serve staggered three-year terms, **must be tenured full professors**, and cannot be currently serving administrators. In the event that there are not at least four faculty members from a college who meet these criteria, the college may elect a tenured associate professor to serve on the committee. In order to represent the faculty as a whole, no more than two (2) members may come from any one college. To ensure equitable decisions, there shall be a minimum of two (2) members representing each pathway. If such is not the case upon election, the Provost's appointees shall serve to comprise this minimum.

We, the Pathways to Success Study Team, also note the following concerns:

The proposed career Pathways for tenured and tenure-track faculty members at Georgia Southern University will present new opportunities for career advancement. However, the concept of pathways which focus on certain elements of a faculty member's responsibilities will be a new concept for many faculty members beginning their careers at Georgia Southern University. Thus, it is recommended that a formal faculty mentoring program be established to support the development of faculty and their successful integration into our new academic culture. The goals of the program should include providing new faculty members with guidance regarding:

- Ways to successfully navigate entry into a new academic community
- Choosing appropriate professional opportunities for success in their Pathway
- Establishing priorities and goals which are congruent with their Pathway
- Preparing for annual reviews

Guiding Documents:

From NSF:

"Examples of mentoring activities include, but are not limited to: career counseling; training in preparation of grant proposals, publications and presentations; guidance on ways to improve teaching and mentoring skills; guidance on how to effectively collaborate with researchers from diverse backgrounds and disciplinary areas; and training in responsible professional practices."

Yale report:

<http://www.yale.edu/wff/pdf/ExemplaryJunior%20Faculty%20MentoringPrograms.pdf>

University of South Florida:

http://www.coedu.usf.edu/main/faculty/documents/MentoringBooklet07_o8.pdf

MIT:

<http://web.mit.edu/cortiz/www/Diversity/MITMentoringBooklet.pdf>

UNDERGRADUATE COMMITTEE

MINUTES

APRIL 10, 2012, 3:30 P.M.

I. CALL TO ORDER

- **Voting Members Present:** Dr. Adrian Gardner, Dr. Bruce McLean, Dr. Chuck Harter, Dr. Deborah Allen, Ms. Debra Skinner, Dr. Edward Mondor, Ms. Jessica Minihan, Dr. Julie Maudlin, Dr. Mary Hazeldine, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Sabrina Ross
- **Non-Voting Members Present:** Ms. Ann Evans, Ms. Candace Griffith, Ms. Caroline James, Dr. Kathy Albertson
- **Visitors:** Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Deborah Thomas, Dr. Delena Gatch, Dr. Karen Naufel, Dr. Shahnam Navaee, Dr. Stephen Rossi, Dr. Terri Flateby
- **Absent with Alternate in attendance:** Ms. Lisa Yocco
- **Absent:** Dr. Jacob Warren

Dr. Ron MacKinnon called the meeting to order at 3:31 p.m. He started with a few Thank Yous before the meeting.

II. APPROVAL OF AGENDA

A McLean/Hazeldine motion to approve the agenda was passed unanimously.

III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

- **Department of Psychology**
Proposed New, Revised, or Deleted Program(s)
B.S., Psychology (*Revised Program*)

JUSTIFICATION:

Per request of the Registrar's Office: RECR 2130 was deleted from the curriculum in 2008. It is still showing on the B.S. Psychology catalog page and we were asked to correct that oversight.

A Harter/Gardiner motion to approve this program revision was passed unanimously.

IV. VICE PRESIDENT FOR ACADEMIC AFFAIRS

- **Center for International Studies**
Proposed New, Revised, or Deleted Program(s)
B.A., International Studies (*Revised Program*)

JUSTIFICATION:

Revisions to the Catalog Page for International Studies.

B.S., International Trade (*Revised Program*)

JUSTIFICATION:

Revisions to the Catalog Page for International Trade.

A Hazeldine/Gardiner motion to approve these program revisions was passed unanimously.

V. COLLEGE OF HEALTH AND HUMAN SCIENCES

➤ Health and Kinesiology

New Course(s)

NTFS 3631 - Sustainable Foods

This course explores factors that influence the local 'food system', including farming methods, food production and industrialization, distribution, economics, and politics. Also included in this course is a critical review of the current sustainable food issues of hunger and nutrition, food justice and sovereignty, fair trade, labor issue, farm-to-school/university, community supported agriculture, organic foods, GMO and cloned foods, and food and water safety in the food supply chain. Students participate in a service learning project with the local community garden, the local farmers market, and/or several local farmers to understand the real world application of sustainable foods. 3 credit hours.

JUSTIFICATION:

The Sustainable Foods course will be an upper division elective course within the Nutrition & Food Science (NTFS) minor program, increasing the number of electives offered in the minor to five, thereby allowing students to more easily complete the NTFS requirements. In addition, the Sustainable Foods course will fulfill the requirements for an upper division elective in the Interdisciplinary Concentration in Environmental Sustainability.

A Garno/Harter motion to approve this new course was passed unanimously.

Course Revision(s)

FROM: NTFS 3536 - Meal Management

Prerequisite(s): A minimum grade of "C" in NTFS 2534 and NTFS 3534.

TO: NTFS 3536 - Meal Management

Prerequisite(s): A minimum grade of "C" in NTFS 2534, NTFS 3534, and ServSafe Manager Certification.

JUSTIFICATION:

Students in Meal Management are required to work with food throughout the duration of the course. Requiring students to obtain ServSafe Manager Certification as a prerequisite to this course will ensure that they have a basic knowledge of food safety and sanitation principles that can be applied during food preparation.

FROM: NTFS 3537 - Advanced Food Science

Prerequisite(s): A minimum grade of "C" in NTFS 2534, NTFS 3534, and CHEM 1140.

TO: NTFS 3537 - Advanced Food Science

Prerequisite(s): A minimum grade of "C" in NTFS 2534, NTFS 3534, CHEM 3342, BIOL 2240, and ServSafe Manager Certification.

JUSTIFICATION:

Students are required to work with food throughout the duration of this course. Requiring students to obtain ServSafe Manager Certification as a prerequisite to this course ensures that they have a basic knowledge of food safety and sanitation principles that can be applied during food experiments. Additionally, in the past, students have only been required to take CHEM 1140 as the science prerequisite to this course. This has not prepared them to thoroughly understand the food science principles explored in this course. Requiring students to take CHEM 3342 and BIOL 2240 as prerequisites, as well as the chemistry prerequisite courses

required for Organic Chemistry II, will provide them foundation knowledge essential to this course.

FROM: NTFS 3730 - Quantity Food Practicum

Prerequisite(s): A minimum grade of "C" in NTFS 3538 and HNRM 3324.

TO: NTFS 3730 - Quantity Food Practicum

Prerequisite(s): A minimum grade of "C" in NTFS 3537, NTFS 3538, and ServSafe Manager Certification.

JUSTIFICATION:

Students are required to work with food throughout the duration of this course. Students must understand basic food science principles to competently prepare the quality and quantities of food produced at different sites in this practicum; therefore, Advanced Food Science is necessary as a prerequisite to this course. Additionally, requiring students to obtain ServSafe Manager Certification, previously a component of HNRM 3324 which is no longer being offered, as a prerequisite to this course ensures that they have a basic knowledge of food safety and sanitation principles that must be applied during the practicum.

FROM: NTFS 4630 - Cultural Foods

This course will explore the relationship between food and nutrition, traditions, culture, religion, history, and beliefs. This course will include the study of factors that affect the food supply, such as farming, climate and weather, food production, industrialization, economics, politics, and globalization. Also included in this course will an introduction to current food and nutrition related issues, such as sustainability, fair trade, local farming, farm-to-table, organic and natural foods, slow foods movements, food safety in the food supply chain, and global and domestic hunger. This course will also include a student-focused component that will examine and compare personal heritage, immigration, family dynamics, and personal food, nutrition, and health beliefs within the larger global context.

TO: NTFS 4630 - Cultural Foods

This course explores the relationship between food and nutrition, history, geography, culture and traditions, religion, communication, and acculturation. This course includes the study of cultural parameters and current issues that have shaped and continue to influence foodways - food availability, farming and food production practices, economics, politics, globalization, and sustainability. Students will also examine their own heritage and family dynamics to better understand their personal food, nutrition, and health beliefs and practices.

JUSTIFICATION:

A new course, Sustainable Foods, is being developed which includes many of the concepts originally presented in Cultural Foods. Because the two main topics presented in Cultural Foods - cultural foods and sustainable foods - are so vast, it is best to split these and create courses that provide a more comprehensive study of both topics (also recommended in student feedback of the Cultural Foods course). Creating two courses will also increase the number of electives available to Nutrition & Food Science majors and minors.

A Hazeldine/Harter motion to approve these course revisions was passed unanimously. Dr. Stephen Rossi asked that the Proposed Effective Terms for all CHHS items be changed to 201208.

Proposed New, Revised, or Deleted Program(s)
B.S., Nutrition and Food Science (*Revised Program*)

JUSTIFICATION:

The proposed program change would allow us to fully implement a more rigorous chemistry curriculum for the purpose of being comparable to other Dietetics undergraduate programs in the U.S. and to adequately prepare all of our NTFS graduates to enter graduate study in Nutrition and Food Science throughout the U.S. and in particular, in a soon to be proposed MS in Nutrition and Food Science at Georgia Southern University.

Nutrition and Food Science Minor (*Revised Program*)

JUSTIFICATION:

The proposed program change would allow us to fully implement a more rigorous chemistry curriculum for the purpose of being comparable to other Dietetics undergraduate programs in the U.S. and to adequately prepare all of our NTFS graduates to enter graduate study in Nutrition and Food Science throughout the U.S. and in particular, in a soon to be proposed MS in Nutrition and Food Science at Georgia Southern University.

A Hazeldine/Harter motion to approve these program revisions was passed unanimously.

VI. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

➤ **Construction Management and Civil Engineering**

New Course(s)

CENG 3231 - Highway Design I

This course covers different approaches to highway design, mainly based on considerations of geometric controls, structural requirements, drainage needs and costs. Prerequisite(s): A minimum grade of "C" in CENG 2231. 3 credit hours.

JUSTIFICATION:

The proposed course is required for the Civil Engineering Program. This course provides the student with the basic knowledge on the geometric design of highways, including the design of vertical and horizontal curvers.

CENG 3232 - Soil Mechanics

This course is an introduction to soil mechanics, including an investigation of the mechanical and physical properties of soils and the relation to soil action in problems of engineering such as soil composition, index properties, classification, exploration, compaction, permeability, stress distribution, consolidation, settlement, shear strength, bearing capacity, and lateral earth pressure. Prerequisite(s): A minimum grade of "C" in CENG 3233. 3 credit hours.

JUSTIFICATION:

The proposed course is required for the Civil Engineering Program. It provides the students with the basic concepts of soil mechanics and experieiment methods of soil testings for the physical, mechanical and engineernig properties.

CENG 4137 - Open Channel and Pumps

The course covers the application of principles of fluid mechanics to flow in open channels and pumps. Topics include uniform flow, flow resistance, gradually varied flow, flow transitions for open channel, pump

classification, system hydraulics, pump curves and duty points, and water and wastewater pumping stations. The course additionally addresses open channel design, and pumping station design. Prerequisite(s): A minimum grade of "C" in CENG 3311 and ENTR 3235. 3 credit hours.

JUSTIFICATION:

The proposed course is a technical elective for the Environmental concentration of the Civil Engineering Program. The course covers principles and design of open channel and pump stations.

CENG 4139 - Advanced Water and Wastewater Treatment

The course covers advanced water and wastewater treatment processes necessary for designing and managing modern drinking water and wastewater treatment plants. Topics include ion exchange, ozonation, adsorption, membrane, Biological Nutrients Removal (BNR), Membrane Biological Reactor (MBR), disinfection, sludge treatment and disposal, wastewater reclamation and reuse, and effluent disposal.

JUSTIFICATION:

The proposed course is a technical elective for the Environmental concentration of the Civil Engineering Program. The course covers advanced drinking water and wastewater treatment processes necessary for designing and managing modern drinking water and wastewater treatment plants. Prerequisite(s): A minimum grade of "C" in CENG 3132. 3 credit hours.

CENG 4231 - Highway Design II

This course covers different approaches to highway pavement design, including asphalt pavement and Portland cement pavement. Prerequisite(s): A minimum grade of "C" in CENG 3231, CENG 3232, and CENG 3233. 3 credit hours.

JUSTIFICATION:

The proposed course is a technical elective for the Civil Engineering Program. It provides students with the principles of pavement design including MEPDM (Mechanistic-Empirical Pavement Design Method), and its state of the art software for rigid and flexible pavements design.

CENG 4232 - Foundation Design

Introduction to foundation design methods, including shallow foundations, slope stability, pile foundation, and retaining walls. Prerequisite(s): A minimum grade of "C" in CENG 3232. 3 credit hours.

JUSTIFICATION:

The proposed course is a technical elective for the Civil Engineering Program. It provides the students with the knowledge on several topics on foundation engineering including the design of retaining walls, pile foundations and slope analysis.

CENG 4234 - Asphalt Mix Design

This course is an introduction to materials science and basic engineering properties of asphalt binders and mixtures including mainly SHRP binder specifications, and SUPERPAVE mix design. Prerequisite(s): A minimum grade of "C" in CENG 3233. 3 credit hours.

JUSTIFICATION:

The proposed course is a technical elective for the Civil Engineering Program. It provides the students with an introduction to performance-grade (PG) grading system of asphalt binders and the selection process of

the asphalt binders. In addition, the design of Superpave asphalt mixtures will be introduced.

A McLean/Hazeldine motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: CENG 3131 - Environmental Pollution

Review of role of EPA in environmental protection. Basic hydrology of catchments will be covered. Topics to be included are: causes, estimation and control of storm water; surface water, groundwater, air and noise pollution, plus control methodology; principles of solid waste systems, and hazardous waste control; standard EPA approved laboratory tests to evaluate environmental pollution; stream sanitation and DO sag curve; computer programs to trace movement and concentration of pollutants in rivers, estuaries, and aquifers, plus aquifer rehabilitation using injection and pumped wells.

TO: CENG 3131 - Introduction to Environmental Engineering

The course is an introduction to environmental engineering. Topics include a review of the role of the United States Environmental Protection Agency (EPA) in environmental protection, mass balance, rainfall and runoff analysis, basic surface water and groundwater hydrology, water quality management, municipal solid waste and hazardous waste management, and air pollution control.

JUSTIFICATION:

The title and the course catalog description have been modified to better reflect the course contents. Additionally, we are requesting to change the course setting to be able to offer multiple lab sessions for the lecture to handle the increase in enrollment.

FROM: CENG 3135 - Project Cost Analysis, Planning, and Management

Additional Fees: None. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in CENG 3234 and Junior or Senior standing in CET or CE.

TO: CENG 3135 - Project Cost Analysis, Planning, and Management

Additional Fees: \$30. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in CENG 3233 and Junior or Senior standing in CET or CE.

JUSTIFICATION:

The prerequisite of this course (CENG 3234) is being renumbered as CENG 3233, and therefore this change needs to be reflected. This course also requires a lab fee that is needed. On the curriculum form which was originally submitted for this course to the Feb. 8, 2011 UC meeting; due to an oversight this lab fee was omitted.

FROM: CENG 3234 - Civil Engineering Materials

Introduction to materials science and basic engineering properties of common civil engineering materials including metals, soils, aggregates, Portland cement concrete, asphalt binder and asphalt concrete, wood, and masonry. Experiment preparation and field trip to nearby plants are required. Written and oral communication skills are an important part of this course. Prerequisite(s): A minimum grade of "C" in ENGR 3233 and prior or concurrent enrollment with a minimum grade of "C" in MATH 3337.

TO: CENG 3233 - Civil Engineering Materials

Introduction to materials science and basic engineering properties of common civil engineering materials including metals, soils, aggregates, Portland cement concrete, asphalt binder and asphalt concrete, wood, and masonry. Written and oral communication skills are an important part of this course. Prerequisite(s): A minimum grade of "C" in ENGR 3233.

JUSTIFICATION:

A new course numbering scheme has been developed in anticipation of creating different tracks within the Civil Engineering program. To stay consistent with this system, the course number is being modified. Additionally, the course prerequisites are modified since the Probability course (MATH 3337) is not required in the new CE Curriculum. The catalog description was slightly modified to more accurately describe the course.

FROM: CENG 4132 - Water and Wastewater Treatment

The course includes sources and characteristics of water and wastewater, principles of design for units and processes in water and wastewater treatment plants, treatment standards, standard laboratory tests used to control the operation of water and wastewater treatment plants. Field trips to water and wastewater treatment plants are incorporated into the course when appropriate. The course also includes computer program design of water treatment units.

TO: CENG 3132 - Introduction to Water and Wastewater Treatment

The course is an introduction to water and wastewater treatment. Topics include sources and characteristics of water and wastewater, treatment standards, selection of different water and wastewater treatment processes, design principles for treatment units in water and wastewater treatment plants, and standard laboratory tests used to control the operation of water and wastewater treatment plants.

JUSTIFICATION:

The level of the course is lowered from senior to junior. The course CENG 3132 (Introduction to Water and Wastewater Treatment) will be used as the prerequisite for a new course CENG 4139 (Advanced Water and Wastewater Treatment). The new title of "Introduction to Water and Wastewater Treatment" will be more appropriate than the old title of "Water and Wastewater Treatment" for the course sequence CENG 3132 and CENG 4139. The catalog description has been slightly modified to better reflect the course contents. Additionally, we are requesting to change the course setting to be able to offer multiple lab sessions for the lecture to handle the increase in enrollment.

FROM: CENG 4133 - Water Supply Systems

The course includes parameters, equations and procedures for the design of wastewater and storm water collection systems; parameters, equations and procedures for the design of water distribution systems, pumps, pump curves, pumping stations, sizing storage tanks and wetwells; design of wastewater and stormwater collection systems; rainfall-runoff computations; Hardy-Cross method for pipe networks; and design of culverts, drop structures, sheet flow, and use of computer programs for unlined channel design.

TO: CENG 4133 - Water Supply and Wastewater Collection Systems

The course covers water supply and wastewater collection systems. Topics include basic hydraulics, major and minor head losses, pipes in series and parallel, water distribution network analysis, design of water supply

distribution systems, sanitary sewer collection systems, and storm sewer collection systems.

JUSTIFICATION:

The new title of "Water Supply and Wastewater Collection Systems" is more appropriate than the old title "Water Supply Systemst" for the contents covered in this course. The catalog description has further been modified to better reflect the course contents. Additionally, we are requesting to change the course setting to be able to offer multiple lab sessions for the lecture to handle the increase in enrollment.

FROM: CENG 4135 - Highway Design
Prerequisite(s): A minimum grade of "C" in CENG 2231, CENG 3133, and CENG 3234.

TO: CENG 4135 - Highway Design
Prerequisite(s): A minimum grade of "C" in CENG 2231, CENG 3133, and CENG 3233.

JUSTIFICATION:

The prerequisite of this course (CENG 3234) is being renumbered as CENG 3233, and therefore this change needs to be reflected.

FROM: CENG 4539 - Senior Project
Prerequisite(s): A minimum grade of "C" in the courses listed in one of the following tracks. Environmental Track: CENG 4132 and CENG 4133; or Structures Track: CENG 3332 and CENG 3333 or CENG 4331; or Transportation Track: CENG 4135 and CENG 4136.

TO: CENG 4539 - Senior Project
Prerequisite(s): A minimum grade of "C" in the courses listed in one of the following areas. Environmental Area: CENG 3132 and CENG 4133 or CENG 4137; Structures Area: CENG 3332 and CENG 3333 or CENG 4331; Transportation Area: CENG 3231 and CENG 3232.

JUSTIFICATION:

A new course numbering scheme has been developed to identify courses in different areas of the Civil Engineering Program. Prerequisites were changed to accommodate new course numbers.

A McLean/Kennerly motion to approve these course revisions was passed unanimously.

New, Revised or Deleted Program(s)

B.S.C.E., Civil Engineering (*Revised Program*)

JUSTIFICATION:

Recently, members of the Industry Advisory Board and faculty members of the Civil Engineering Program recommended to provide optional specializations to students majoring in this program. The proposed modifications are to allow students to select technical elective courses in three specialization areas in Civil Engineering. Additionally, a minimum grade of "C" is now required for all CENG courses.

A McLean/Gardiner motion to approve this program revision was passed unanimously.

➤ **Geology & Geography**

Course Revision(s)

FROM: GEOG 3130 - Conservation
Prerequisite(s): None.

TO: GEOG 3130 - Conservation

Prerequisite(s): GEOG 1111 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division physical geography courses, students need to have previous exposure to fundamental concepts in physical geography. GEOG 1111 (Climate and the Landscape) introduces students to the discipline of Geography and provides them with a foundation of knowledge in physical geography. Completion of this course enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Weather and Climate, Biogeography, and Conservation. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOG 3230 - Economic Geography

Prerequisite(s): None.

TO: GEOG 3230 - Economic Geography

Prerequisite(s): GEOG 1101 or GEOG 1130 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOG 3330 - Weather and Climate

Prerequisite(s): None.

TO: GEOG 3330 - Weather and Climate

Prerequisite(s): GEOG 1111 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division physical geography courses, students need to have previous exposure to fundamental concepts in physical geography. GEOG 1111 (Climate and the Landscape) introduces students to the discipline of Geography and provide them with a foundation of knowledge in physical geography. Completion of this course enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Weather and Climate, Biogeography, and Conservation. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOG 3530 - Cultural Geography

Prerequisite(s): None.

TO: GEOG 3530 - Cultural Geography

Prerequisite(s): GEOG 1101 or GEOG 1130 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and

Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOG 4130 - Biogeography

Prerequisite(s): None.

TO: GEOG 4130 - Biogeography

Prerequisite(s): GEOG 1111 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division physical geography courses, students need to have previous exposure to fundamental concepts in physical geography. GEOG 1111 (Climate and the Landscape) introduces students to the discipline of Geography and provide them with a foundation of knowledge in physical geography. Completion of this course enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Weather and Climate, Biogeography, and Conservation. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOG 5230 - Urban Geograph

Prerequisite(s): None.

TO: GEOG 5230 - Urban Geograph

Prerequisite(s): GEOG 1101 or GEOG 1130 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOG 5330 - Population Geography

Prerequisite(s): None.

TO: GEOG 5330 - Population Geography

Prerequisite(s): GEOG 1101 or GEOG 1130 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables

students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOG 5430 - Political Geography

Prerequisite(s): None.

TO: GEOG 5430 - Political Geography

Prerequisite(s): GEOG 1101 or GEOG 1130 or permission of instructor.

JUSTIFICATION:

To increase the likelihood of success in upper division human geography courses, students need to have previous exposure to fundamental concepts in human geography. Both World Regional Geography (GEOG 1130) and Introduction to Human Geography (GEOG 1101) introduce students to the discipline of Geography and provide them with a foundation of knowledge in human geography. Completion of at least one of these courses enables students to engage with and apply higher level concepts and theories presented in upper division human geography courses like Economic Geography, Cultural Geography, Political Geography, and Population Geography. In addition, this prerequisite holds the potential to contribute positively to student progression and graduation.

FROM: GEOL 5540 - General Oceanography

An integrated approach to the study of oceans with special emphasis on biology, chemistry and geology of ocean basins. Studies will include the ecological, physical, and geological features of ocean basins, as well as chemical composition of ocean water and oceanic circulation processes. 4 credit hours.

TO: GEOL 5231 - General Oceanography

An integrated approach to the study of oceans with special emphasis on geology, chemistry, and biology of ocean basins. Studies will include the ecological, physical, and geological features of ocean basins, as well as chemical composition of ocean water and oceanic circulation processes. 3 credit hours.

JUSTIFICATION:

The current course, GEOL 5540 (General Oceanography), needs to be changed from a 4-credit hour course to a 3-credit hour course because this is a lecture only course without labs. The course number needs to be adjusted to represent the actual credit hours of the course and to better align with GEOL 5230 (Earth Science), another geology course for non-major students. In addition, the catalog description needs a minor revision to reflect the emphasis on geology in the course content.

A McLean/Hazeldine motion to approve these course revisions was passed unanimously.

➤ **Mechanical & Electrical Engineering**

New, Revised, or Deleted Program(s)

Engineering Technology Minor (*Deleted Program*)

JUSTIFICATION:

Engineering Technology Programs are being phased out and their courses will no longer be available. Hence, the minor in Engineering Technology is being deleted.

Computer Engineering Second Discipline Concentration (*Revised Program*)*JUSTIFICATION:*

This program change is needed since EENG 1110 is deleted from the Electrical Engineering program.

Engineering Sciences Second Discipline Concentration (*Revised Program*)*JUSTIFICATION:*

Since the Electrical Measurement course (EENG 1110) has been deleted, this course is replaced by another one credit course Solid Modeling & Analysis (ENGR 2112).

A McLean/Hazeldine motion to approve these program revisions was passed unanimously.

➤ **Physics****New Course(s)****ASTR 3790 - Teaching Internship in Astronomy**

The internship allows students to investigate teaching practices in astronomy. The student will participate in an introductory workshop immediately prior to the start of the semester, intern in the planetarium, and meet with the faculty mentor one hour each week. Prerequisite(s): ASTR 1000, ASTR1010, or ASTR 1020 or permission of instructor. 1-2 credit hours.

JUSTIFICATION:

The Physics Department has been offering a Planetarium Internship courses as Directed Independent Study (PHYS 5490). Several students take this course each semester. Thus we desire to create a Teaching Internship in Astronomy (ASTR 3790) course for servicing the needs of these students. This new course would satisfy a major requirement for the current BA with major in Physics degree program.

ASTR 5890 - Astronomy Research Experience

An independent astronomy research experience in which a student will investigate a research question under the direction of a faculty member. Students will be expected to maintain a laboratory notebook, prepare a written summary of the research, and give an oral presentation at the end of the experience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Permission of instructor. 1-4 credit hours.

JUSTIFICATION:

The Astronomy Research Experience (ASTR 5890) will give students an opportunity to complete an original research project under the supervision of a faculty member. The course will provide an additional upper level elective credit for students.

PHYS 5090 - Selected Topics in Physics

A course allowing for investigation of selected topics in Physics; it will be taught on a one-time basis. Lecture only course can be for two, three, or five credit hours. For laboratory courses, one credit hour will be given for every three hours spent working in lab. Prerequisite(s): A minimum grade of "C" in PHYS 1112 or PHYS 2212 or permission of instructor. 2-5 credit hours.

JUSTIFICATION:

Currently the Physics Department is using a single course, Directed Independent Study (PHYS 5490), for dual purposes. This course is being

used as both a selected topics course and an independent research study course. Thus we are creating this new selected topics course, Selected Topics in Physics (PHYS 5090).

A McLean/Hazeldine motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: ASTR 4030 - Selected Topics in Astronomy

This course will cover selected topics in Astronomy. Students may be allowed to do special projects in astronomy under the recommendation of the instructor.

TO: ASTR 5090 - Selected Topics in Astronomy

A course allowing for investigation of selected topics in Astronomy; it will be taught on a one-time basis. Lecture only courses can be for two, three, or five credit hours. For laboratory courses, one credit hour will be given for every three hours spent working in lab.

JUSTIFICATION:

The Physics Department is creating a new course titled Selected Topics in Physics (PHYS 5090). It is desired to cross list this new course with the existing course titled Selected Topics in Astronomy (ASTR 4030). Thus, we have updated the number of the existing course from 4030 to 5090 to allow for cross listing. In addition, the catalog description has been updated.

FROM: PHYS 3790 - Teaching Internship in Physics

PHYS 3790 (student internship in the laboratory component of PHYS 1149 environment physics) will be under the mentorship of a faculty member. The student will participate in an introductory workshop immediately prior to the start of the semester, intern in the PHYS 1149 laboratory, and meet with the faculty mentor one hour each week. 1 credit hour per laboratory section of PHYS 1149 in which the student interns for a maximum of 3 credit hours interned multi-section. Prerequisite(s): None. 1-3 credit hours.

TO: PHYS 3790 - Teaching Internship in Physics

The internship allows students to investigate teaching practices in physics. The student will participate in an introductory workshop immediately prior to the start of the semester, intern in a PHYS 1113 and/or PHYS 1114 laboratory, and meet with the faculty mentor one hour each week throughout the semester. 1 credit hour per laboratory section in which the student interns. Prerequisite(s): A minimum grade of "C" in PHYS 2212 and permission of instructor. 1-2 credit hours.

JUSTIFICATION:

Initially the Teaching Internship in Physics (PHYS 3790) course was linked to the laboratory component of the Environmental Physics (PHYS 1149) course. We desire to link the internship to our introductory Physics Lab courses (PHYS 1113 and PHYS 1114) instead. Thus, the contact hours and prerequisites of the course have been changed. In addition, we desire to cross link this course with a new course, Teaching Internship in Astronomy (ASTR 3790).

FROM: PHYS 5490 - Directed Independent Study

Selected Topics in Physics. Students may be allowed to do special projects in Physics or Astronomy upon recommendation of the Physics faculty member. Graduate students will be given an extra assignment determined

by the instructor that undergraduates will not be required to do. 1-5 credit hours.

TO: PHYS 5890 - Physics Research Experience

An independent physics research experience in which a student will investigate a research question under the direction of a faculty member. Students will be expected to maintain a laboratory notebook, prepare a written summary of the research, and give an oral presentation at the end of the experience. 1-4 credit hours.

JUSTIFICATION:

Currently the Physics Department is using this course, Directed Independent Study (PHYS 5490), for dual purposes. This course is being used as both a selected topics course and an independent research study course. Thus we are creating a new selected topics course, Selected Topics in Physics (PHYS 5090) and revising this course to reflect an independent research study course. Changes have been made in the course number, title, hours, and catalog description. In addition, we wish to cross list this course with a new course Astronomy Research Experience (ASTR 5890).

A McLean/Hazeldine motion to approve these course revisions was passed unanimously.

New, Revised or Deleted Program(s)

B.A., Physics (*Revised Program*)

JUSTIFICATION:

We propose to change the name of the current Physics BA degree program to Physics and Astronomy. The name is being updated to reflect the large quantity of Astronomy coursework students must take in completing the program. In addition, we have created a new Teaching Internship in Astronomy course (ASTR 3790) in the department. This course will now be listed as one of two possible course options for satisfying major requirements. Currently, the Observational Techniques in Astronomy course (ASTR 4330) is listed by an incorrect number. This has been corrected on the program page.

A McLean/Hazeldine motion to approve this program revision was passed unanimously.

VII. COLLEGE OF EDUCATION

➤ Department of Teaching and Learning

New Course(s)

MGED 3712 - Middle School Practicum III

This practicum involves structured observations, as well as planning and teaching individual lessons and activities in mathematics or science in a middle grades classroom. Emphasis is placed on content, classroom management, classroom environment, instructional strategies for diverse populations of students, integration of technology, and assessment of student learning. Prerequisite(s): A minimum grade of "C" in MGED 3332, MGED 3432, MGED 3731, SPED 3332, and admission to Teacher Education

Program. Corequisite(s): MGED 3232, MGED 3532, and MGED 3722. 1 credit hour.

JUSTIFICATION:

Required for certification. This is a modification of Practicum II to include the separation of Practicum II into separate sections for Science and Mathematics. This will allow the grading to be specific for the subject area, rather than an average of the two field placements.

SPED 3133 - Methodologies of Inclusive P-5 Settings

The course is designed to examine: (a) research-based methods for curriculum and instruction in an inclusive classroom, (b) differentiated instruction, (c) instructional curricular adaptations, and (d) collaboration for individuals with age-level learning abilities as well as those individuals with mild disabilities, preschool through grade 5. Corequisite(s): SPED 3130 and SPED 3131. 3 credit hours.

JUSTIFICATION:

This course is required for the new concentration in the Early Childhood program that provides a dual certification in K-5 general education and special education.

A Maudlin/Gardiner motion to approve these new courses was passed unanimously.

Course Revision(s)

FROM: ECED 3131 - The P-5 Curriculum

Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in ITEC 3130 and SPED 3331.

TO: ECED 3131 - The P-5 Curriculum

Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in SPED 3331.

JUSTIFICATION:

The program is being restructured to provide two options--P-5 Early Childhood Certification or P-5 Special Education/Early Childhood Certification. ITEC 3130 is being removed in order to prevent increasing the program hours beyond 135. The technology standards are being integrated across the curriculum.

FROM: ECED 3232 - P-5 Creative Arts

Prerequisite(s): A minimum grade of "C" in ECED 3131.

TO: ECED 3232 - P-5 Creative Arts

Prerequisite(s): A minimum grade of "C" in ECED 3131 or SPED 3132.

JUSTIFICATION:

The program is being restructured to provide two options--P-5 Early Childhood Certification or P-5 Special Education/Early Childhood Certification. Those candidates completing the P-5 Early Childhood certification study concentration are required to take ECED 3131; however, those in study concentration in Special Education/Early Childhood Education take SPED 3132; therefore, the prerequisites need to be different for the two study concentrations for this course.

FROM: ECED 3262 - P-5 Language and Literacy

Prerequisite(s): A minimum grade of "C" in ECED 3131 and READ 2230.

TO: ECED 3262 - P-5 Language and Literacy

Prerequisite(s): A minimum grade of "C" in ECED 3131 or SPED 3132, and READ 2230.

JUSTIFICATION:

The program is being restructured to provide two options--P-5 Early Childhood Certification or P-5 Special Education/Early Childhood Certification. Those candidates completing the P-5 Early Childhood certification study concentration are required to take ECED 3131; however, those in study concentration in Special Education/Early Childhood Education take SPED 3132; therefore, the prerequisites need to be different for the two study concentrations for this course.

FROM: ECED 3732 - Methods I Practicum

The Methods I Practicum is designed to provide the preservice teacher with opportunities to integrate theory with practical application in the methods of teaching language, literacy and the creative arts in the K-2 classroom. Students will observe and participate in an early primary classroom setting and will plan and implement lessons and instructional units within that setting. Prerequisite(s): A minimum grade of "C" in ECED 3131 and prior or concurrent enrollment with a minimum grade of "C" in ECED 3262. Corequisite(s): ESED 4633.

TO: ECED 3732 - Methods I Practicum

The Methods I Practicum course is designed to provide the preservice teacher with opportunities to integrate theory with practical application in the methods of teaching and usage of classroom management skills in diverse K-2 classrooms. The preservice teacher will observe and participate in an elementary classroom as well as plan and implement lessons, instructional units, assessments and individual education plans within that setting. Early Childhood majors will be placed in a general education classroom. Early Childhood/Special Education majors will be placed in a special education setting or general education classroom with students with disabilities. Prerequisite(s): A minimum grade of "C" in ECED 3131 or SPED 3132 and prior or concurrent enrollment with a minimum grade of "C" in ECED 3262. Corequisite(s): ECED 4632.

JUSTIFICATION:

The program is being restructured to provide two options--P-5 Early Childhood certification or P-5 Special Education/Early Childhood Certification. Those candidates completing the P-5 Early Childhood certification study concentration are required to take ECED 3131; however, those in study concentration in Special Education/Early Childhood Education take SPED 3132; therefore, the prerequisites need to be different for the two study concentrations for this course. Also, the catalogue description is being changed to include a description of the field experiences for those candidates completing Study Concentration 2: Special Education/Early Childhood.

FROM: ECED 4333 - P-5 Teaching Mathematics

Prerequisite(s): A minimum grade of "C" in ECED 3131 and MATH 3032.

TO: ECED 4333 - P-5 Teaching Mathematics

Prerequisite(s): A minimum grade of "C" in ECED 3131 or SPED 3132, and MATH 3032.

JUSTIFICATION:

The program is being restructured to provide two options--P-5 Early Childhood certification or P-5 Special Education/Early Childhood Certification. Those candidates completing the P-5 Early Childhood certification study concentration are required to take ECED 3131; however, those in study concentration in Special Education/Early Childhood Education take SPED 3132; therefore, the prerequisites need to be different for the two study concentrations for this course.

- FROM:** **ECED 4433 - P-5 Science**
Prerequisite(s): A minimum grade of "C" in ECED 3131.
- TO:** **ECED 4433 - P-5 Science**
Prerequisite(s): A minimum grade of "C" in ECED 3131 or SPED 3132.
- JUSTIFICATION:*
The program is being restructured to provide two options--P-5 Early Childhood certification or P-5 Special Education/Early Childhood Certification. Those candidates completing the P-5 Early Childhood certification study concentration are required to take ECED 3131; however, those in study concentration in Special Education/Early Childhood Education take SPED 3132; therefore, the prerequisites need to be different for the two study concentrations for this course.
- FROM:** **ECED 4533 - P-5 Social Studies**
Prerequisite(s): A minimum grade of "C" in ECED 3131.
- TO:** **ECED 4533 - P-5 Social Studies**
Prerequisite(s): A minimum grade of "C" in ECED 3131 or SPED 3132.
- JUSTIFICATION:*
The program is being restructured to provide two options--P-5 Early Childhood certification or P-5 Special Education/Early Childhood Certification. Those candidates completing the P-5 Early Childhood certification study concentration are required to take ECED 3131; however, those in study concentration in Special Education/Early Childhood Education take SPED 3132; therefore, the prerequisites need to be different for the two study concentrations for this course.
- FROM:** **ECED 4733 - Methods II Practicum**
Designed to provide the preservice teacher with observation and actual teaching experience in a supervised classroom setting. A major emphasis is on planning and teaching an integrated unit in a 3-5 classroom.
- TO:** **ECED 4733 - Methods II Practicum**
The Methods II Practicum course is designed to provide the preservice teacher with observation and actual teaching experience in a supervised 3rd - 5th elementary classroom setting. Major emphasis is placed on lesson and unit planning, using a variety of instructional strategies for diverse populations of students, classroom management, multiple assessment strategies, strategies that enhance student learning, the selection and use of instructional technology, and professional reflection. Early Childhood majors will be placed in a general education classroom. Early Childhood/Special Education majors will be placed in a special education setting or general education classroom with students with disabilities.
- JUSTIFICATION:*
The catalogue description is being changed to include a description of the field experiences for those candidates completing Study Concentration Two: Special Education/Early Childhood.
- FROM:** **ECED 5799 - Student Teaching in Early Childhood Education**
Provides a period of guided teaching during which the student, under the direction of a classroom supervising teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of fifteen consecutive weeks and engages directly in the activities which constitute the wide range of a teacher's assigned responsibilities. The student teacher will be responsible for assuming the full responsibilities of the teacher for a minimum of fifteen days. Corequisite(s): ESED 4633.
- TO:** **ECED 5799 - Student Teaching in Early Childhood Education**

Student teaching is a period of guided teaching practice for a fifteen week period in a P-5 classroom setting. Under the direction of a classroom clinical supervising teacher, the student teacher gradually assumes increasing responsibility for classroom instruction and management. During this experience, students are expected to engage directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. During this time the student teacher will also assume the full responsibilities of the clinical supervising teacher for a minimum of four weeks. Early Childhood majors' field placements will be in a general education classroom. Early Childhood/Special Education majors' field placements will be in a special education setting or general education classroom with students with disabilities. Corequisite(s): ECED 4632.

JUSTIFICATION:

This change is to correct a course number error in the catalogue. The catalogue description is being changed to reflect the student teaching experience for those candidates completing Study Concentration Two: Special Education/Early Childhood.

FROM: MGED 3232 - Methods of Teaching Science in the Middle Grades

Corequisite(s): MGED 3532 and MGED 3732.

TO: MGED 3232 - Methods of Teaching Science in the Middle Grades

Corequisite(s): MGED 3532, MGED 3712, and MGED 3722.

JUSTIFICATION:

Updating one of this course's co-requisites (MGED 3732) since it has been revised (split) to be a two-hour course with course number 3722 and a new one-hour course numbered 3712.

FROM: MGED 3532 - Methods of Teaching Mathematics in the Middle Grades

Corequisite(s): MGED 3232 and MGED 3732.

TO: MGED 3532 - Methods of Teaching Mathematics in the Middle Grades

Corequisite(s): MGED 3232, MGED 3712, and MGED 3722.

JUSTIFICATION:

Updating one of this course's co-requisites (MGED 3732) since it has been revised (split) to be a two-hour course with course number 3722 and a new one-hour course numbered 3712.

FROM: MGED 3732 - Middle School Practicum II

This practicum involves structured observations, as well as planning and teaching instructional units in mathematics and science in a middle grades classroom. Emphasis is placed on classroom management, classroom environment, instructional strategies for diverse populations of students, the integration of technology, and assessment of student learning.

Prerequisite(s): A minimum grade of "C" in MGED 3332, MGED 3432, MGED 3731, SPED 3332, and admission to Teacher Education Program.

Corequisite(s): MGED 3232 and MGED 3532. 3 credit hours.

TO: MGED 3722 - Middle School Practicum II

This practicum involves structured observations, as well as planning and teaching an instructional unit in mathematics or science in a middle grades classroom. Emphasis is placed on content, classroom management, classroom environment, instructional strategies for diverse populations of students, integration of technology, and assessment of student learning.

Prerequisite(s): A minimum grade of "C" in MGED 3332, MGED 3432, MGED 3721, SPED 3332, and admission to Teacher Education Program.

Corequisite(s): MGED 3232, MGED 3532, and MGED 3712. 2 credit hours.

JUSTIFICATION:

MGED 3732 Middle School Practicum II is being changed to a two semester hour course. The intent is to have two practicum courses in the Methods II block--one two hour practicum and a new one hour practicum in order to separate the practicum experiences for planning and teaching mathematics and science. A new one semester hour practicum course has been planned and included in the proposed program change.

A Maudlin/Ross motion to approve these course revisions was passed unanimously.

New, Revised, or Deleted Program(s)

B.S.Ed., Early Childhood Education (Dual Certification) (*Revised Program*)

JUSTIFICATION:

The B.S.Ed. in Early Childhood Education is being restructured to provide candidates seeking initial certification in Early Childhood (P-5) two options—one leading to P-5 certification in Early Childhood Education and one leading to Special Education/Early Childhood Education. This change is to address the needs in the state for teachers who have the certification to teach in traditional early childhood classrooms (P-5) as well as special education. This change will address the current job market in the state.

B.S.Ed., Middle Grades Education (*Revised Program*)

JUSTIFICATION:

The current B.S.Ed. in Middle Grades program includes a 3 semester hour Methods II Practicum in mathematics and science. This proposal is to split the practicum course into two practicum courses—a 2 hour practicum and a 1 hour practicum in order to separate the practicum experience in mathematics and the practicum experience in science.

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

VIII. NEW BUSINESS

- **Tentative Schedule of Meetings for 2012-2013 Undergraduate Committee**
This was not discussed. It will be sent out for electronic vote. (4/16/12)

The Tentative Schedule of Meetings for 2012-2013 Undergraduate Committee was passed unanimously via electronic vote on May 14, 2012.

- **Transfer Articulation Guarantee**
Dr. Kathy Albertson introduced Dr. Terri Flateby, Director of Academic Assessment, to the committee. She then introduced the Transfer Articulation Guarantee. Department faculty will be affected by articulation. There are 2 agreements:
 - (1) Savannah Tech Logistics Program with COBA. It was agreed that after the COBA faculty approve the transfer credit on May 4th, it will be sent out to the UGC for an electronic vote. (4/16/12)
 - (2) Albany State with Engineering (Already Approved)

The Transfer Articulation Guarantee was passed unanimously via electronic vote on May 14, 2012.

IX. OLD BUSINESS

- **Pre-BBA Standard**

Dr. Chuck Harter and Dr. Cindy Randall opened the floor to a “lively discussion” on the Pre-B.B.A. Standard.

A Harter/Hazeldine motion to approve the Pre-BBA Standard was passed by a seven (7) for and four (4) against.

X. OTHER BUSINESS

- Dr. Ron MacKinnon started the meeting by thanking Caroline James for her work on putting together all of the agenda items and minutes for the 2011-2012 Undergraduate Curriculum Committee. He also thanked Julie Maudlin for all of her work on the Program Reviews and Dr. Shahnam Navaee for all of his work on the Engineering curriculum.
- The committee voted to have Dr. Ron MacKinnon send a letter to the Provost and Dean of College of Education to express their thanks to Dr. Julie Maudlin for the great job she did with the Program Reviews.

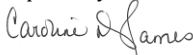
XI. PROGRAM REVIEWS

- Dr. Julie Maudlin has updated sharepoint with all program reviews

XII. ADJOURNMENT

There being no further business to come before the committee, a Maudlin/Harter motion to adjourn the meeting at 4:45 p.m. passed unanimously.

Respectfully Submitted,



Caroline D. James
Recording Secretary

Faculty Senate Librarian's Report, September, 2012

Respectfully Submitted

Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report:

- **Academic Standards**
Rob Yarbrough (COST) was reelected Chair for the upcoming school year
- **Faculty Development** No Report
Chair: Michelle Reidel (COE)
- **Faculty Research** No Report
Chair: Fred Mynard (COST)
- **Faculty Service**
Is in the process of naming a new committee chair
- **Faculty Welfare** No report
Chair: Robert Costomiris
- **Graduate Committee**
Is in the process of naming a new committee chair
- **Library Committee** No report
Chair: Greg Harwood (CLASS)
- **Undergraduate Committee**
Is in the process of naming a new committee chair

Faculty Senate Librarian's Report for October 2012

Respectfully Submitted

Anthony G. Barilla

October 9, 2012

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report:

- **Academic Standards** **page 2 and 3**
Rob Yarbrough (COSM)

- **Faculty Development** **page 4**
Chair:Michelle Reidel (COE)

- **Faculty Research** **no report**
Chair:Janice Steirn (CLASS)

- **Faculty Service** **page 4**
Chair: John Brown (COBA)

- **Faculty Welfare** **no report**
Chair:Robert Costomiris (CLASS)

- **Graduate Committee** **page 4 - 8**
Chair: Jill Lockwood (COBA)

- **Library Committee** **page 9 - 11**
Chair:Greg Harwood (CLASS)

- **NCAA Representative** **page 10**
Chris Geyerman (CLASS)

- **Student Government Representative** **no report**
Lisa Yocco

- **Undergraduate Committee** **no report**
Chair: monthly rotating – Mary Hazeldine (COBA)

- **Academic Standards chair: Rob Yarbrough (COSM)**

Academic Standards Committee Minutes
August 15, 2012

Present at the August 15th meeting were Jennie Dilworth (CHHS), Lori Gwinett (LIB), Christopher Kadlec (CEIT), Bill Levernier (COBA), David Lowder (LIB), John O'Malley (CEIT), Lisa Smith (LIB), Wayne Smith (Registrar's Office), Diana Sturges (CHHS), Robert Vogel (JCOPH), Janice Walker (CLASS), Rob Yarbrough (COSM),

Not present at the August 15th meeting were Yasar Bodur (COE), Greg Brock (COBA), Christine Draper (COE), Hemchand Gossai (CLASS), Renee Hotchkiss (JCOPH), Connie Murphey (Financial Aid), Stuart Tedders (JCOPH), Timothy Teeter (CLASS), Russ Toal (JCOPH), Aima Zhang (CEIT), Chun Zhao (COSM)

A total of 27 student appeals were received by the Registrar's Office. Of the 27 appeals received, 4 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these 4 students are automatically granted an appeal by the Registrar's Office. The committee actually reviewed 23 appeals and 2 appeals were approved by the academic standards committee. Among those 21 appeals denied by the committee, all 21 students submitted appeals to the Deans of their respective colleges. Among this group, 7 appeals were approved by the Dean of the College and 14 appeals were denied.

Respectfully Submitted,

Rob Yarbrough
Chair, Academic Standards Committee

Academic Standards Committee Minutes
August 13, 2012

Present at the August 13th meeting were Lori Gwinett (LIB), Christopher Kadlec (CEIT), Bill Levernier (COBA), David Lowder (LIB), John O'Malley (CEIT), Lisa Smith (LIB), Wayne Smith (Registrar's Office), Diana Sturges (CHHS), Timothy Teeter (CLASS), Robert Vogel (JCOPH), Janice Walker (CLASS), Aima Zhang (CEIT)

Not present at the August 13th meeting were Yasar Bodur (COE), Greg Brock (COBA), Jennie Dilworth (CHHS), Christine Draper (COE), Hemchand Gossai (CLASS), Renee Hotchkiss (JCOPH), Connie Murphey (Financial Aid), Stuart Tedders (JCOPH), Russ Toal (JCOPH), Rob Yarbrough (COSM), Chun Zhao (COSM)

A total of 21 student appeals were received by the Registrar's Office. Of the 21 appeals received, 7 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these 7 students are automatically granted an appeal by the Registrar's Office. The committee actually reviewed 14 appeals and 2 appeals were approved by the academic standards committee. Among those 12 appeals denied by the committee, all 12 students submitted appeals to the Deans of their respective colleges. Among this group, 6 appeals were approved by the Dean of the College and 6 appeals were denied.

Respectfully Submitted,

Rob Yarbrough
Chair, Academic Standards Committee

Academic Standards Committee Minutes
August 9, 2012

Present at the August 9th meeting were Yasar Bodur (COE), Greg Brock (COBA), Jennie Dilworth (CHHS), Christine Draper (COE), Lori Gwinett (LIB), Christopher Kadlec (CEIT), Bill Levernier (COBA), David Lowder (LIB), Lisa Smith (LIB), Wayne Smith (Registrar's Office), Diana Sturges (CHHS), Timothy Teeter (CLASS), Janice Walker (CLASS)

Not present at the August 9th meeting were Hemchand Gossai (CLASS), Renee Hotchkiss (JCOPH), Connie Murphey (Financial Aid), John O'Malley (CEIT), Stuart Tedders (JCOPH), Russ Toal (JCOPH), Robert Vogel (JCOPH), Rob Yarbrough (COSM), Aima Zhang (CEIT), Chun Zhao (COSM)

A total of 221 student appeals were received by the Registrar's Office. Of the 221 appeals received, 37 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these 37 students are automatically granted an appeal by the Registrar's Office. In addition, 132 students had achieved a minimum 2.0 GPA for the previous two terms and thus their appeals were automatically granted by the Registrar's Office. The committee reviewed the remaining 52 appeals and 2 of these appeals were approved by the academic standards committee. Among those 50 appeals denied by the committee, all 50 students submitted appeals to the Deans of their respective colleges. Among this group, 22 appeals were approved by the Dean of the College and 28 appeals were denied.

Respectfully Submitted,

Rob Yarbrough
Chair, Academic Standards Committee

- **Faculty Development chair:** Michelle Reidel (COE)

FDC Meeting Notes

October 2, 2012

4:00-5:00pm

1. FD committee members met to review ratings for both Development of Instruction and Fall Travel Grant proposals. There was discrepancy between Travel Grant proposals rated by Group 1 and those rated by Group 2. After much discussion the committee agreed to recalculate the ratings for Group 1 proposals by added the difference between the average rating for Group 1 and Group 2 proposals. As a result, 22 proposals of the 56 submitted for travel grants will be funded for a total of \$21,658.32.
2. In an effort to avoid future issues, the committee agreed to meet again on Tuesday October 30th to work on inter-rater reliability for the travel grants. All committee members will review proposals #13 and #33 and bring their ratings to the October 30th meeting. Through discussion of these individual ratings, the committee will develop a common interpretation and application for the travel grant rubric.
3. FD committee members also reviewed ratings for the Development of Instruction Grants. Of the 15 proposals submitted 5 were selected to receive funding for a total of \$19,519.00.
4. The meeting lasted longer than anticipated and two members had to leave at 5:00 pm (Scott Kersey and Jian Zhang). There was still one more item to discuss and the remaining committee members agreed to act on this item. A recipient of a spring 2012 travel grant had submitted part of her reimbursement paperwork AFTER the June 20th deadline and has therefore not been reimbursed yet. The committee agreed to utilize \$220.00 from this year's budget to reimburse this faculty member.

- **Faculty Service Chair:** John Brown (COBA)

The Faculty Service committee held its organizational meeting for Academic Year 2012-13 on Wednesday, September 19th at 9 AM in room 2252 of the College of Business Administration Building. The tasks for the committee for the academic year were discussed. The next meeting was tentatively scheduled for Wednesday October 31. The location will be announced later. The purpose of the meeting will be to review faculty service grant and travel grant proposals. The meeting adjourned at 9:30.

- **Graduate Committee** Chair: Jill Lockwood (COBA)

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – September 13, 2012

Present: Dr. Frank Goforth, CEIT; Dr. Dan Czech, CHHS; Dr. Timothy Whelan, CLASS; Dr. Amanda King, COBA; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COSM; Dr. Rebecca Ziegler, Library; Dr. Valentin Soloiu, CEIT; Dr. Todd Hall, CHHS; Dr. Jill Lockwood, COBA; Dr. Goran Lesaja, COSM; Dr. John Luque, JPHCOPH; Dr. Sungkyum Lim, [Alternate] CEIT; Dr. Deborah Allen, [Alternate] CHHS; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Ms. Brittany Poirson, GSO Student Representative; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Melanie Reddick, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. David Williams, CEIT; Dr. Brian Koehler, COSM; Dr. Greg Evans, JPHCOPH; Dr. Diana Cone, Provost Office

Absent: Dr. Simone Charles, JPHCOPH; Dr. Rob Pirro, CLASS; Dr. Devon Jensen, COE; Dr. Lili Li, Library

I. CALL TO ORDER

Dr. Charles E. Patterson called the meeting to order on Thursday, September 13, 2012 at 8:00 AM.

II. APPROVAL OF AGENDA

Dr. Dan Czech made a motion to approve the agenda as written. A second was made by Dr. Daniel Gleason and the motion to approve the agenda was passed.

III. DEAN'S UPDATE

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

COGS Policy on Academic Appeals – Current policy is unclear and students have been appealing at different levels, including to President Keel, Senators, Congressmen and the Governor's Office, circumventing proper University channels. The College of Graduate Studies (COGS) is in the process of clarifying the process and has already sent a draft of the new policy to the Council of Deans for review. The draft will go back to the Council of Deans with minor edits and formal approval.

Appeals Subcommittee – COGS will engage the Graduate Committee in the appeals process by convening an Appeals Subcommittee, composed of five members of the Graduate Committee. Dr. Patterson stated five members met to review one appeal last week. Currently the draft policy (referenced above) states the Appeals Subcommittee will be pulled together once the appeal reaches the level of the COGS Dean. Dr. Patterson made a motion to compose the Appeals Subcommittee for the current academic year with the following members: Dr. Jill Lockwood, Dr. Todd Hall, Dr. Timothy Whelan, Dr. Simone Charles, and Dr. Devon Jensen. A second was made by Dr. Rebecca Ziegler. The motion to compose the Appeals Subcommittee was passed.

Institutionalization of Graduate Enrollment Management – COGS is looking very closely at Graduate Enrollment Management and how COGS/Graduate Admissions can help colleges/programs manage their enrollment. This will ultimately be integrated into an Institutional Enrollment Management Plan. COGS is meeting with colleges individually in the fall to discuss graduate enrollment management goals for each program for the next three years. They will look at what resources will be needed to establish these long-term goals. Ultimately there must be integration of undergraduate and graduate enrollment management and these two plans will come together to look at total enrollment of the Institution and to help build a financial model to support enrollment goals. Dr. Ziegler suggested the Library be included in the discussions to determine if they have resources colleges can utilize or if they can get access to the resources. Dr. Patterson stated the Library will be brought into the discussion once the planning is further along.

USG SHIP – Student Insurance – Student insurance has changed and is now at an age-based premium. Dr. Patterson asked everyone to be familiar with new insurance. Information can be found on the following website.
<http://services.georgiasouthern.edu/aux/departments/health/insurance>

Graduation Application Late Fee Policy – Effective spring 2013, COGS will be implementing a \$75 late fee to serve as a deterrent to graduate students applying late for graduation.

Graduate Admissions Initiatives – Graduate Admissions will be providing additional services to academic programs. Effective spring 2013, Graduate Admissions will be implementing Hobson's AY, a web-based application system that can be individual customized by program. AY will allow COGS to gather valuable information to help refine our market base.

Tristram Aldridge stated Graduate Admissions would like to propose the conditional admission category. This category will help Graduate Admissions clearly identify undergraduate students who apply to graduate programs and are accepted, but have not submitted a final transcript with degree awarded. Mr. Aldridge stated other institutions are also using this category when programs review applications that include unofficial transcripts.

Dr. Goran Lesaja asked how the conditional category would affect admission applications for international students, and if this only applies to transcripts or does the category include GRE scores. Mr. Aldridge explained that other institutions are already utilizing this category and they have not experienced any issues for international applicants. The AY system will allow students to be able to upload unofficial scores, but the formal admission decision would still require official scores that are sent from the testing agency to Graduate Admissions.

Dr. Tracy Linderholm asked if the conditional category could be used for the quick admits in the GOML programs. Mr. Aldridge stated Graduate Admissions does not own the GOML application, so they do not have the access to manage the system. However, the admissions decision can still be recorded as conditional.

Dr. Frank Goforth asked if Program Directors will know in AY if they are reviewing an unofficial transcript or a final transcript when making their decisions. Mr. Aldridge stated the system will differentiate the type of transcript.

Dr. Ming Fang He asked if programs will have more graduate assistantships or fellowships. She stated there is a strong need for more of these positions in order to recruit more international and out of state students. Dr. He said they also need more co-sponsored doctoral programs. Dr. Patterson stated he and Mr. Aldridge have been discussing how they would recruit government fellows, when tuition can be paid for by the government. He said assistantships are being considered during the enrollment management discussions, and explained different models that are being considered.

Dr. He asked about the development of Ph.D. programs. Candace Griffith said the Board of Regents (BOR) is very close to finalizing their new program approval process. Dr. Patterson has been discussion this issue with the Provost and they are waiting on the process the BOR creates to determine how GSU should implement an institutionalized program development process.

Send feedback related to the COGS Policy on Academic Appeals to Dr. Dick Diebolt. Information will be shared with the Graduate Committee after the Council of Deans completes their review of the policy.

IV. ELECTION OF GRADUATE COMMITTEE CHAIR

Dr. Diebolt asked the committee members if anyone would like to volunteer to serve as Chair for the 2012-2013 Graduate Committee meetings. Dr. Jill Lockwood volunteered, with one provision that she will not be able to attend the first Faculty Senate Meeting. Dr. Czech made a motion to nominate Dr. Lockwood to serve as the Graduate Committee Chair. With none opposed, the motion to approve Dr. Lockwood as Chair was passed. The meeting was then turned over to Dr. Lockwood.

V. APPROVAL OF 2011-2012 GRADUATE COMMITTEE MEETING SCHEDULE

Dr. Lockwood encouraged everyone to share the Graduate Committee meeting schedule with their colleagues. The 2011-2012 Graduate Committee meeting schedule was approved.

VI. NEW BUSINESS

A. College of Education

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

Department of Leadership, Technology, and Human Development

Course Revisions:

EDLD 7737 - Internship I

➤ Title

JUSTIFICATION:

The MED Educational Leadership Program of Study page in Catalog uses the course title "Supervised Field Experience I" for EDLD 7737, but the title on Catalog's Course Description for EDLD 7737 is "Internship I". This Course Revision will change the course title to match what is listed on the Program of Study.

EDLD 7738 - Internship II

➤ Title

JUSTIFICATION:

The MED Educational Leadership Program of Study page in Catalog uses the course title "Supervised Field Experience II" for EDLD 7738, but the title on Catalog's Course Description for EDLD 7738 is "Internship II". This Course Revision will change the course title to match what is listed on the Program of Study.

Revised Programs:

M.Ed., Educational Leadership

JUSTIFICATION:

Changes in certification rules for educational leadership adopted by the Georgia Professional Standards Commission require completion of a post-masters, performance-based program. Hence, the M.Ed. in Educational Leadership is no longer the route to initial certification. Catalog copy needs to clearly state that the M.Ed. in Educational Leadership is not a program leading to initial certification in educational leadership. Rather, initial certification in educational leadership is offered through the Ed.S. in Educational Leadership.

M.Ed., Higher Education Administration (Admission GPA)

JUSTIFICATION:

The current GPA required for admission to the Master's in Higher Education Administration program is 2.5. This GPA is lower than 95% of the Master's degree programs at Georgia Southern University. Furthermore, it has been found that this current GPA is one of the lowest in the state of Georgia and across the nation as well. This program has advanced in numbers and quality and desires to attract and maintain high quality students. The average GPA for applicants is 3.0, however, this program allows for provisional admission status of students with minor deficiencies in their credentials. Proposed Change: It is recommended that the GPA for admission to this program be raised to 2.75.

Ed.S., Educational Leadership, Higher Education Administration Concentration

JUSTIFICATION:

The EDS with a concentration in Higher Education Administration was originally designed to allow P-12 administrators the option to add on 12 credit hours of Higher Education Administration courses to enhance their career advantage. Since that time, Higher Education Administration students who completed their master's degree program were allowed to enter this P-12 program as a mechanism to apply for the Educational Administration doctorate degree. Students who pursued this option and were not admitted to the doctorate program were left with a degree that is not recognized in the Higher Education domain. To remedy such a situation, pathways to the doctoral program were developed and implemented in 2009. Student may apply for the doctoral program and be admitted into the doctoral program to complete the needed 36 post-masters credits (Tier I), before moving to the next level (Tier II). This process is common practice across the nation. The pathways were made available in 2009, however, the process to sunset the EDS Higher Ed Admin concentration was not completed at that time. This proposal deletes the Higher Education Administration Concentration in the EDS in Educational Leadership effective Spring 2013.

Dr. Diebolt suggested a minor editorial change be made to correct the misspelling of the word "program" in Item #10, the justification section, of the M.Ed., Educational Leadership program.

MOTION: Dr. Ming Fang He made a motion to approve the agenda items submitted by the College of Education, with the understanding that the editorial change be made. A second was made by Dr. Gleason. The motion to approve the Course Revisions and Revised Programs was passed.

B. Jack N. Averitt College of Graduate Studies

Continuous Enrollment Discussion

Dr. Diebolt explained the current continuous enrollment policy. He said this policy has been reviewed by the Graduate Committee in the past and COGS would like to know if the committee would like to review this policy again during a future meeting. COGS would like to keep the students engaged and matriculate through their program in a timely manner. He said the current continuous enrollment policy can disengage a student for a period of time.

Dr. Lesaja said this policy is closely related to the scholarships issue. If a student is not being supported during the summer then it is hard to require continuous enrollment. A number of committee members agreed with Dr. Lesaja's statement.

Dr. Gleason stated in some cases not having a continuous enrollment policy during the summer actually keeps the students more engaged. He does not think this policy fits all programs.

Dr. John Luque stated some of his students in JPHCOPH who have been awarded a graduate assistantship during the summer are enrolling in courses that are not counted towards their degree, because they have already taken the courses they need. He asked if these students can qualify for reduced credit hour during the summer, because of limited course offerings.

There was some discussion of the financial impact this policy puts on students.

A committee member asked if this policy can be college specific.

The policy will be distributed to the committee for further discussion during the next Graduate Committee meeting.

VII. OLD BUSINESS - There was no old business to discuss.

VIII. ANNOUNCEMENTS

Audie Graham will resend an electronic copy of the meeting schedule to the committee members.

Dr. Diebolt stated graduate enrollment as of yesterday was 2639, compared to 2687 in fall 2011. Last night was the cancelation run for students who have not paid their tuition and fees. He stated program's numbers may have dropped because of this cancelation.

There was a discussion of student loans. Bursar's Office is not authorized by policy to have installment payments. Dr. Diebolt stated he received information that Georgia Tech is piloting an installment payment process by working with an outside agency. The agency would likely pay the institution in full and allow students to pay agency in installments. If this is successful it is likely to become a university policy, with the BOR's approval.

Dr. Diebolt confirmed there will not be a report from the Graduate Committee during the September Faculty Senate meeting.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on September 13, 2012 at 8:50 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved October 3, 2012
by electronic vote of Committee Members

- **Library Committee Chair:** Greg Harwood (CLASS)

LIBRARY COMMITTEE MEETING

September 26, 2012

Essence Notes

2012-2013 Committee Members:

Chr. Greg Harwood, Music
Bede Mitchell, Dean Library
Hani Samawi, JPHCOPH
Charles Skewis, Library
Ann Hamilton, Assoc. Dean, Library

John Hatem, COBA
Elizabeth Downs, COE
Jiehua Zhu, COSM
Barbara Hendry, CLASS
Jordan Shropshire, CEIT

Members Present: All members were in attendance.

Chairman Greg Harwood welcomed the members and introductions were made.

Committee Charge:

Bede Mitchell presented the committee's charge and reviewed the meeting agenda.

Report of the Dean of the Library: Recent achievements, challenges, and budget update.

Dean Mitchell reviewed the Library's Mission Statement: vision, values, core values and slogan: Empower the Learner! He stated that this document serves as a valuable tool providing good structure as the library does strategic planning and updates in library faculty meetings.

Dean Mitchell reported that when looking at the state of the library in view of the current state of the economy, Henderson Library is not doing badly at all. When you consider how long the economic downturn has been, the library has not lost as much ground as other areas on campus. This is due primarily to fact that the university is committed to protecting the library must and develop it to support the plans to grow in faculty research and graduate programs. Our cuts are mitigated by the continual growth in enrollment the university has experienced. When considering the university's gross budget cuts of 20-30% over the past five years, remember the university has gotten funds back due to the enrollment growth, making the net budget cut much less...possibly in the area of 10-15%. He reported that the library has not had to sustain any actual cuts. He referenced an article previously shared with the committee entitled "Rewriting the Journal". The article discusses the effect of the current scholarly communication system on library and university budgets. It also reflects what Henderson Library is experiencing in the rising cost of the educational resources the library is expected to provide. He further stated that each year the library is faced with vendor increases of 7-8%. But fortunately, because the university is committed to the library, we have been the recipient of a good portion of year-end funds that are distributed each year and that must be expended or returned to the state. He reported that for FY12 the library received over \$400,000 in year-end funds, enabling us to make prepayments to offset these rising cost in subscriptions. Unfortunately, all state government will be faced with a 3% cut this year and next. These cuts could affect the amount of year-end funding this year and next, which in turn could mean we will be unable to sustain subscription increases.

Dean Mitchell highlighted the library's achievements, beginning with the implementation of the search tool, Discover@GeorgiaSouthern. The new service provides a Google-like experience searching most GALILEO databases, EagleScholar, and the library catalog simultaneously. The new service will soon be available on all of the University System of Georgia campuses. He noted that Henderson Library will be paying only a fraction of the new service's cost because we will be subscribing as part of a University System of Georgia consortium, as we do with many other subscriptions.

Dean Mitchell reported good news involving the library's data management plan in the institutional repository, Eagle Scholar. He stated that the repository is where faculty and students are encouraged to upload their research, learning activities, etc., where it is indexed and accessible on the worldwide web. The data management service is ideal for faculty who are applying for grants from places like the National Science Foundation where they will now not approve any grant that does not include a data management and curation plan. This should prove to be of great benefit to the university's research faculty. Questions and submission requirements should be directed to Debra Skinner dskinner@georgiasouthern.edu, in the library's Collections and Resource Services Department.

A listing of changes in GALILEO was reviewed. Dean Mitchell then presented a listing of major new subscriptions in FY12, stating that due to a consortial arrangement and by managing the library's year-end dollars, we were able to hold steady with current subscriptions, bought more books this year than in the history of the library, and added some major new subscriptions. These new subscriptions were selected based on the information our liaison librarians gathered from the departments they work with. The liaisons work hard to beef up the support to faculty who are expected to increase their scholarly research.

Closing out his state of the library report, Dean Mitchell shared an article about scholarly communication principles and discussed the continuing problems libraries around the country are facing in having to cut resources due to the rising costs. He stated that part of the problem is private publishers have become mini-monopolies, as there are rarely competing journals within disciplinary specializations. He also brought attention to a resolution from the ACRL Scholarly Communications Committee addressing the problem and asked that the committee review the document. He noted that until some things are done to take back control of scholarly communications nothing will change and we will continue to be at the mercy of the publishers.

He asked that each member take the information he has shared with them today back to their respective colleges. Dr. Harwood added that the minutes of the meetings are distributed to the committee and the final version will go into the Senate Librarian's report.

Dean Mitchell informed the committee that each year an annual report of the state of the library is required for submission to the Senate. At this time he prepares a benchmark table of peer institutions and aspirational institutions to make comparisons. He stated that one of the key components is the amount of dollars spent per FTE student. He reported that for FY12 the library's total amount spent was \$302.00 per FTE student. He compared our total to that of other institutions and explained that although our amount may seem low in comparison, Georgia Southern is actually directing a larger percentage of its overall budget on the library than many other institutions. He reported that based on Dr. Keel's capital campaign, the library will probably become a part of every college's capital campaign needs statement; the library would not produce a separate needs statement but would work in conjunction with the other colleges. This approach is being taken because, in a sense, the library does not have needs, but rather it is the students and faculty who have information resource needs.

Dr. Harwood asked about the current state of the library's approval plan. Dean Mitchell reported that we will continue to monitor purchases closely and have purchased more books and electronic books this past year than in several years. He explained that an approval plan is developed once a library reaches a certain size and scale. Once reached, a library works with a book vendor to develop a profile of the institution's academic programs and emphases. Using that profile, the vendor monitors all scholarly books that are published and they present the library with options for purchasing them. The company automatically ships those books within the disciplines defined in the profile, saving the library a great amount of staff time and money. Of course any book may be rejected if it is found to be out of scope.

Assessing Effectiveness: SACS and LibQUAL+:

Dean Mitchell gave a brief update on the means of measuring effectiveness in the library. He stated that there are three basic categories 1) Public Service, 2) Information Needs, and 3) Library as Place, and gave a brief description of each. He reported that as of 2003, every three years the library participates in the survey LibQUAL+, a national survey usually done by several hundred libraries, mostly academic, using a gap analysis to provide a sense of context to the feedback that is obtained from the survey users. The survey will be conducted by the library this February. He gave examples of the questions in the survey, how they are rated, and how they compare to the actual service. He stated that the library encourages people to participate in the survey online and he solicited the committee's help in promoting the importance of the survey. He stated that in the interim two years between surveys the library builds its strategic objectives based on what was learned from LibQUAL+ and what action can be taken to correct deficiencies. He then gave a brief report on the outcome of the 2010 survey and steps that were taken to improve.

In closing, Dean Mitchell asked committee members what topics they wished to discuss at the next meeting. Open access models of scholarly communication were suggested. Dean Mitchell will bring information on what other institutions are doing in this regard to the next meeting for further discussion. Copyright issues were also of concern. Dean Mitchell stated that perhaps there is a need for a faculty awareness program that would help faculty understand what their options are in regard to copyright.

The meeting concluded with a general discussion regarding publishing in particular journals and how it affects tenure and promotion criteria.

Open Access issues will be the first topic on the agenda of the next meeting. Other possible topics may be forwarded to Dean Mitchell.

NCAA Faculty Athletic Representative Report to the Faculty Senate, Georgia Southern University, October 2012

- The search for the new Director of Athletics is on-going and proceeding as scheduled;
- The 2011-2012 GPA comparison for student-athletes is below:

2011-12 GPA COMPARISON REPORT

MEN'S SPORTS AVERAGE GPA's			
Sport	FALL 2011 AVERAGE GPA	SPRING 2012 AVERAGE GPA	ACADEMIC YEAR
BA	2.92	2.74	2.83
FB	2.58	2.71	2.64
MBK	2.30	1.92	2.13
MGO	3.07	2.90	2.99
MSO	3.07	3.34	3.22
MTN	2.85	3.39	3.14
TOTAL	2.71	2.81	2.76

WOMEN'S SPORTS AVERAGE GPA's			
Sport	FALL 2011 Average GPA	SPRING 2012 AVERAGE GPA	ACADEMIC YEAR
SB	3.34	3.46	3.40
VB	3.36	3.48	3.42
WBK	3.12	3.18	3.15
WSO	2.95	3.35	3.12
WTK	3.03	3.01	3.02
WTN	3.57	3.46	3.52
WSW	3.29	3.37	3.33
TOTAL	3.20	3.30	3.25

COMBINED 2011-12 ATHLETICS GPA's			
	2011 FALL AVERAGE GPA	2012 SPRING AVERAGE GPA	ACADEMIC YEAR
Men	2.71	2.81	2.76
Women	3.20	3.30	3.25
TOTAL	2.92	3.25	2.96

	GSU FALL 2011	GSU SPRING 2012	ACADEMIC YEAR
Men	2.61	2.60	2.60
Women	2.90	2.89	2.89
TOTAL	2.75	2.75	2.75

Faculty Senate Librarian's Report for November 2012

Respectfully Submitted

Anthony G. Barilla

November 16, 2012

A summary of business conducted by the Faculty Senate committees since the last Librarian's Report:

- **Academic Standards no report**
Rob Yarbrough (COSM)
- **Faculty Compensation Committee page 2**
Chair: Mary Hazeldine (COBA)
- **Faculty Development no report**
Chair: Michelle Reidel (COE)
- **Faculty Research no report**
Chair: Janice Steirn (CLASS)
- **Faculty Service page 2**
Chair: John Brown (COBA)
- **Faculty Welfare no report**
Chair: Robert Costomiris (CLASS)
- **General Education and Core Curriculum Committee page 3 - 4**
Chair: Olivia Edenfield (CLASS)
- **Graduate Committee page 5 - 9**
Chair: Jill Lockwood (COBA)
- **Library Committee no report**
Chair: Greg Harwood (CLASS)
- **NCAA Representative page 10 - 14**
Chris Geyerman (CLASS)
- **Student Government Representative page 15**
Lisa Yocco
- **Undergraduate Committee page 16 - 24**
Chair: monthly rotating – Mary Hazeldine (COBA)

- **Faculty Compensation Chair:** Mary Hazeldine (COBA)

Faculty Compensation Committee
Meeting: October 5, 2012

Present: Tony Barilla, Nanette Eisenhart, and Mary Hazeldine

Tony Barilla was elected new chair of the Faculty Compensation Committee.

Jim Braselton is no longer with the committee. Tony will speak to Provost Jean Bartels about getting someone from the Mathematics and Science Department to join the committee.

When we talked about new faculty that came this semester, the Assistant Professors were getting paid more than the Full Professors.

Faulty are losing money:

- Parking fees are up.
- Healthcare costs are up.
- Retirement contributions are 1% down.

Why can't faculty get into the RAC free?

Nanette will look into CLASS's summer market adjustment for faculty.

Tony will ask HR Director Paul Michaud for some salary information.

- **Faculty Service Chair:** John Brown (COBA)

The Faculty Service committee met on October 31, 2012 to make Fall Service Grant Awards. Nineteen proposals were reviewed. Nine grants for professional service travel were awarded in the amount of \$1000 each. The total awarded was \$13,800. Some proposals were judged to be insufficiently detailed and were rejected with an invitation to resubmit. The committee will meet next in January to begin evaluation of nominations for the Awards for Excellence in Service.

- **General Education and Core Curriculum Committee Chair:** Olivia Edenfield (CLASS)

General Education and Core Curriculum Committee Meeting

Professional Development Center, CIT

October 16, 2012, 4:00 p.m.

Members Present: Juan Luque (JPHCOH), Ed Mondor (COSM), Linda Mullen (COBA), Nick DeBonis (COBA), Lisa Smith (Library), Diana Cone (Provost Office), Debra Skinner (Library), Jody Langdon (CHHS), Amy Ballagh (Student Affairs and Enrollment Management), Lucy Green (COE), Michelle Cawthorn (COSM), David Shirley (Office of Institutional Effectiveness), Olivia Carr Edenfield (Chair, CLASS).

The General Education Outcomes Survey: survey closes October 31st. Members of the committee were asked to encourage faculty in their respective colleges to complete the survey. Olivia Edenfield will ask for volunteers from each college to follow through with this task.

Discussion moved to the outcomes that were circulated to the faculty. The abbreviated outcomes do not reflect the more complete list that was developed Summer 2011; however, the abbreviated list is what went forward by the Policies and Procedures Committee. Members in attendance discussed bringing the full list before Senate and asking for approval of the expanded version. The Assessment Sub-Committee will review the original outcomes prior to sending them to the full committee and before sending them to Senate for approval.

Jody Langdon reported on the efforts of the Assessment Sub-Committee:

- The members have addressed Problem Solving, working with the Math Department faculty to attain the questions they will be using to assess the outcome. They are close to completion.
- In addition, the sub-committee has focused on Quantitative Reasoning. They will pilot their survey November 1st and will send out the full survey November 12th.
- The Sub-Committee will have a three-year cycle plan in place by the end of the academic year.
- The group divided into smaller groups to be developing strategies for assessing the remaining outcomes, which include:
 - Effective Communication: Elizabeth Edwards, Jody Langdon, Linda Mullen
 - Ethical and Informed Decision Making: Linda Mullen, Amy Ballagh
 - Problem Solving: Jody Langdon, Michelle Cawthorn
 - Quality of life: Olivia Edenfield, Amy Ballagh, Ellen Hendrix
 - Use of Technology: Lisa Vance, Ellen Hendrix, Lucy Green
 - Scientific and Quantitative Reasoning: Jody Langdon, Michelle Cawthorn

--David Shirley reported on the Office of Institutional Effectiveness: the action plans from the Summer 2012 Workshops are close to being finished. Once these action plans are in place, the Sub-Committee on Assessment will meet to discuss how best to oversee the implementation of the action plans.

--The Committee agreed that we need a Sub-Committee to address how better to raise awareness on the part of faculty and students about the efforts of the General Education Council. Nick DeBonis agreed to chair the sub-committee with Lisa Smith volunteering to help. Nick stated and the Committee agreed that we need one voice, one message that we can all agree on to help inform the campus at large.

--Lisa Smith brought a message from Chris Caplinger in First-Year Experience Office that he is willing to work with the committee members in implementing the recommendations that came out of the Summer 2012 workshop regarding the learning outcomes for FYE classes.

Next meeting will be in January, as a follow-up to the Assessment Committees findings regarding the survey. The Assessment Committee will keep the committee at large informed through e-mail.

Meeting adjourned at 4:45 p.m.

**Minutes of the General Education Council/Core Curriculum Committee
September 21, 2012
CIT 9:00 a.m.**

Members Present: Amy Ballagh, Helen Bland, Michelle Cawthorn, Diana Cone, Olivia Carr Edenfield, Elizabeth Carr Edwards, Terri Flateby, Chad Harmon, Ellen Hendrix, Jody Langdon, Juan Luque, Edward Mondor, Linda Mullen, John O'Malley, David Shirley, Debra Skinner, Lisa Vance

The meeting began with John O'Malley explaining the purpose and make-up of the committee. The main order of business was to elect a chair. Olivia Carr Edenfield, CLASS Faculty Senate representative, agreed to chair with assistance from Jody Langdon (CHHS) and Elizabeth Carr Edwards (COE).

There was discussion of the history of the general education outcomes, their conception and approval. While general education outcomes have been linked to core classes, one of the charges of the committee is to broaden this perspective and to encourage departments to build in and assess general education outcomes in upper-division classes as well so that there is progression throughout the educational experience, not just in foundational classes.

In light of this, the committee will be sending out a survey (drafted and approved by a sub-committee of last year's General Education Council) that asks all undergraduate faculty to identify their individual upper-division courses that instill and assess any of the General Education outcomes.

The Assessment Sub-committee was formed and consists of the following GEC members: Jody Langdon (Chair), Ellen Hendrix, Olivia Edenfield, Michelle Cawthorn, Terri Flateby, and Linda Mullen

There was a brief period of informal discussion on potential meeting times and potential items to address in the future.

The meeting adjourned at 9:50.

- **Graduate Committee** Chair: Jill Lockwood (COBA)

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – October 11, 2012

Chair: Dr. Jill Lockwood

- Present: Dr. Frank Goforth, CEIT; Dr. Timothy Whelan, CLASS; Dr. Amanda King, COBA; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COSM; Dr. Simone Charles, JPHCOPH; Dr. Rebecca Ziegler, Library; Dr. Valentin Soloiu, CEIT; Dr. Todd Hall, CHHS; Dr. Jill Lockwood, COBA; Dr. Devon Jensen, COE; Dr. Goran Lesaja, COSM; Dr. John Luque, JPHCOPH; Dr. Lili Li, Library; Dr. Deborah Allen, [Alternate] CHHS; Ms. Brittany Poirson, GSO Student Representative; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mr. Tristram Aldridge, COGS; Mrs. Melanie Reddick, COGS; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Wayne Smith, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Peggy Hargis, CLASS; Dr. Karen Scarpinato, COSM; Dr. Brian Koehler, COSM; Dr. Andre Scott, SGA/JPHCOPH
- Absent: Dr. Dan Czech, CHHS

I. CALL TO ORDER

Dr. Jill Lockwood called the meeting to order on Thursday, October 11, 2012 at 8:00 AM.

II. APPROVAL OF AGENDA

Dr. Ming Fang He made a motion to approve the agenda as written. A second was made and the motion to approve the agenda was passed.

III. APPROVAL OF MEETING MINUTES FROM SEPTEMBER 13, 2012

Dr. He made a motion to approve the September 13, 2012 minutes. With none opposed, the motion to approve the minutes was passed.

IV. DEAN'S UPDATE

Dr. Patterson stated the initial graduate enrollment management meetings between the College of Graduate Studies (COGS) and each of the academic colleges are complete. COGS is taking a goal-based approach to graduate enrollment management so that graduate enrollment may be better integrated into the institutional model for university enrollments and has asked the colleges to establish goals for each of their respective programs for the next three years. The academic colleges will work with Graduate Admissions and the Associate Director for Graduate Enrollment Management in COGS to identify essential resource needs for continued growth and success, with resource needs to be brought before the Enrollment Management Committee, chaired by the VP for Student Affairs and Enrollment Management.

V. NEW BUSINESS

A. College of Science and Mathematics

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

Department of Biology

Course Deletion(s)

BIOL 5140G - Bacteriology

BIOL 5430G - Math Models/Population Ecology

BIOL 5440G - Protozoology

JUSTIFICATION:

The courses listed are no longer taught. Deleting these courses will allow the Biology Department to provide biology majors with an accurate catalog of courses that are likely to be offered during their tenure at Georgia Southern. Each of these courses is cross-listed with the equivalent undergraduate course and those are being deleted as well.

Department of Mathematical Sciences

Course Revision(s)

MATH 5433G - Differential Geometry of Curves and Surfaces

➤ Prerequisite(s)

JUSTIFICATION:

One of the prerequisites for this course, Elementary Linear Algebra, changed its course number from MATH 2320 to MATH 2331 and the change was overlooked in the catalog description for this course. The change shown here will correct the prerequisite listing for Elementary Linear Algebra (MATH 2331).

Dr. Dick Diebolt asked if the course deletions would have any impact on other units. Dr. Koehler stated these courses are not part of their math education support.

MOTION: Dr. Goran Lesaja made a motion to approve the agenda items submitted by the College of Science and Mathematics. A second was made by Dr. Daniel Gleason. The motion to approve the Course Deletions and Course Revision was passed.

B. College of Education

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

Department of Leadership, Technology, and Human Development

Course Deletion

COUN 8535 - Organization and Administration of Student Services

JUSTIFICATION:

This course has not been taught in over eight years (since the curriculum was revised to align with CACREP standards) and is not a part of any current program of studies.

Course Revisions

MSED 6120 - Introduction to the Middle and Secondary School

➤ Corequisites

JUSTIFICATION:

The first semester in the MAT programs consists of three courses as part of a professional block--MSED 6120, MSED 6122, and MSED 6123; therefore, these two co-requisites need to be added.

MSED 6122 - Curriculum and Instruction

➤ Prerequisites, Corequisites

JUSTIFICATION:

The first semester in the MAT programs consists of three courses as part of a professional block--MSED 6120, MSED 6122, and MSED 6123. Therefore, MSED 6120 needs to be deleted as a prerequisite. MSED 6120 and MSED 6123 need to be added as co-requisites.

Program Deletions

M.Ed., Teaching and Learning

JUSTIFICATION:

With the redesignation of all of the Concentrations in the M.Ed. in Teaching and Learning to be stand alone degrees (as approved by GC and BOR and now published in the 12/13 Catalog), the M.Ed. in Teaching and Learning degree is being deleted.

Ed.S., Teaching and Learning

JUSTIFICATION:

With the redesignation of the Ed.S. in Teaching and Learning to be stand alone degrees in various teaching fields (as approved by GC and BOR and now published in the 12/13 Catalog), the Ed.S. in Teaching and Learning degree is being deleted.

Dr. Diebolt asked Dr. Linderholm to confirm the effective date for the program deletions. Dr. Linderholm stated the effective date for the program deletions would be fall 2013 and she wanted to make sure these programs are not removed from the application before the new ones are put on the application. Change of major forms will have to be processed for students who have already applied to the current programs. Dr. Patterson stated this issue will be discussed with Tristram Aldridge so that Graduate Admissions can take action.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Amanda King. The motion to approve the Course Deletion, Course Revisions and Program Deletions was passed.

C. College of Liberal Arts and Social Sciences

Dr. Peggy Hargis presented the agenda items for the College of Liberal Arts and Social Sciences.

Department of Political Science

Course Revision(s):

POLS 7434 - Research Design and Methodology

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

POLS 7436 - Qualitative Research Methods

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

POLS 7437 - Quantitative Analysis

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

Department of Sociology and Anthropology

Course Deletion(s)

ANTH 5438G - Social Issues of International Development and Change

INTS 5438G - Social Issues of International Development and Change

RELS 5133G - Sociology of Religion

SOCI 5132G - Sociology of the Community

SOCI 5133G - Sociology of Religion

SOCI 5134G - Sociology of Childhood

SOCI 5137G - Collection Behavior

SOCI 5138G - Sociology of the Family

SOCI 5140G - Group Dynamics

SOCI 5438G - Social Issues of International Development and Change

SOCI 6092 - Selected Topics in Methodology

SOCI 6093 - Selected Topics in Data Analysis

SOCI 6636 - Crime and Justice

JUSTIFICATION:

Graduate course deletions: We are deleting several sections of the graduate (G) section of some undergraduate classes. ONLY the G section is to be deleted for SOCI 5140G, SOCI /RELS 5133G, SOCI 5138G, SOCI 5132G, SOCI 5137G, SOCI 5134G. The undergraduate sections of SOCI/ANTH/INTS 5438 were deleted long ago but the G sections were never removed. SOCI 6092, SOCI 6093, and SOCI 6636 are being deleted because they are no longer taught. They have been replaced with 7000 level courses in the curriculum.

Course Revision(s):

ANTH 7434 - Research Design and Methodology

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

ANTH 7436 - Qualitative Research Methods

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

SOCI 6091 - Selected Topics in Theory

➤ Title, Number, Catalog Description

JUSTIFICATION:

We changed the course level so that it will appeal to graduate students outside of the MA in Social Science (e.g., specialists and doctoral students). We changed the title and description to permit a broader offering of topics.

SOCI 7434 - Research Design and Methodology

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

SOCI 7436 - Qualitative Research Methods

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

SOCI 7437 - Quantitative Analysis

➤ Title

JUSTIFICATION:

We think the new title better reflects the true content of the course.

SOCI 7892 - Directed Research in Sociology

➤ Catalog Description

JUSTIFICATION:

Change in description needed because MA in Sociology no longer exists.

Proposed New, Revised, or Deleted Program(s)

M.A., Social Science

JUSTIFICATION:

Make corrections/changes to catalog description.

Dr. Lesaja asked what motivated the Department of Sociology and Anthropology to separate the undergraduate from the graduate courses. Dr. Hargis stated the decision was made because of the quality of the program and the College of Liberal Arts and Social Sciences (CLASS) passed a policy that states graduate students cannot take more than two undergraduate courses, and within the department they only allow students do take “G” level courses for particular circumstances.

Dr. Diebolt asked Dr. Hargis to address the faculty credentialing that is required to be eligible to teach cross listed courses. Dr. Hargis stated the cross listed courses are data analysis courses, which are cross listed among Sociology, Anthropology, and Political Science. She explained that it does not matter what discipline the Social Science faculty member is in, the qualifications are the same for teaching Social Science Data Analysis.

Dr. He stated both the College of Education and CLASS have Qualitative Research and Quantitative Analysis courses. She said the faculty should communicate because they could learn from each other.

Dr. Lockwood asked what the difference is between the course requirements undergraduates have to complete compared to the graduate students in level “G” courses. Dr. Hargis stated graduate students are expected to produce additional assignments. Department felt the quality of their seminars are better suited for graduate students.

Dr. John Luque asked why the Quantitative Analysis was not cross listed with Anthropology. Dr. Hargis stated their program has five disciplines and during the discussion of cross listing there was not an interest to offer a cross listed course in Quantitative Analysis.

Dr. Lesaja asked if it was considered to cross list the statistics courses with the College of Science and Mathematics. Dr. Hargis stated the department wanted to focus on statistics for social science and she said the courses are tailored towards the student’s projects.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Rebecca Ziegler. The motion to approve the Course Revisions, Course Deletions, and Revised Program was passed.

VI. OLD BUSINESS

A. Continuous Enrollment Policy:

2011-2012 Catalog - Thesis/Dissertation Enrollment Requirements:

All students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the term of graduation. If not previously registered for thesis or dissertation credit, summer registration is not required, except in cases where summer is the graduation term. Check with your major advisor to see if your college has additional continuous enrollment requirements that apply.

Dr. Patterson reviewed the current Continuous Enrollment Policy. He stated after good discussions with Program Directors, Deans, and the College of Graduate Studies he has decided to let this policy rest as-is and not to recommend institutional uniformity for continuous enrollment. Accordingly, programs will determine if they want to require their students to be continuously enrolled during the summer, but with the concurrence and authority of the Dean of the college. Dr. Patterson stated this policy may be addressed again in the future as the university discusses enrollment management, as continuous enrollment has the ability to positively affect matriculation and degree completion, and to reduce the numbers of students dropping in and out of programs, contributing to some stability to the programs' enrollment management models.

There was some discussion of how the second sentence in the policy should be interpreted and if students should have access to library resources if they are not enrolled. Dr. Patterson stated this policy does cause liability issues for students. A student is either enrolled (and is thus considered an enrolled student and afforded rights and privileges of all students) or may be employed as, for example, a casual labor position, and is thus afforded all rights and privileges of a university employee. For individuals to engage in program activities while not a student or employee has the ability to present presents liabilities to the institution. Dr. Gleason made a suggestion to have a policy that indicates if a student is not enrolled in more than one semester they will be restricted to specific resources. Dr. Patterson stated he would have to look into this option. Dr. Diebolt stated some institutions state their students must be continuously enrolled in two out of three semesters. Dr. Ziegler stated the Library would have to review their contracts with vendors of databases to see if this would be allowable, per the vendors' usage agreements.

VII. ANNOUNCEMENTS – There were no announcements.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on October 11, 2012 at 8:30 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved October 30, 2012
by electronic vote of Committee Members

**NCAA Faculty Athletic Representative Report to the Faculty Senate, Georgia Southern University,
November 2012**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

I have four items to report:

First, the 2011-2012 Graduation Success Rate (“GSR”) is below (Retrieved from:
<http://fs.ncaa.org/Docs/newmedia/public/rates/index.html>).

Graduation Success Rate Report

2002 - 2005 Cohorts: Georgia Southern University

Men's Sports

Sport	GSR	Fed Rate
Baseball	50	28
Basketball	53	38
CC/Track - -		
Fencing - -		
Football	44	39
Golf	67	55
Gymnastics - -		
Ice Hockey - -		
Lacrosse - -		
Mixed Rifle - -		
Skiing - -		
Soccer	64	52
Swimming - -		
Tennis	71	29
Volleyball - -		
Water Polo - -		
Wrestling - -		
Men's Non-NCAA Sponsor. Sports - -		

Women's Sports

Sport	GSR	Fed Rate
Basketball	83	67
Bowling - -		
CC/Track	83	74
Crew/Rowing - -		
Fencing - -		
Field Hockey - -		
Golf - -		
Gymnastics - -		
W. Ice Hockey - -		
Lacrosse - -		
Skiing - -		
Soccer	89	67
Softball	71	64
Swimming	73	59
Tennis	100	57
Volleyball	100	90

Water Polo - -
Women's Non-NCAA Sponsor. Sports - -

Second, the NCAA Ethnic Minority and Women's Enhancement Postgraduate Scholarship for Careers in Athletics is now taking applications. If you know of deserving and eligible (consult email below) students please pass along the information below and have them contact me.

Email from the NCAA:

**NCAA Ethnic Minority and Women's Enhancement Postgraduate Scholarship for
Careers in Athletics**

This is to announce that applications are now being accepted for the 2013-14 Ethnic Minority and Women's Enhancement Postgraduate Scholarship. The scholarships are for ethnic minorities and women interested in pursuing an advanced degree in a sports-related field.

The NCAA awards 13 scholarships to ethnic minorities and 13 scholarships to women college graduates who will be entering their initial year of postgraduate studies. The one-time \$6,000 scholarships are non-renewable grants awarded once per school year.

Awardees of the scholarship must be entering their initial year of postgraduate studies during the 2013-14 academic year and have been accepted into a sports administration or other program that will help the applicant obtain a career in intercollegiate athletics. Awardees must be a full-time student at all times while using the award.

The application deadline is Thursday, December 6. Applicants can apply using the online submission system. For access to the online submission system, you may log onto <https://web1.ncaa.org/epps/exec/appform>.

Official transcript(s) must arrive, **not postmarked on or before December 6**, in order for the application to be considered.

Thank you for your support of the NCAA Ethnic Minority and Women's Enhancement Scholarship. If you have any questions, please contact Teaera Strum at tstrum@ncaa.org or [317/917-6222](tel:3179176222).

Third, 2012-2013 nominations for NCAA Postgraduate scholarships are now being accepted for fall sports. If you know of deserving and eligible (consult memo below) students please pass along the information below and have them contact me.

MEMORANDUM

November 5, 2012

TO: Faculty Athletics Representatives]
Directors of Athletics] -- at NCAA Member Institutions.
Senior Woman Administrators]

FROM: Robert S. Chichester
Director of Student-Athlete Affairs.

SUBJECT: 2012-13 NCAA Postgraduate Scholarship Nominations.

This is to announce that nominations are now being accepted for the 2012-13 NCAA Postgraduate Scholarship program for fall sports. Nominations can be submitted via the Postgraduate Scholarship online submission system. For access to the online nomination system click the following link <https://web1.ncaa.org/pgs/exec/appform>.

The online nomination system is completely electronic and is linked to the NCAA national office. The Faculty Athletics Representative (FAR) or FAR designee initiating the nomination process must use the institution's organizational identification and password to log in to the online nomination system. The organizational identification and password are also used by institutions to submit their annual sports sponsorship requirements to the NCAA. Please contact your institution's director of athletics or compliance coordinator for the organizational identification and password if you do not have it.

Important dates for the 2012-13 NCAA Postgraduate Scholarship program are listed below.

Guidelines to determine qualified student-athletes to nominate and nomination instructions can be found at www.ncaa.org. (access requires member log-in and registration into NCAA Connect).

Minimum qualifications include:

- The student-athlete must have an overall undergraduate minimum cumulative grade-point average of 3.200 on a 4.000 scale.
- The student-athlete must be in at least his or her final season of athletics eligibility for the sport they are nominated or will no longer be utilizing any remaining athletics eligibility.
- The student-athlete must have performed with distinction as a member of the varsity team in the sport in which the student-athlete is being nominated.
- The student-athlete must intend to continue academic work beyond the baccalaureate degree and enroll in a graduate degree program on a part- or full-time basis at an academically accredited graduate or degree-granting professional school.

An institution may nominate a total of five male and five female student-athletes each sports season. If your institution wishes to nominate more than five individuals per gender, please discuss your request with the NCAA Postgraduate Scholarship liaison.

The NCAA Postgraduate Scholarship program provides up to 174 scholarships to student-athletes at member institutions annually. Up to 58 scholarships per sport season will be awarded to student-athletes participating in fall, winter and spring sports, 29 for men and 29 for women. The NCAA Postgraduate Scholarship amount is \$7,500. Each award recipient will receive a one-time award to be applied toward postgraduate study in an academically accredited graduate degree program.

Thank you for your support of the NCAA Postgraduate Scholarship program. If you have any questions, please contact me or my administrative assistant Lori Thomas at [317/917-6222](tel:3179176222).

Please note the deadline time change below.

Important 2012-13 calendar dates include:

Fall sports nomination period opens: November 1

Fall sports nomination deadline: January 30, 2013, by 5 p.m. EST

Winter sports nomination period opens: February 7, 2013

Winter sports nomination deadline: March 21, 2013, by 5 p.m. EST

Spring sports nomination period opens: April 1, 2013

Spring sports nomination deadline: May 13, 2013, by 5 p.m. EST

Fourth, the search for Director of Athletics is proceeding according to schedule and should conclude in the near future.

- **Student Government Representative:** Lisa Yocco

I attended the Student Government Association meeting on October 10, 2012. This was a college meeting, where the Senators from each college sit at their own round table and discuss and prepare their bi-weekly report. After discussion has concluded, each college addresses the full senate body and reports on what they are currently doing within their college specifically. Some highlights of this meeting include:

Several of the colleges reported ways to raise money for scholarships, such as designing and selling t-shirts. CLASS Senators announced that they plan to decorate the Arts Center. Several colleges discussed having speakers or forums to discuss career options. The new College of Engineering and Information Technology Senators plan to host a Welcome Event. College of Health and Human Studies announced that their "Meet the Senators" event was a success. The Freshman College plans to hold a Q & A session to see what freshmen would like to have done on campus.

The next item of business was selecting candidates for Homecoming Queen, King, Duke, and Dutchess. The nominees from the previous meeting each gave a brief campaign statement explaining why they should represent SGA. After voting, Chad Harmon and Christina Belgi were selected as King and Queen candidates.

An announcement was made that early voting will take place on GSU campus October 23-25, and students should make an effort to vote in the November election.

After a closing roll call, the meeting was closed and the Senators were dismissed.

I must say that I was impressed with their professionalism and dedication to GSU.

This week will be a full senate meeting, much like our faculty Senate meetings, when the Executive Board gives reports and brings up any necessary discussion points.

UNDERGRADUATE COMMITTEE

MINUTES OCTOBER 2, 2012, 3:30 P.M.

I. CALL TO ORDER

- **Voting Members Present:** Dr. Biswanath Samanta, Dr. Bruce McLean, Dr. Greg Chamblee, Dr. Gustavo Maldonado, Ms. Jessica Minihan, Dr. Kathy Thornton, Dr. Lili Yu, Ms. Lisa Yocco, Dr. Mary Hazeldine, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Sabrina Ross
- **Non-Voting Members Present:** Ms. Ann Evans, Ms. Candace Griffith, Ms. Caroline James, Mr. Christopher Harmon, Dr. Diana Cone, Dr. Ron MacKinnon
- **Visitors:** Dr. Amanda King, Dr. Art Gowan, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Chuck Harter, Dr. David Williams, Dr. Deborah Thomas, Dr. Francis Desiderio, Dr. Robert Cook
- **Absent with Alternate in attendance:** Dr. Jacob Warren, Dr. Jiehua Zhu,
- **Absent:** Dr. Adrian Gardner (*COBA has no Alternate*), Dr. James Stephens, Dr. James Woods (*CLASS has no Alternate*),

Dr. Ron MacKinnon called the meeting to order at 3:31 p.m.

II. ORIENTATION

Dr. Ron MacKinnon gave a brief explanation about the Undergraduate Committee.

III. ELECTION OF NEW CHAIR

Dr. Ron MacKinnon asked for nominations from the members. No one volunteered and there were no nominations. After much discussion, Dr. Bob Cook (Senate Parliamentarian) stated that SEC Appointed members should rotate alphabetically as "chair" for each meeting until someone wants to take over the duty as full-time chair. Dr. Mary Hazeldine conducted the remainder of the meeting. Dr. Gustavo Maldonado is in line to be chair of the November meeting.

IV. APPROVAL OF AGENDA

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

V. COLLEGE OF EDUCATION

➤ Department of Teaching and Learning

Course Revision(s)

FROM: SPED 4230 - Instructional and Behavioral Management Methods, P-5

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with Mild Disabilities, Grades 6 through 12. It includes review, demonstration and preparation of programs, methods, and materials for such instruction in both regular and special education classrooms. Instruction in methods for transitioning is one of the primary foci of this course. The course is part of the Special Education Block experience.

TO: SPED 4230 - Instructional and Behavioral Management Methods, P-5

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with Mild Disabilities, preschool through grade 5. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction in both general and special education classrooms. The course is part of the Special Education Block experience.

JUSTIFICATION:

Inaccurate information stated. It currently states methods for grades 6 - 12 and it should state methods for grades P - 5.

FROM: SPED 4430 - Family, Community, and Professional Collaboration

Prerequisite(s): Completion of teaching field courses and professional education sequence.

Corequisite(s): SPED 5799.

TO: SPED 4430 - Family, Community, and Professional Collaboration

Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "S" in SPED 5799 or CHFD 5799 and completion of teaching field courses and professional education sequence. Corequisite(s): None.

JUSTIFICATION:

This course is being revised to fit with the new proposed program being collaboratively developed with the Child Development Program in the College of Health and Human Sciences.

FROM: SPED 5030 - Infants, Toddlers with Disabilities Methods

Prerequisite(s): A minimum grade of "C" in SPED 3134, SPED 3231, and SPED 3331.

TO: SPED 5030 - Infants, Toddlers with Disabilities Methods

Prerequisite(s): A minimum grade of "C" in SPED 3331 and CHFD 3131.

JUSTIFICATION:

These courses are being aligned to fit with the new proposed program being collaboratively developed with the Child Development Program in the College of Health and Human Sciences.

FROM: SPED 5031 - PreK and Kindergarteners with Disabilities Methods

Prerequisite(s): A minimum grade of "C" in SPED 3134, SPED 3231, and SPED 3331.

TO: SPED 5031 - PreK and Kindergarteners with Disabilities Methods

Prerequisite(s): A minimum grade of "C" in SPED 3331 and CHFD 3131.

JUSTIFICATION:

These courses are being aligned to fit with the new proposed program being collaboratively developed with the Child Development Program in the College of Health and Human Sciences.

A Chamblee/Ross motion to approve these course revisions (except for SPED 4430) was passed unanimously. CHHS pulled their agenda items which included CHFD 5799 (listed as a prerequisite for SPED 4430). A Chamblee/Wheaton motion to TABLE SPED 4430 pending submission and approval of CHFD 5799 was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S.Ed., Middle Grades Education (REVISED PROGRAM)

JUSTIFICATION:

The Department of Geography and Geology has changed the course number and credit hours for one of the courses included as a required course for candidates completing science as a concentration—GEOL 5231 General Oceanography. The change also includes a correction in the title of the course.

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

VI. COLLEGE OF BUSINESS ADMINISTRATION

➤ Department of Management

Course Revision(s)

FROM: MGNT 4332 - Compensation and Benefits

Prerequisite(s): A minimum grade of "C" in BUSA 3131, MGNT 3130, and MGNT 3334.

TO: MGNT 4332 - Compensation and Benefits

Prerequisite(s): A minimum grade of "C" in BUSA 3131, MGNT 3130, and MGNT 3334 or permission of instructor.

JUSTIFICATION:

The addition of "permission of instructor" in lieu of a missing pre-requisite will make the course more accessible to students wanting to attempt the newly introduced HR minor.

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

Proposed New, Revised, or Deleted Program(s)

Human Resource Management Minor (NEW PROGRAM)

JUSTIFICATION:

We propose a new Minor in Human Resource Management. Most functions of business require some human resource management skills and hence we believe that an HR Minor would be very attractive to students with majors other than Management or Human Resource Management.

Hotel and Restaurant Management Minor (DELETED PROGRAM)

JUSTIFICATION:

The Hotel and Restaurant Management program has been moved to the College of Business Administration. In the move several course in the minor are no longer being offered.

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

➤ **Department of Finance and Economics**

Proposed New, Revised, or Deleted Program(s)

B.B.A, Regional Economic Development (DELETED PROGRAM)

JUSTIFICATION:

Low enrollment in this program (less than 10 students) does not justify the resources needed to run the program. Ending the program would allow these resources to be reallocated to high demand areas.

Regional Economic Development Minor (DELETED PROGRAM)

JUSTIFICATION:

Low enrollment in this program (less than 10 students) does not justify the resources needed to run the program. Ending the program would allow these resources to be reallocated to high demand areas.

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

VII. ALLEN E. PAULSON COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

➤ **Department of Computer Sciences**

Course Revision(s)

FROM: CSCI 5331 - Computer Architecture

Topics include the study of the Microprocessor Organization and Bus Structures, Complex Instruction Set Computer (CISC) Systems, Reduced Instruction Set, Computer (RISC) Systems, Micro-programmed Control and Controller Design, Concepts and Application of Embedded Systems, Pipeline and Vector processing, Input-Output Organization., Memory Organization, Parallel processor Architecture. Advanced topics related to Hardware-Software Co-design. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3231.

TO: CSCI 5331 - Computer Architecture

Digital logic: transistors, circuits, sensors, robotic control; registers and register banks; arithmetic-logic units; data representation: big-endian and little-endian integers; one and twos complement arithmetic; signed and unsigned values; Von-Neumann architecture and bottleneck; instruction sets; RISC and CISC designs; instruction pipelines and stalls; rearranging code; memory and address spaces; physical and virtual memory; interleaving; page tables; memory caches; bus architecture; polling and interrupts; DMA; sensor and device programming; assembly language; optimizations; parallelism; data pipelining. Graduate students will be given extra assignments determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3232.

JUSTIFICATION:

Digital logic topics will be integrated into the Computer Architecture course rather than requiring two separate courses. The integrated content is common at many top computer science programs, such as at Purdue University.

A McLean/Maldonado motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.S. Computer Science (REVISED PROGRAM)

JUSTIFICATION:

Digital logic topics will be integrated into the Computer Architecture course rather than requiring two separate courses. The integrated content is common at many top computer science programs, such as at Purdue University. A secondary benefit is making it easier for students to schedule the completion of the department's certificate options. The existing Digital Logic class is also retained, but made elective.

A McLean/Maldonado motion to approve this program revision was passed unanimously.

➤ **Department of Information Technology**

Proposed New, Revised, or Deleted Program(s)

Information Technology (IT) Minor **(REVISED PROGRAM)**

JUSTIFICATION:

The following changes are being proposed so that the IT minor will remain consistent with current trends in the IT field.

A McLean/Maldonado motion to approve this program revision was passed unanimously.

VIII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ **Center for Africana Studies**

Proposed New, Revised, or Deleted Program(s)

Asian Studies Interdisciplinary Concentration **(REVISED PROGRAM)**

JUSTIFICATION:

The Department of Sociology & Anthropology is deleting ANTH 4435 - Middle Eastern Cultures. The change must be reflected on the Asian Studies Interdisciplinary Concentration catalog page.

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

➤ **Center for International Studies**

Proposed New, Revised, or Deleted Program(s)

Global Citizen Certificate **(REVISED PROGRAM)**

JUSTIFICATION:

The Department of Sociology & Anthropology is deleting the ANTH 4435 - Middle Eastern Cultures. The change must be reflected on the Global Citizen Certificate catalog page.

Significant International Content Courses **(REVISED PROGRAM)**

JUSTIFICATION:

The Department of Sociology & Anthropology is deleting the ANTH 4435 - Middle Eastern Cultures. The change must be reflected on the Significant International Content Course catalog page.

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

➤ **Department of Criminal Justice and Criminology**

Proposed New, Revised, or Deleted Program(s)

B.S.J.S., Justice Studies **(REVISED PROGRAM)**

JUSTIFICATION:

Sociology is deleting two courses and that change needs to be reflected on the program page.

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

➤ **Department of History**

Selected Topics Announcement(s)

HIST 3030 - Selected Topics: History of the Irish in America

JUSTIFICATION:

No Irish Need Apply! This was a familiar sign in the American North during the nineteenth century. But who were the Irish they were addressing? This new special topics course will investigate the first Irish immigration to America in the early eighteenth century and then chart the course of Irish American history over the next two centuries. This course will explore both the Protestant and Catholic Irish immigration to America and its impact on U.S. society, economy, culture, and politics. The course will culminate with the growth of Irish political power and cultural acceptance in the latter half of the twentieth century.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. This course directly advances the Department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - Selected Topics: Peoples of the North Atlantic

JUSTIFICATION:

The history of the Atlantic World before Columbus's voyage to the Caribbean is often neglected, but it can give important insights about the development of migratory and seafaring cultures. The class compares three main groups of people who had strong connections with the sea and often migrated far from their homeland--the Celts of the British Isles; the Norse of Scandinavia and Iceland; and the Dorset and Thule ancestors of modern Inuits in Greenland and Canada. Particular attention will be paid to language and writing, material culture and archaeology as well as the stories and folklore of these groups. Readings will include St. Brendan the Navigator and the Irish tradition of Immram or sea-journey stories, Norse and Icelandic Sagas, missionary accounts like that of Saint Columba, and folk tales from the Inuit. An additional focus will be the archeology of the Viking settlement at Waterford, Ireland in connection with the Center for Irish Studies study abroad program

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. This course directly advances the Department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030 - Selected Topics: Public History

JUSTIFICATION:

This course will explore the theories, practices, and professional opportunities in the growing field of public history. While many history majors intend to teach, they may also pursue careers working in visual media, museums, historic sites, cultural preservation, archives, and other related fields. In addition to readings, lectures, and discussions, this course will feature guest speakers who will share their insights into working in public history and the paths that led them to their careers. Students will also complete a number of small projects to introduce them to the practical application of public history theory and ideas.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. This course directly advances the Department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

HIST 3030H - Selected Topics Honors: Science and Religion

JUSTIFICATION:

This is an Honors course for students enrolled in the Honors Program. The central theme of the course is the origin and nature of both the universe and of life as addressed by science and religion. Biology and cosmologies from the early Greeks to the Big Bang will be surveyed. The religious and scientific answers to our origins will be discussed. Minor themes include the nature of science and religion; the overall interaction of science, scientists, and religion; speculations on extraterrestrial life; and famous trials such as Galileo's and Scopes.

This course presents new subject matter not previously taught in the department. Students will be assessed primarily through written exams and papers, secondarily through individual or group presentations or projects. This course directly advances the Department's Bachelor of Arts learning outcomes because student work will 1) Display knowledge of fundamental themes and narratives in history 2) Communicate historical knowledge and explanations to others. The third BA outcome will be indirectly advanced because students will accrue the subject-specific knowledge necessary to conduct original historical research.

Selected Topics Announcements are for information only.

➤ Department of Sociology and Anthropology

Course Deletion(s)

ANTH 4435 - Middle Eastern Cultures

SOCI 3331 - Criminology

SOCI 3334 - Juvenile Delinquency

JUSTIFICATION:

We are deleting courses which we have not taught in several years.

A Samanta/Ziegler motion to approve these course deletions was passed unanimously.

Course Revision(s)

FROM: SOCI 5137 - Collective Behavior

A sociological study of social movements and such forms of collective behavior as mobs, crowds, rumors, riots, and mass hysteria. Key theories and research methods used by sociologists and other social scientists to study collective behavior will be reviewed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO: SOCI 5137 - Social Movements

A sociological study of social movements and such forms of collective behavior as mobs, crowds, rumors, riots, and mass hysteria. Key theories and research methods used by sociologists and other social scientists to study collective behavior will be reviewed.

JUSTIFICATION:

This change better reflects the content of the course.

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

Proposed New, Revised, or Deleted Program(s)

B.A., Anthropology (REVISED PROGRAM)

JUSTIFICATION:

The Department of Sociology & Anthropology is deleting ANTH 4435 - Middle Eastern Cultures. The change must be reflected on the B.A. Anthropology catalog page.

B.S., Sociology (REVISED PROGRAM)

JUSTIFICATION:

The program page is adjusted to reflect course deletions.

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

IX. COLLEGE OF SCIENCE AND MATHEMATICS

➤ **Biology**

Course Deletion(s)

BIOL 3113 - Evolution and Ecology Laboratory

BIOL 5140 - Bacteriology

BIOL 5430 - Math Models/Population Ecology

BIOL 5440 - Protozoology

BIOL 5535 - Sex and Evolution

JUSTIFICATION:

The courses listed are no longer taught. Deleting these courses will allow the Biology Department to provide biology majors with an accurate catalog of courses that are likely to be offered during their tenure at Georgia Southern. The cross-listed courses are all equivalent ("G") graduate courses and are being deleted as well. Evolution and Ecology Lab (BIOL 3113) is listed on the B.S. Computer Science program page, and Bacteriology (BIOL 5140) is listed on the B.S.CHEM. (Concentration in Biochemistry) program page. Supporting program revision forms are being submitted from each of these programs.

A Yocco/McLean motion to approve these course deletions was passed unanimously.

➤ **Chemistry**

Proposed New, Revised, or Deleted Program(s)

B.S.Chem., Chemistry (Concentration in Biochemistry) **(REVISED PROGRAM)**

JUSTIFICATION:

The Biology Department is deleting Bacteriology (BIOL 5140). This course is listed on the BSICHEM (Concentration in Biochemistry) degree page and hence is being removed from the program. It is only an elective course and removal will not affect the overall program.

A Yocco/McLean motion to approve this program revision was passed unanimously.

➤ **Geology & Geography**

Selected Topics Announcement(s)

GEOG 5090 - Geography of the Middle East

JUSTIFICATION:

GEOG 5090 - Geography of the Middle East will take advantage of current faculty expertise, and will serve as a pilot for a potential new Geography course.

Description: A survey of the physical, cultural, political, and economic geography of the countries of North Africa and the Middle East. Selected problems or situations of contemporary interest will also be incorporated.

Selected Topics Announcements are for information only.

➤ **Mathematical Sciences**

Course Revision(s)

FROM: MATH 5433 - Differential Geometry of Curves and Surfaces

Prerequisite(s): A minimum grade of "C" in MATH 2243 and MATH 2320.

TO: MATH 5433 - Differential Geometry of Curves and Surfaces

Prerequisite(s): A minimum grade of "C" in MATH 2243 and MATH 2331.

JUSTIFICATION:

One of the prerequisites for this course, Elementary Linear Algebra, changed its course number from MATH 2320 to MATH 2331 and the change was overlooked in the catalog description for this course. The change shown here will correct the prerequisite listing for Elementary Linear Algebra (MATH 2331).

A Yocco/McLean motion to approve this course revision was passed unanimously.

X. VICE PRESIDENT FOR ACADEMIC AFFAIRS

➤ **Center for International Studies**

Selected Topics Announcement(s)

INTS 3090 - Turkey and the European Union

JUSTIFICATION:

This course will offer students insight into the complex process and broader political and economic issues concerning Turkey and the EU. Europe (as represented by the EU) - the world's largest combined economy - and Turkey - one of the world's fastest growing economies, and a strategic actor located in one of the world's most critical strategic areas - have a complicated history together going back centuries. That relationship was deepened, but also grew more problematic, when Turkey started its road toward membership in 1997 (not long after a military memorandum effectively dismissing its elected government).

The focus of this course will be to discuss EU enlargement and growing unbalanced influence (economic policy: yes, security: not so much) and Turkey's growing dynamism and relevance as a political model for, and actor in, the Middle East. It will also, of course, consider the promises and complications of the road toward membership, and what sorts of factors induce member states to support or oppose Turkey on that road.

In so doing, students will learn much about the regions which underly their headlines (Crisis in Europe! Violence in the Middle East!) and gain insight into 'what' Europe is, and how Turkey is both similar to and very different from all of its neighbors. They shall also learn about the security concerns of the Caucasus and about the legacy of the Ottoman Empire and the Armenian Genocide.

Beyond being a 'special topic' with a specific substantive focus, the course will also attempt to teach students the art of understanding similar international phenomena: how to consider international human events from multiple angles, and how to think about empirically testing which angles are more and which are less explanatory of any given case. In order to do so, students will be working in groups to research related political issues (such as Turkish progress towards meeting the administrative criteria; geopolitics of the Caucasus; the strength of the EU in a time of Aegean fiscal crisis).

INTS 3090 - Global Health

JUSTIFICATION:

This course is an introduction to global public health. The increasing economic, political, and social interdependence of different countries throughout the world has resulted in a redefinition of health related issues that transcends political and national borders. Students will learn how globalization, environmental deterioration, changes in lifestyle, inequality, and regional conflicts affect the health of the world's population. Health issues discussed in this class include but are not limited to child and maternal health, nutrition, public health infrastructure, HIV/AIDS, chronic diseases, environmental health, and infectious diseases. The course will discuss how different actors at global, regional, and local levels participate to address and solve health problems and how multilevel interventions are essential for sustained improvements in health. Students will learn how to critically approach, analyze, and address social determinants of health and the political, economic, and cultural systems that influence them.

INTS 3090 - The Global Game: The Impact of Sports on Globalization

JUSTIFICATION:

This course will discuss how sports exemplify most of the contemporary phenomena associated with globalization. The course will deal with the following main areas: sporting events between the international and the global; the politics of international sports organizations; the impact of mega events such as the Olympics; and the relationship between sports and development. Students will learn to analyze sports as social phenomena that illuminate contemporary situations and problems in the international arena.

Selected Topics Announcements are for information only.

➤ **University Honors Program**

New Course

UHON 4999 - Honors Research

Independent research under the guidance of a faculty mentor for students in the University Honors Program. Students may register for 1-3 credit hours. Prerequisite(s): Honor Student Status. 1-3 credit hours.

JUSTIFICATION:

Need to have a course number to allow students to gain credit for thesis research under the direction of a faculty mentor.

A Yocco/Samanta motion to approve this new course was passed unanimously.

XI. OTHER BUSINESS

- *None*

XII. ADJOURNMENT

There being no further business to come before the committee, a McLean/Ross motion to adjourn the meeting at 4:04 p.m. passed unanimously.

Respectfully Submitted,



Caroline D. James
Recording Secretary