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# Faculty Senate Librarian's Report-2010

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## ***Faculty Senate Librarian's Report, February 2010***

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

### **Academic Standards Committee**

Chair: Stuart Tedders (CHHS)

### **ACADEMIC STANDARDS COMMITTEE MINUTES:**

#### **Academic Standards Committee met on February 4, 2009.**

Present at the February 4<sup>th</sup> meeting were Diana Stuges (CHHS), Iris Durden (LIB), Onyile Onyile (CLASS), Mark Yanochik (COBA), Barbara Mallory (COE), David Rostal (COST), Marlo Rouse-Arnett (CHHS), Reed Smith (CLASS), Bill Levernier (COBA), Connie Murphey (Financial Aid), Wayne Smith (Registrar's Office), Lisa Vance (COST), Bobbie Williams (COBA), and Marilyn Hale (CLASS).

Not present at the February 4<sup>th</sup> meeting were Ardian Greca (CIT), Stuart Tedders (COPH), Hyo-Joo Han (CIT), Simone Charles (COPH), Denise Weems (COE), Marvin Goss (LIB).

The committee again met to discuss the proposed modifications to the Academic Standing/Appeals Policy.

#### **Academic Standards Committee met on February 11, 2009.**

Present at the February 11<sup>th</sup> meeting were Diana Stuges (CHHS), Stuart Tedders (COPH), Iris Durden (LIB), Mark Yanochik (COBA), David Rostal (COST), Marlo Rouse-Arnett (CHHS), Reed Smith (CLASS), Simone Charles (COPH), Bill Levernier (COBA), Denise Weems (COE), Connie Murphey (Financial Aid), Wayne Smith (Registrar's Office).

Not present at the February 11<sup>th</sup> meeting were Ardian Greca (CIT), Onyile Onyile (CLASS), Barbara Mallory (COE), Hyo-Joo Han (CIT), Marvin Goss (LIB).

The committee again met to discuss the proposed modifications to the Academic Standing/Appeals Policy.

#### **Academic Standards Committee met on February 25, 2009.**

Present at the February 25<sup>th</sup> meeting were Diana Stuges (CHHS), Ardian Greca (CIT), Iris Durden (LIB), Onyile Onyile (CLASS), Mark Yanochik (COBA), David Rostal (COST), Marlo Rouse-Arnett (CHHS), Reed Smith (CLASS), Simone Charles (COPH), Bill Levernier (COBA), Wayne Smith (Registrar's Office).

Not present at the February 25<sup>th</sup> meeting were Stuart Tedders (COPH), Barbara Mallory (COE), Hyo-Joo Han (CIT), Denise Weems (COE), Marvin Goss (LIB), Connie Murphey (Financial Aid).

The committee again met to discuss the proposed modifications to the Academic Standing/Appeals Policy. A final version of the new Academics Standing / Appeals Policy was voted on by the committee. This version was sent out to the entire committee by e-mail for review. The question regarding how to proceed next and where the new proposed Academic Standing Policy should go next for review was raised.

### **Academic Standards Committee met on April 2, 2009.**

Present at the April 2<sup>nd</sup> meeting were Diana Stuges (CHHS), Ardian Greca (CIT), Barbara Mallory (COE), David Rostal (COST), Reed Smith (CLASS), Bill Levernier (COBA), Marvin Goss (LIB), Wayne Smith (Registrar's Office).

Not present at the April 2<sup>nd</sup> meeting were Stuart Tedders (COPH), Onyile Onyile (CLASS), Mark Yanochik (COBA), Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Simone Charles (COPH), Denise Weems (COE), Connie Murphey (Financial Aid).

On April 2 there were five appeals. One appeal was pre-approved before the meeting based on criteria previously established by the committee. Three appeals were denied by the committee. One appeal was approved by the committee. Two of these appeals were approved by the deans of the students' respective colleges. One appeal was denied by the dean.

The committee also discussed the final edits to the newly proposed Academic Standing/Appeals Policy. The proposed policy has been sent forward by Wayne Smith to Office of the Registrar to gather data on the potential affect on enrollment. The committee was subsequently informed by e-mail that after the reports are completed they will go to the Deans and Enrollment Management Council. Eventually, the proposed policies will need to go to Faculty Senate, President's Cabinet and possibly other groups for discussion/recommendation/approval. Again though, data reflecting the affect of the new policies on enrollment will be required before moving forward.

### **Academic Standards Committee met on May 14, 2009.**

Present at the May 14<sup>th</sup> meeting were Ardian Greca (CIT), Mark Yanochik (COBA), Barbara Mallory (COE), Reed Smith (CLASS), Simone Charles (COPH), Wayne Smith (Registrar's Office).

Not present at the May 14<sup>th</sup> meeting were Diana Stuges (CHHS), Stuart Tedders (COPH), Onyile Onyile (CLASS), David Rostal (COST), Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Bill Levernier (COBA), Denise Weems (COE), Marvin Goss (LIB), Connie Murphey (Financial Aid).

On May 14 there were twenty-seven appeals. Four appeals were pre-approved before the meeting based on criteria previously established by the committee. Two appeals were approved by the committee. Sixteen appeals were denied by the committee. One appeal had no future appeals to the committee. Six of these appeals were approved by deans and two were denied by deans of the students' respective colleges. Three appeals had no future appeals to the deans. One appeal had no future appeals to the committee or the deans.

#### **Academic Standards Committee met on May 18, 2009.**

Present at the May 18<sup>th</sup> meeting were Ardian Greca (CIT), Mark Yanochik (COBA), Simone Charles (COPH), Bill Levernier (COBA), Marvin Goss (LIB), Wayne Smith (Registrar's Office).

Not present at the May 18<sup>th</sup> meeting were Diana Stuges (CHHS), Stuart Tedders (COPH), Onyile Onyile (CLASS), Barbara Mallory (COE), David Rostal (COST), Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Reed Smith (CLASS), Denise Weems (COE), Connie Murphey (Financial Aid).

On May 18 there were fifty-four appeals. Fourteen appeals were pre-approved before the meeting based on criteria previously established by the committee. Thirty-five appeals were denied by the committee. One appeal was approved by the committee. Twelve of these appeals were approved by the deans of the students' respective colleges. Five appeals were denied by the deans. Two appeals had no future appeals to the deans. Learning support was approved for 3 students for Summer 2009. Two appeals were submitted after the meeting.

#### **Academic Standards Committee met on June 19, 2009.**

Present at the June 19<sup>th</sup> meeting were Ardian Greca (CIT), Mark Yanochik (COBA), David Rostal (COST), Simone Charles (COPH), Bill Levernier (COBA), Marvin Goss (LIB), Wayne Smith (Registrar's Office).

Not present at the June 19<sup>th</sup> meeting were Diana Stuges (CHHS), Stuart Tedders (COPH), Onyile Onyile (CLASS), Barbara Mallory (COE), Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Reed Smith (CLASS), Denise Weems (COE), Connie Murphey (Financial Aid).

On June 19 there were twenty-four appeals. Three appeals were pre-approved before the meeting based on criteria previously established by the committee. Fifteen appeals were denied by the committee. One appeal was approved by the committee. Seven of these appeals were approved by the deans of the students' respective colleges. Five appeals were denied by the deans. Five appeals had no future appeals to the deans.

#### **Academic Standards Committee met on August 6, 2009.**

Present at the August 6<sup>th</sup> meeting were Stuart Tedders (COPH), Mark Yanochik (COBA), Barbara Mallory (COE), David Rostal (COST), Hyo-Joo Han (CIT), Bill Levernier (COBA), Marvin Goss (LIB), Wayne Smith (Registrar's Office).

Not present at the May 18<sup>th</sup> meeting were Diana Stuges (CHHS), Ardian Greca (CIT), Onyile Onyile (CLASS), Marlo Rouse-Arnett (CHHS), Reed Smith (CLASS), Simone Charles (COPH), Denise Weems (COE), Connie Murphey (Financial Aid).

On August 6 there were fifty-two appeals. Nine appeals were pre-approved before the meeting based on criteria previously established by the committee. Thirty-five appeals were denied by the committee. One appeal was approved by the committee. One appeal had no future appeals to the committee. Eight of these appeals were approved by the deans of the students' respective colleges. Eleven appeals were denied by the deans. Six appeals had no future appeals to the deans.

#### **Academic Standards Committee met on August 10, 2009.**

Present at the August 10<sup>th</sup> meeting were Christine Draper (COE), Ardian Greca (CIT), Marvin Goss (LIB), John King (COBA), Bill Levernier (COBA), David Lowder (LIB), Lowell Mooney (COBA), David Rostal (COST), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Diana Stuges (CHHS), Mark Yanochik (COBA).

Not present at the August 10<sup>th</sup> meeting were Jim Braselton (COST), Michael Braz (CLASS), Simone Charles (COPH), Wendy Dees (CHHS), Hyo-Joo Han (CIT), Scott Kersey (COST), Barbara Mallory (COE), Terri Melton (COE), Connie Murphey (Financial Aid), Lisa Smith (LIB), Stuart Tedders (COPH), Onyile Onyile (CLASS), Marlo Rouse-Arnett (CHHS), Denise Weems (COE), Danette Wood (CHHS).

On August 10 there were thirteen appeals. Two appeals were pre-approved before the meeting based on criteria previously established by the committee. Zero appeals were approved by the committee. Eleven appeals were denied by the committee. Four of these appeals were approved by the deans of the students' respective colleges. Three appeals were denied by the deans.

#### **Academic Standards Committee met on August 12, 2009.**

Present at the August 12<sup>th</sup> meeting were Simone Charles (COPH), Wendy Dees (CHHS), Marvin Goss (LIB), Scott Kersey (COST), John King (COBA), Bill Levernier (COBA), David Lowder (LIB), David Rostal (COST), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH), Diana Stuges (CHHS), Mark Yanochik (COBA).

Not present at the August 12<sup>th</sup> meeting were Jim Braselton (COST), Michael Braz (CLASS), Christine Draper (COE), Ardian Greca (CIT), Hyo-Joo Han (CIT), Barbara

Mallory (COE), Terri Melton (COE), Lowell Mooney (COBA), Connie Murphey (Financial Aid), Onyile Onyile (CLASS), Marlo Rouse-Arnett (CHHS), Denise Weems (COE), Danette Wood (CHHS).

On August 12 there were twenty four appeals. Three appeals were pre-approved before the meeting based on criteria previously established by the committee. Zero appeals were approved by the committee. Fourteen appeals were denied by the committee. Two of these appeals were approved by the deans of the students' respective colleges. Nine appeals were denied by the deans. Four appeals had no future appeals to the deans. Three appeals were submitted after the meeting.

### **Elections Committee**

Chair: Patricia Humphrey, Senate Librarian (COST)

### **Faculty Development Committee**

Chair: Fred Smith (LIB)

### **Faculty Research Committee**

Chair: Caren Town (CLASS)

## **Georgia Southern University Faculty Research Committee**

**December 3, 2009 – 4:00 PM**

### **Minutes**

- I. The Faculty Research Committee was called to order at 4:00 PM on December 3, 2009 by the Committee Chair, Dr. Caren Town.
- II. The committee voted to approve the agenda as read
  - A. Motion: Robert Fernekes
  - B. Second: Jackie Eastman
- III. The committee voted to approve the minutes of the 9-3-09 meeting as read
  - A. Motion: Robert Fernekes
  - B. Second: Jackie Eastman
  - C.
- IV. Roll Call
  - A. Present
    - i. Caren Town – CLASS
    - ii. Elaine Marshall – CHHS

- iii. James Harris – CIT
  - iv. Jackie Eastman - COBA
  - v. Sophie George – COST
  - vi. Robert Vogel – JPHCOPH
  - vii. Bob Fernekes – Library
  - viii. Ele Haynes – ORSSP
- B. Absent
- i. Terri Melton – COE
  - ii. Charles Patterson, AVP Research
- V. Dr. Town reviewed the excellence award review process used by the committee in past years. The committee agreed to follow the same process for award evaluations in 2009-2010 (FY10).
- A. Each member will select 2 candidates based upon personal interest and experience in the candidate’s area of research.
  - B. Committee members will read the excellence award application materials and present their candidates to the full committee at our next meeting. The main purpose of this presentation is to help the committee understand the candidates’ work, not to evaluate at this stage.
  - C. Each member will provide a brief summary sheet to pass out to the committee. Committee members will bring 9 copies of their summary sheets.
  - D. After hearing all presentations the committee will narrow the field to 4-6 top candidates.
  - E. The entire committee will then individually review the top candidate’s complete application using the guidance rubric as a tool for discussion at the following meeting.
  - F. The committee will seek consensus on 2 award recipients.
- VI. Fourteen completed applications were submitted to ORSSP by the 5 PM deadline on November 30. Each committee member selected 2 candidates to review by consensus.
- A. The representative from the College of Education will not be assigned an introduction review but will be included in the presentation meeting and provided access to all applications.
  - B. Review packets will be maintained in the ORSSP office room 2023, accessed through 2021 and will be available between 8AM and 5 PM, Monday through Friday. The office will be closed December 24 – January 4.
  - C. Assignments are listed on the attached appendix but will not be included in the faculty senate’s Librarian’s report to provide confidentiality and review integrity.
- VII. The committee chair began a discussion about the differences in what is expected in research across disciplines.
- A. The committee will be looking for overall excellence as opposed to detailing differences. It is likely that clear quality will be visible across disciplines.
  - B. Authorship varies across the disciplines.
    - i. Textbooks do not carry the same scholarly merit as research articles except in fields such as history, where the writing of such textbooks requires primary scholarly research.

- ii. It is the responsibility of the applicant to identify for the reviewer the importance of individual work in the field. (E.g., if the text of the seminal work or text in the field, the author should be able to convey that message to the reviewers through narrative and letters of support.)
  - iii. Single authorship in fields such as literature is the preferred method. Collaborations are preferred in the hard sciences.
  - iv. The amount of effort is difficult to assess on papers with multiple authors. First authorship can generally be equated with maximum effort. Where authors publish multiple works in collaboration, a first author rotation may be used.
  - v. Incorporation of graduate and undergraduate research is encouraged in the sciences. Students on the work may be given primary authorship even when faculty have done more work.
  - vi. Book chapters in the humanities roughly equate to 7 peer reviewed articles. (consensus from last year's discussion.)
- C. Performances that reinterpret existing literature is considered new ground in the performing arts.
- D. Pre-published or self-published works will carry less weight than published material.
- i. Master's classes are analogous to plenary sessions in science.
- E. A journal's acceptance rate makes a difference, but the number of citations of a particular article is likely a better measure of scholarly worth.

**VIII. Calendaring of meetings –**

- A. The committee will reconvene on January 19, 2010 at 12:00 noon to hear individual award application reports for the Excellence in Research and Scholarship Award candidates.
- i. January 19 – 12-1 PM (Excellence Presentations)
  - ii. January 21 – 12-1 PM (Excellence Presentations)
  - iii. January 26 – 12-1 PM (Excellence Selection Meeting)
  - iv. January 28 - 12-1 PM (Excellence Selection Reserved)
- B. Committee members will set the grant award meeting dates at the January 19 or 21 meeting.

**IX. Adjourn**

**Georgia Southern University Faculty Research Committee**

**January 26, 2010 – 12:00 Noon**

**Minutes**

- X.** The Faculty Research Committee was called to order at 12:00 Noon on January 26, 2010 by the Committee Chair, Dr. Caren Town.
- XI.** The committee voted to approve the agenda as read
- A. Motion: Elaine Marshall



- B. Second: Jackie Eastman
- XII.** The committee voted to approve the minutes of the 1-26-2010 meeting as read
  - A. Motion: Elaine Marshall
  - B. Second: Jackie Eastman
- XIII.** Roll Call
  - A. Present
    - i. Caren Town – CLASS
    - ii. Elaine Marshall – CHHS
    - iii. James Harris – CIT
    - iv. Jackie Eastman - COBA
    - v. Sophie George – COST
    - vi. Robert Vogel – JPHCOPH
    - vii. Bob Fernekes – Library
    - viii. Ele Haynes – ORSSP
    - ix. Teri Melton - COE
  - B. Absent
    - i. Charles Patterson, AVP Research
- XIV.** Fourteen completed applications were submitted to ORSSP by the 5 PM deadline on November 30. Committee members were assigned 2 candidates each to fully review and present to the committee. Presentations focused on assets and were not evaluative in nature.
  - A. Committee members provided a summary and asset review of their assigned candidates.
  - B. Following all 14 reports, the committee assessed the comparative submissions and independently separated the candidate pool into two groups.
  - C. The committee members unanimously voted to move 7 applicants forward to the next round of evaluation.
  - D. Review packets will be maintained in the ORSSP office room 2023, accessed through 2021 and will be available between 8AM and 5 PM, Monday through Friday. Committee members will make an effort to come to the office to fully evaluate the 7 group 1 candidates.
  - E. Applications will also be set up in the meeting room at 11:00 on Thursday, January 28, 2010 for committee review and evaluation.
  - F. The committee will be prepared to discuss all 7 applications with the intent to identify 2 recipients using the consensus method.
- XV.** Calendaring of meetings –
  - A. The committee will reconvene on January 28, 2010 at 12:00 noon to narrow the second round applications for the Excellence in Research and Scholarship Award candidates.
    - i. January 28 - 12-1 PM (Excellence Selection)
  - B. Committee members will set the grant award meeting dates at the January 28 meeting.
- XVI.** Adjourn 1:15 PM

## Georgia Southern University Faculty Research Committee

January 28, 2010 – 12:00 Noon

### Minutes

- XVII.** The Faculty Research Committee was called to order at 12:00 Noon on January 28, 2010 by the Committee Chair, Dr. Caren Town.
- XVIII.** The committee voted to approve the agenda as read
- A. Motion: Robert Fernekes
  - B. Second: Jackie Eastman
- XIX.** The committee voted to approve the minutes of the 1-26-2010 meeting as read
- A. Motion: Robert Fernekes
  - B. Second: Jackie Eastman
- XX.** Roll Call
- A. Present
    - i. Caren Town – CLASS
    - ii. Elaine Marshall – CHHS (Attending by Conference Call)
    - iii. James Harris – CIT
    - iv. Jackie Eastman - COBA
    - v. Sophie George – COST
    - vi. Robert Vogel – JPHCOPH
    - vii. Bob Fernekes – Library
    - viii. Ele Haynes – ORSSP
    - ix. Teri Melton - COE
  - B. Absent
    - i. Charles Patterson, AVP Research
- XXI.** Award for Excellence in Research and Scholarly Pursuit.
- A. The committee convened to discuss the 7 candidate applications for the Award for Excellence in Research and Scholarship.
  - B. The application submissions have been available in Room 2021 for review. Applications were placed in the conference room 60 minutes prior to the meeting for final review.
  - C. The committee discussed the comparative merits of the 7 top candidates.
  - D. The chair then took a poll of the committee to provide their top 3 candidates for further discussion.
  - E. By independent vote, the committee unanimously agreed upon one top candidate for the award.
  - F. Three additional candidates were identified by committee members as one of their top choices. The committee narrowed the field to two top candidates by discussion.
  - G. The committee compared candidate qualifications and accomplishments. The committee acknowledged the challenge of comparing artistic product to research product.

- H. The quality of scholarly journal publications, as judged by journal acceptance rates, citation of the publication in other works, and importance of the contribution to the field, was discussed at length.
- I. The committee nominated the second award candidate based upon committee consensus. The committee also identified a runner-up candidate to be submitted should one of our top candidates leave university service prior to fulfilling the award requirements.
- J. The Committee Chair will communicate the two top award candidates to the Provost.

**XXII.** Grant application review

- A. Ele demonstrated the new SharePoint site constructed to allow on line viewing of grant applications
- B. Each member will review 8 grant applications and provide a short review summary, including comments in the form of proposal strengths and weaknesses. Recorded comments will be used to produce response letters for applicants.
- C. Ele will assign 3 reviewers for each grant. Assignments and SharePoint links will be emailed to the committee for review.

**XXIII.** Calendaring of meetings –

- A. The committee will reconvene on March 4, 2010 at 12:00 noon to present individual grant introductions.
- B. The committee will meet on March 9, 2010 at 12:00 noon to complete presentations and create a short list of applications for full committee review

**XXIV.** Adjourned 1:15 PM

**Faculty Service Committee**

Chair: Stuart Tedders (CHHS)

**Faculty Welfare Committee**

Chair: Sonya Huber Humes (COST)

Georgia Southern University  
Faculty Welfare Committee (FWC) of the Faculty Senate Meeting  
Herty Building 10 a.m.

November 4, 2009

Minutes

Present: Marie Botkin, JoEllen Broome, Jim Braselton, Cynthia Frost (recording), Ardian Greca, Greg Harwood, Sonya Huber, Marla Morris, Manouchehr Tabatabaei, Mark Welford and LeVon Wilson.

<b>Discussion</b>	<b>Action</b>	<b>Responsible Person/Comments</b>
<b>Section 214.01 Lecturers</b> in Faculty Handbook	Discussed wording changes proposed for a motion that was made at previous meeting.	There was confusion of whether we should go ahead with the motion now rather than after first of year when we have new university president. Sonya Huber will make the proposed changes in wording and resubmit the motion to the Senate.
<b>Lecturer</b> definition	Sonya reported no answer from Lee Davis yet	Table this until we have Lee Davis' input.
C. Price's request for Senate agenda item – <b>Temporary</b> Faculty	Discussed <b>Temporary</b> Assistant Professor, etc.	People in these positions have <b>rank</b> yet they are <b>temporary</b> .
<b>Ombudsman</b> for temporary faculty proposal	Revised wording of the motion and rationale.	Sonya Huber will submit the motion this week so it will be on the agenda for next Senate meeting.
College-wide policy for class size	Make a Request For Information	Mark Welford will make a formal RFI.
Next meeting will be at 8:00 a.m.	But, no need for meeting in 2 weeks.	

Meeting ended at 10:30  
Cynthia Frost  
November 16, 2009

**Georgia Southern University**  
**Faculty Welfare Committee (FWC) of the Faculty Senate Meeting**  
**Herty Building—Room 1107**  
**9:00 – 9:50 AM**  
**February 3, 2010**  
**Minutes**

**Present:** June Alberto, Marie Botkin, Joan Ellen Broome, Ming Fang He, Laura Gunn, Sonya Huber (presiding & notes), Cynthia Frost, Greg Harwood, LeVon Wilson

**Business:**

<b>Discussion</b>	<b>Action</b>	<b>Responsible Person/Comments</b>
Notetaker for meeting was unclear. Cynthia Frost was notetaker for last meeting in 2009, so next on the alphabetical	Sonya Huber took notes.	J. Alberto – September 9, 2009 M. Botkin – September 23 Jim Braselton – Oct. 2009 Joan Ellen Broome -- Nov. 2009

list will be Ardian Greca.		Cynthia Frost –Nov. 2009 Ardian Greca Laura Gunn Greg Harwood Ming Fang He Sonya Huber—Feb. 2010 Marla Morris Manouchehr Tabatabaei Mark Welford LeVon Wilson
Discussion of lecturer handbook proposal revision as distributed by Sonya Huber. Greg Harwood recommended change in one word under “Appointments” section point 1 from “should be provided” to “will be provided.”	Committee decided to support revised version, with changes added after last senate meeting and discussion in 2009. A question was raised about why Amy Heaston is no longer attending FWC meetings; Sonya Huber will check to see if the Vice Provost is on the email list.	Sonya Huber will send edited version to Senate for consideration at March 2010 meeting. Copies will also be sent to President Keel, Vice Provost Amy Heaston, and Legal Affairs for comment. Sonya Huber will add Amy Heaston to meeting announcement list.
Discussion of Ombud for Non-Tenure-Track and Temporary Faculty. Committee decided that Senate’s recommendation to amend by-laws needs more investigation.	Joan Ellen Broome will ask Michael Moore whether the SEC can make any recommendations about next steps for this goal.	Joan Ellen Broome

Discussion	Action	Responsible Person/Comments
Effects of Furlough on faculty. Minutes will reflect the concern expressed among those in attendance that, while the faculty are glad to have the opportunity to select furlough days, this framework also poses difficulties for faculty who teach every day. Ming Fang He suggested we discuss with administration the concerns raised among several faculty members that the state-wide decision to minimize the effects of a furlough from students places a burden on faculty. We as faculty are interested in participating in decisions regarding the implementation of future furloughs and in understanding the cost savings that resulted from past furloughs.	Sonya Huber agreed to forward issue of concern to GSU AAUP chapter and to distribute AAUP letter re: furloughs to FWC list. Marie Botkin will investigate possible RFI regarding cost savings achieved by fall 2009 furloughs.	S. Huber, M. Botkin
Sharing documents via web for FWC work	Marie Botkin will look into putting resources for FWC up on Sharepoint, including any relevant AAUP or other research reports related to faculty welfare issues.	M. Botkin
Discussion of meeting times this semester	Wednesday mornings work for a majority of committee members, but Sonya will email the list to see whether a quorum of members can make the next meeting on a Tuesday to accommodate those who can't make Wed.	S.Huber
Next Meeting	To be set after next senate meeting	S.Huber

Sonya Huber  
February 3, 2010

### **Library Committee**

Chair: Greg Harwood (CLASS)

### **Library Committee Minutes – January 29, 2010**

**Members Attending:** Greg Harwood, Bede Mitchell, Marie Botkin, Patrick Wheaton, Jerry Burke, and Quentin Fang.

**Visitors:** Jonathan Harwell

**Library Budget:**

Dean Mitchell distributed several reports for the committee's review and discussion.

- Addendum A: *Gate Count* – September 2009 – December 2009 (4 months) revealed over 450,000 library entrances for the fiscal year. Last fiscal year's count was over 700,000. He reported that the library has seating for 1900.
- Addendum B: FY08 Libraries Comparison Report- (Peer Institutions).
- Addendum C: FY08 Libraries Comparison Report- (University System).

The comparison tables have been submitted to Dr. Keel along with a library report prepared by Dean Mitchell in order to keep him apprised of such library data. Dean Mitchell stated that prior to such reports being requested by the Faculty Senate, the library had conducted a similar survey of its peer institutions regarding a similar question as to what percentage of the university's E&G budget goes to the library. Although these tables show a larger total of expenditures per FTE by our peers, looking at the over-all percentage of the budgets being spent on the library reflects our percentage higher than other institutions. Dean Mitchell was asked to conduct this same survey using the institutions within the university system.

Dean Mitchell announced that for the first time, this year the Student Tech Committee has awarded dollars for the purchase of electronic information databases. In addition, the library has received \$200,000 in e-tuition funds from Academic Affairs, \$20,000 e-funds from the COE, and will also receive a yet to be determined amount from COBA. The funds will be used to renew subscriptions to electronic databases they utilize.

Dean Mitchell announced that with the assistance of Carole Smith, the library received a \$20,000 grant from the Frances Wood Wilson Foundation to be directed toward purchases in public health and nursing. He requested that anyone becoming familiar with similar grant information should contact him.

Jonathan Harwell presented the committee with a Library Resources Update. (Addendum D)

Discussion followed the resources update with questions regarding electronic textbook purchases and automatic book purchasing.

Dean Mitchell stated that the FY11 budget is uncertain at this time with no indication as to what action the legislature will take. Concerns of the library center around the uncertain amount of increase EBSCO will apply on renewals. The library has depended heavily on year-end funding which may be very meager this year and not available with the FY11 budget. He announced that there is anticipation of changes in the budgeting management which will regulate year-end funds, if any. He stated that the library will plan its FY11 budget with no anticipation of year-end funds.

The question arose from COBA regarding a subscription to the ABI/Inform database: would it be more affordable if access could be limited to only COBA faculty and

students? Having the user numbers reduced might lower the subscription rate. The question will be forwarded to the ABI/Inform sales representative.

***GIL Express:***

Dean Mitchell discussed the importance of GIL Express and relayed to the committee the recent change in couriers due to a need to decrease expenses. The old courier, UPS, was very efficient and the turn-around was 1-2 days, but was expensive. The new courier, STAT, although less expensive, has been running very slow with a turn-around time of 4-5 days. Complaints have been voiced and Dean Mitchell will check to see if this is a temporary service problem.

Dean Mitchell reported that another meeting of the group will not be called until there is a need. If so, they should contact him or Greg Harwood to schedule a meeting time.

Addendums:           A: Gate Count  
                          B: FY08 Libraries Comparison Report – Peer Institutions  
                          C: FY08 Libraries Comparison Report – University System  
                          D: Library Resources Update



Addendum A

GATE COUNT -September 2009 -December 2009

SEPTEMBER 2008	61,615
OCTOBER 2008	83,728
NOVEMBER 2008	61,814
DECEMBER 2008	43,209
JANUARY 2009	44,510
FEBRUARY 2009	76,079
MARCH 2009	72,639
APRIL 2009	90,409
MAY 2009	47,270
JUNE 2009	43,988
JULY2009	33,757
AUGUST 2009	54,857
SEPTEMBER 2009	100,030
OCTOBER 2009	100,918
NOVEMBER 2009	84,722
DECEMBER 2009	47,305

### Libraries Comparison Report by Peer Group – FY 2008

Library Name	Total FTE 12- Month Enrollment	Librarians and Other Professional Staff Per 1,000 FTE Students	Total Staff Per 1,000 FTE Students	Total Library Expenditures Per FTE Student
Comparison Group Average	16,208	2.10	6.47	\$490.92
NATIONAL AVERAGE	3,659	4.29	9.74	N/A
Comparison Group Median	17,181	2.06	5.94	\$456.96
NATIONAL MEDIAN	1,471	1.87	4.62	N/A
Georgia Southern University, GA (Library of Interest)	15,291	1.24	4.02	\$224.84
The University of West Florida, FL	8,149	1.96	6.66	\$409.36
College of Charleston, SC	10,209	2.15	5.68	\$468.13
University of Northern Iowa, IA		11,600 .2.59	6.21	\$445.79
Western Washington University, WA	13,416	1.27	5.42	\$404.10
Appalachian State University, NC	13,889	2.95	8.57	\$655.10
James Madison University, VA	17,151	1.63	5.54	\$472.66
Miami University-Oxford, OH	17,210	3.33	8.46	\$551.31
California Polytechnic State University-San Luis Obispo, CA	17,913	0.81	3.86	\$230.56
Ball State University, IN	19,460	2.62	8.38	\$443.19
Middle Tennessee State University, TN	20,484	1.56	4.39	\$408.22
East Carolina University, NC	20,771	2.46	910	\$880.91
Texas State University-San Marcos, TX	24,245	1.86	5.36	\$521.71

### Libraries Comparison Report - University System of Georgia – FY 2008

<b>Library Name</b>	<b>Total FTE 12-Month Enrollment</b>	<b>Librarians and Other Professional Staff Per 1,000 FTE Students</b>	<b>Total Staff Per 1,000 FTE Students</b>	<b>Total Library Expenditures Per FTE Student</b>
Comparison Group Average	16,877	2.19	6.60	\$447.11
NATIONAL AVERAGE	3,659	4.29	9.74	N/A
Comparison Group Median	17,077	2.40	6.56	\$428.31
NATIONAL MEDIAN	1,471	1.87	4.62	N/A
Georgia Southern University, GA (Library of Interest)	15,291	1.24	4.02	\$224.84
Georgia College & State University, GA	5,632	3.20	9.01	\$344.66
University of West Georgia, GA	8,719	1.72	4.70	\$331.70
Valdosta State University, GA	9,759	2.51	6.63	\$443.00
Kennesaw State University, GA	17,077	1.11	4.22	\$179.53
Georgia Institute of Technology-Main Campus, GA	18,740	2.40	6.56	\$663.43
Georgia State University, GA	25,135	1.91	5.57	\$428.31
University of Georgia, GA	33,079	2.45	9.52	\$739.17

## Library Resources Update

### Report to Library Committee, Jan. 29, 2010

- The approval plan for automatic book purchasing was reinstated in August 2009. We had not been able to fund the automatic purchases since January 2008. As we discussed with the committee previously, we're focusing the automatic purchases on books in education, writing & linguistics, literature & philosophy, psychology, sociology & anthropology, history, and music.
- Additional books (print and electronic) have also been ordered, including items in business (including e-books to support the new PhD), history, music, psychology, political science, sociology & anthropology, writing & linguistics, study guides for standardized tests, the "Eyes on the Prize" and "Journey to Planet Earth" DVD sets, etc.
- We've spent around \$1 million of the materials budget so far, including over \$60,000 for books (approval plan and other orders).
- We've purchased NetLibrary e-book collections in Nursing & Healthcare Administration, with private foundation funds that support nursing & public health.
- The Student Tech Fee funded Value Line Online (which replaces the print), and ScienceDirect Environmental Sciences. This is our first ScienceDirect collection, and includes switching all of our Elsevier journals from print to online. Value Line is already available, and ScienceDirect will be up any day now.
- We've received \$200,000 from the Provost's office, as well as \$20,000 from the College of Education. These are online tuition funds that will help us to continue the approval plan and other book orders, and to cover subscription cost increases.
- We've purchased the Web of Science Backfiles, which cover 1900-1975, as a onetime cost. We now have the complete Web of Science.
- Our book distributor is changing. Blackwell has been purchased by Baker & Taylor, which owns the Yankee Book Peddler distributor. We're working with YBP to migrate our Blackwell approval plan and other orders to their platform this year.

## Graduate Committee

Chair: Bob Ferneckes (LIB)

# GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Ferneckes

Graduate Committee Meeting Date – November 12, 2009

- Present: Dr. Richard Flynn, CLASS; Dr. Donna Fisher, COBA; Dr. Risa Cohen, COST; Mr. Jonathan Harwell, Library; Dr. Jim McMillan, CHHS; Dr. Bill Yang, COBA; Dr. Lisa Schulz, COE; Dr. Chunshan Zhao, COST; Dr. Simone Charles, JPHCOPH; Dr. Robert Ferneckes, Library; Dr. Chris Kadlec, CIT; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
- Guests: Dr. Amy Heaston, VPAA; Ms. Candace Griffith, VPAA; Dr. Deborah Thomas, COE; Mr. Wayne Smith, Registrar; Mr. Toby Ziglar, Graduate Admissions; Dr. Phyllis Dallas, CLASS; Dr. Brian Koehler, COST; Dr. Frank Goforth, COST
- Absent: Dr. Deborah Allen, CHHS; Dr. John Dyer, CIT; Dr. Delores Liston, COE; Dr. Robert Vogel, JPHCOPH; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS

## I. CALL TO ORDER

Dr. Robert Ferneckes called the meeting to order on Thursday, November 12, 2009 at 9:00 AM.

## II. APPROVAL OF AGENDA

Dr. Jim McMillan made a motion to change the order of the agenda by moving the Writing and Linguistics items forward, to accommodate the College of Liberal Arts and Social Sciences' representative, since she had to be in class at 9:30 AM. He also made a motion to un-table the College of Liberal Arts and Social Sciences items that were tabled during the October 8<sup>th</sup> Graduate Committee Meeting. A second was made by Dr. Richard Flynn. The motion to change the agenda and un-table the items was approved.

## III. NEW BUSINESS

### A. College of Liberal Arts and Social Sciences

*Dr. Phyllis Dallas presented the Department of Writing and Linguistics agenda items for the College of Liberal Arts and Social Sciences.*

#### **Un-tabled Items:**

##### Course Revisions:

LING - various courses - Prerequisite Change Involving English 1102 for Graduate Courses

##### **JUSTIFICATION:**

The current catalog erroneously lists English 1102, an undergraduate course, as the prerequisite. The change will reflect the graduate nature of the courses listed. See attachment.

WGST 5633G - Prerequisite Change Involving English 1102 for Graduate Courses

##### **JUSTIFICATION:**

The current catalog erroneously lists English 1102, an undergraduate course, as the prerequisite. The change will reflect the graduate nature of the courses listed.

WRIT - various courses - Prerequisite Change Involving English 1102 for Graduate Courses

**JUSTIFICATION:**

The current catalog erroneously lists English 1102, an undergraduate course, as the prerequisite. The change will reflect the graduate nature of the courses listed. See attachment.

WRIT 7260 – Writing Project

**JUSTIFICATION:**

Revisions in this form reflect minor changes in the face-to-face contact hours and course description that allows teachers to participate more than once for professional development hours. The change in description reflects that admission to the institute is by invitation only.

**MOTION: Dr. McMillan made a motion to approve the submissions from the College of Liberal Arts and Social Sciences. A second was made by Dr. Flynn. The motion to approve the Course Revisions was approved.**

**Department of Writing and Linguistics**

Course Deletion:

WRIT 5230G – Theory of Composition

**JUSTIFICATION:**

This course (crosslisted with WRIT 5230) has not been offered in many years.

**MOTION: Dr. McMillan made a motion to approve the Course Deletion from the College of Liberal Arts and Social Sciences. A second was made by Dr. Flynn. The motion to approve the Course Deletion was approved.**

Selected Topics Announcement:

WRIT 5030G – Writing about Usability

**JUSTIFICATION:**

The course provides students with the theory and practical experience of usability testing, which is a subdiscipline that is rewriting technical communication because of the wide range of usability's applications to a variety of fields. Students will learn about usability issues and the strategies for planning and conducting a test as well as analyzing and presenting the results in a written report, oral presentation, and video highlights tape. This course is applicable for the IT, EET and other engineering fields, as well as Writing and Linguistics majors in technical communication.

**B. College of Science and Technology**

*Dr. Brian Koehler presented the Department of Biology and Chemistry agenda items for the College of Science and Technology.*

**Department of Biology**

Course Revisions:

BIOL 5540G – Advanced Ecology (title)

**JUSTIFICATION:**

"Advanced Ecology" is a title that was carried over from the quarter system. It no longer effectively describes the content of the course. The course is a basic introduction to the principles of ecology. Thus, the new title.

BIOL 5548G – Conversation Biology (course number, credit hour, contact hour)

**JUSTIFICATION:**

We propose to remove the lab from this course for two reasons. First, the topic of the course is of broad appeal to students, and many more students could take the course without the constraints of a lab. Second, the basic lab content- including principles of ecology, field biology, and experimental design- is covered in a range of other upper-level Biology classes. Removing the lab will change the "contact hour" and "credit hour" for the course.

### **Department of Chemistry**

#### New Course:

CHEM 5531G - Bioinorganic Chemistry

#### *JUSTIFICATION:*

This course explores the function of metal ions in biochemistry, the appropriate physical methods for studying biological metal centers, and the pathways of electron transfer in biomolecules. Topics include metal ion transport and storage, oxygen carriers, and metals in medicine. Graduate students will be given an extra assignment determined by the instructor not required of the undergraduates.

**Dr. Dick Diebolt asked if the Chemistry Department had discussed additional information that the graduate students would be responsible for in the CHEM 5531G course. Dr. Koehler shared examples of what the faculty would expect from the graduate students in this course and agreed to add language to support the additional work load on the CHEM 5531G course form.**

**MOTION: Dr. McMillan made a motion to approve the Department of Biology and Chemistry submissions, with the understanding that the language would be changed on the CHEM 5531G course form. A second was made by Dr. Flynn. The motion to approve the Course Revisions and New Course was approved.**

*Dr. Frank Goforth presented the Department of Mechanical and Electrical Engineering course item for the College of Science and Technology.*

### **Department of Mechanical and Electrical Engineering**

#### New Course:

TEET 5340G – Digital Communications

#### *JUSTIFICATION:*

Students will investigate digital modulation techniques including ASK, FSK, BPSK, QAM and M-ary schemes; gain in-depth knowledge of analog-to-digital conversion principles; and explore practical real-world communication applications including wireless communications, cell phone technology, and consumer communications systems. The course also includes laboratory activities in support of instruction. Graduate students will be required to complete an independent research project, not required of undergraduate students.

**MOTION: Dr. McMillan made a motion to approve the New Course submission from the Department of Mechanical and Electrical Engineering. A second was made by Dr. Flynn. The motion to approve the New Course was approved.**

## **C. College of Liberal Arts and Social Sciences**

### **Department of Psychology**

#### Selected Topics Announcements:

PSYC 7030 – Combined Group Practicum

#### *JUSTIFICATION:*

This course will serve all students in the PsyD program who are doing practicum hours in the summer session. This course will allow all students (years 2, 3, and 4) to enroll in the same course, thus increasing instructional efficiency. A new course is proposed for the 2010-2011 academic year. This selected topics will allow us to offer the new course in summer 2010.

PSYC 7030 – Psychometrics

#### *JUSTIFICATION:*

This is a course that will eventually be integrated into the existing course sequences in the PsyD program. We are using a Selected Topics format in order to get the content of this course covered in the 2009-2010 academic year.

**No action was needed for the Department of Psychology items, since they were only Selected Topics Announcements.**

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

*Dr. Charlie Hardy presented the agenda items for Jiann-Ping Hsu College of Public Health.*

Course Revision Proposal:

BIOS 6331 - Regression Analysis in Biostatistics – *Prerequisite change: minimum of B in PUBH 6541*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 6332 - Experimental Design in Biostatistics – *Prerequisite change: minimum of B in BIOS 6331*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 6531 - Categorical Data Analysis – *Prerequisite change: minimum of B in PUBH 6541*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 7131 - Survival Analysis – *Prerequisite change: min of B in BIOS 6331 and BIOS 6531 or equivalent*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 7231 - Clinical Trials Methodology – *Prerequisite change: minimum of B in PUBH 6541*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 7331 - Multivariate Analysis in Biostatistics – *Prerequisite change: minimum of B in BIOS 6332*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It



is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 7431 - Statistical Issues in Drug Development – *Prerequisite change: min of B in BIOS 6331 and BIOS*

*6332 or equivalent*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 7433 - Biopharmaceutical Statistics in Drug Development – *Prerequisite change: min of B in BIOS*

*6331 and BIOS 6332 or equivalent*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

BIOS 9133 - Advanced Statistical Inference for Biostatistics II – *Prerequisite change: minimum of B in PUBH*

*9131*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

COHE 7233 - Ecologically Focused Program Evaluation – *Prerequisite change: min of B in COHE 7232*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

EPID 7131 - Epidemiology of Chronic Disease – *Prerequisite change: minimum of B in PUBH 6533 of*

*permission of Instructor*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

EPID 7133 - Epidemiologic Research Methods I – *Prerequisite change: minimum of B in PUBH 6541*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our

graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

EPID 7134 - Epidemiologic Research Methods II – *Prerequisite change: minimum of B in EPID 7133*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

EPID 7135 - Epidemiology of Infectious Disease – *Prerequisite change: minimum of B in PUBH 6541 and PUBH 6533*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

EPID 7230 - Social Epidemiology and Health Equity – *Prerequisite change: minimum of B in PUBH 6533*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

EPID 7233 - Principles of Public Health Surveillance – *Prerequisite change: minimum of B in PUBH 6533*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

PUBH 7790 - Practicum in Public Health – *Credit hours change: from 1 – 3 to 1 – 4*

**JUSTIFICATION:**

Having the ability to register for up to 4 credit hours will allow students the opportunity to receive credit for additional hours completed during a full time, full semester practicum experience.

PUBH 9130 - Professional Seminar in Biostatistics – *Prerequisite change: minimum of B in PUBH 8130*

**JUSTIFICATION:**

Increasing the difficulty in the prerequisites will support the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

Program Revision:

Revision to existing policy: M.P.H. – Biostatistics, M.P.H. – Community Health, M.P.H. – Environmental Health Sciences, M.P.H. – Epidemiology, M.P.H. – Health Policy and Management, M.H.A – Health Services Administration, Dr.P.H. – Biostatistics, Dr.P.H. – Community Health Behavior and Education, and Dr.P.H. – Public Health Leadership.

*JUSTIFICATION:*

**MHA add GMAT:** The purpose of adding this option is to expand the base of possible applicants for this program. Offering the option of either the GRE or the GMAT will make it more likely that people with a business background will apply for the MHA. Individuals with a business undergraduate degree are appropriate candidates for this program.

**C Grade policy changes for the MPH/MHA and DrPH:** Changing (increasing the difficulty of) the C grade policies for the DrPH and the MPH/MHA degrees will support meeting the JPHCOPH objectives that our graduates can demonstrate all required competencies. This will also support our objectives for our students to demonstrate required student learning outcomes for each specific class. It is our experience that students earning C grades cannot demonstrate a high level of attainment of the competencies.

**Mr. Wayne Smith asked if Colleges plan to submit a program revision, which would affect the Academic Standing, for the College of bring the revisions to the Registrar’s attention early on in the planned process so that they can assist in the discussions. He would like to prevent creating manual processes.**

**MOTION: Dr. Flynn made a motion to approve the submissions from Jiann-Ping Hsu College of Public Health. A second was made by Dr. McMillan. The motion to approve the Revised Courses and Programs was approved.**

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

*Dr. McMillan presented the agenda items for the College of Health and Human Sciences.*

**Department of Health and Kinesiology**

**Athletic Training Changes**

New Courses:

KINS 7310 – Introduction to Clinical Instruction

*JUSTIFICATION:*

This course introduces the newly certified athletic trainer to the clinical instructor role in an athletic training clinical setting. Content includes; learning and instruction styles, educational competencies, legal and ethical behaviors, instructional skills of mentoring, supervision, administration, evaluation and assessment of the undergraduate athletic training student in the clinical setting .

KINS 7337 – Evaluation and Rehabilitation of the Lumbar Spine

*JUSTIFICATION:*

This course provides the student an opportunity for advanced study of lumbar pathology, assessment, and rehabilitation. Students will be exposed to both theoretical framework as well as psychomotor aspects of assessment and rehabilitation of the lumbar spine.

KINS 7338 – Clinical Gait Analysis

*JUSTIFICATION:*

This course provides the student with an advanced understanding of the principles of Gait Analysis. Students will learn the determinants of normal and pathological gait and additional locomotor processes. Additionally, this course provides students laboratory experience in the acquisition, interpretation, and analysis of biomechanical data commonly assessed in the analysis of human gait.

Program Change:

M.S. Kinesiology

**JUSTIFICATION:**

The revised program will better prepare students for their professional career and increase their marketability. Also, the changes would add to the distinctiveness of the program. Additionally, the proposed changes should improve opportunities for recruitment of high quality students and increase the knowledge base required for a successful thesis experience.

**MOTION: Dr. McMillan made a motion to approve the submissions from the College of Health and Human Sciences. A second was made by Dr. Flynn. The motion to approve the New Courses and Program Change was approved.**

**IV. A. OLD BUSINESS**

**A. A Vision For Graduate Education (V. 8.3 attached for committee approval)** – Mr. Jonathan Harwell stated that Version 8.3 is the same draft that was passed out during the October meeting. He shared that no changes have been made to the document and that he has not received any additional feedback. He then opened the floor for discussion.

Dr. Bill Yang was concerned with the wording in the last paragraph on page 2 of the Vision For Graduate Education. He felt that “student-centered” should be changed to “learning-centered” to support the faculty’s involvement. There was a discussion among the committee of what the distinction is between the two phrases.

Dr. McMillan stated that he does not feel that the document reflects a positive affirmation of where graduate education at Georgia Southern University is going or what type of administrative support will be provided. He was also concerned that the details to support the Vision were not clearly defined. Dr. Fernekes explained that the specifics would be included in the level 2 document.

Dr. Hardy shared that he would like to see something added to show continual support for the faculty; for cultivating faculty and not just cultivating graduate culture. He also mentioned there is not a sentence that clearly states the need to increase and enhance graduate education.

Among the committee, there were a number of suggestions made to satisfy concerns. It was decided that Mr. Harwell would address all of the items virtually with the subcommittee, and bring a new version to the Committee to be considered in the January 2010 meeting. As soon as the revised edition is available it will be distributed electronically to the Graduate Committee.

A list of suggestions is below:

- 1) Change the word “goals” to “vision” in the first sentence of the document, and remove the “Introduction” subheading.
- 2) Incorporate integrating faculty in culture and supporting faculty in the second sentence.
- 3) Condense the content of face-to-face and online programs on the first page, and have a more streamlined view.
- 4) Include statement similar to - “As graduate education grows we will maintain the integrity of our programs, and continue to have the resources to provide high quality.
- 5) Revise verbs used in document to be affirmative.
- 6) Remove text related to e-tuition, and put it in second document.

- B. SharePoint Update by Audie Graham** – Mrs. Audie Graham informed the Committee of the updates she has made to the Graduate Committee SharePoint site. She asked the members and alternates of the committee to contact her if they have not received an email from the SharePoint site notifying them of the alerts that have been created for the Agendas and Minutes subfolders. She stated that additional information can be added to the site if the committee chooses to do so.

#### **V. ANNOUNCEMENTS**

Dr. Diebolt announced that the Graduate School Fair, which was sponsored by Career Services, was held yesterday, November 11th. He stated that 22 outside institutions participated, as well as, a number of departments from Georgia Southern University. He shared that the number of prospective graduate students in attendance increased to 344 students, compared to last years 206 students. He shared the attendance from previous years and said he would send the information out to the Colleges.

#### **VI. ADJOURNMENT**

There being no further business, the meeting was adjourned on November 12, 2009 at 10:26 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved December 4, 2009 by electronic vote of Committee
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## **GRADUATE COMMITTEE MINUTES**

**Chair: Dr. Robert Fernekes**

**Graduate Committee Meeting Date – January 21, 2010**

- Present:** Dr. Deborah Allen, CHHS; Dr. Richard Flynn, CLASS; Dr. Donna Fisher, COBA; Dr. Delores Liston, COE; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Jim McMillan, CHHS; Dr. Ardian Greca, CIT; Dr. Bill Yang, COBA; Dr. Lisa Schulz, COE; Dr. Chunshan Zhao, COST; Dr. Simone Charles, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Jonathan Copeland, COST; Dr. Chris Kadlec, CIT; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Charles Patterson, COGS; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
- Guests:** Ms. Candace Griffith, VPAA; Dr. Deborah Thomas, COE; Ms. Ann Evans, Registrar; Mr. Toby Ziglar, Graduate Admissions; Mrs. Melissa Holland, COBA; Dr. Sharon Taylor, COST; Dr. Cheryl Metrejean, COBA; Dr. Jill Lockwood, COBA; Dr. Sam Todd, CHHS; Dr. Trenton Davis, CLASS; Dr. Thomas Case, CIT; Dr. Richard Mercier, CLASS; Dr. Jake Simons, COBA; Dr. Frank Goforth, COST; Dr. Patricia Carter, CLASS; Dr. Shahnam Navaee, COST; Dr. John Murray, CLASS; Dr. Eric Kartchner, CLASS
- Absent:** Dr. John Dyer, CIT; Dr. Risa Cohen, COST; Dr. Pat Walker, CLASS

#### **VII. CALL TO ORDER**

Dr. Fernekes called the meeting to order on Thursday, January 21, 2010 at 9:00 AM. He welcomed the Graduate Committee members, Dr. Charles Patterson, and the guest to the first meeting of the Spring semester.

## VIII. APPROVAL OF AGENDA

Dr. Jim McMillan made a motion to approve the agenda as written. A second was made by Dr. Lisa Schulz. The motion to approve the agenda was passed.

Dr. John Diebolt announced that there was an MPA program revision proposal submitted for the January 24, 2008 Graduate Committee meeting that was pulled from the agenda and never resubmitted for the committee's approval. Dr. Diebolt asked that the proposal be discussed in this meeting, because some of the current College of Liberal Arts and Social Sciences submissions are linked to the program revision. There were no objections from the committee to address the item.

## IX. BRIEF REMARKS BY DEAN

Dr. Patterson thanked everyone for attending the meeting. He announced that he is the new Dean in the College of Graduate Studies (COGS) and that he is still maintaining his role as Associate Vice President for Research. He stated that he will provide unified leadership over COGS and the Office of Research Services and Sponsored Programs, as well as, provide infrastructure so that the academic units will be successful in their endeavors. Dr. Patterson shared how COGS is identifying strategic initiatives to support the growth of graduate education that are in line with the Vision for Graduate Education. He said that he is looking forward to working actively with President Brooks Keel to grow both Research and Graduate Education and identify areas of integration as appropriate. Dr. Patterson stated that also looks forward to working closely with the Graduate Committee and all stakeholders across campus, and will keep the Committee updated on initiatives and progress. In addition, Dr. Patterson invited the Committee's members and the Program Directors to contact him with any concerns or questions.

## X. OLD BUSINESS

A. **A Vision For Graduate Education (Version 8.7)** – Mr. Jonathan Harwell explained that the subcommittee has received suggestions and edits from administration, faculty, Dr. Amy Heaston, and the Deans. He said that they have incorporated everyone's feedback in Version 8.7. On behalf of the subcommittee and himself, he asked for Graduate Committee approval of the document. Dr. Fernekes added that work will begin on a level 2 document and the subcommittee will continue to seek input for that document.

Dr. McMillan stated that he was asked to share some suggestions regarding the Vision, and gave Mr. Harwell a handout of Version 8.7 with edits. Mr. Harwell read the feedback that Dr. McMillan provided to the committee. It was agreed that the changes were minor and that the Vision could still be considered for approval.

A friendly amendment was made to approve the Vision For Graduate Education, with the understanding that the suggested changes provided by Dr. McMillan be made in Version 8.8. With no objections by the committee, the motion to approve the Vision For Graduate Education was passed.

The approved Vision is below:

# **A VISION FOR GRADUATE EDUCATION**

## **AT GEORGIA SOUTHERN UNIVERSITY**

### **VERSION 8.8**

**APPROVED BY THE GRADUATE COMMITTEE, JANUARY 21, 2010**

The vision for graduate education at Georgia Southern University is to provide a learning environment which fosters creative thinking in the minds of our students, and to produce graduates who improve and enrich society.

To support this effort, the university will make it a priority to recruit, support, and retain faculty who are committed to creating and maintaining effective graduate programs. As stated in Georgia Southern's mission, our programs "prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility."

Our academic distinction arises from the integrity and quality of our programs. A graduate degree from Georgia Southern is a valued statement of this distinction, and such degrees are earned only by those individuals who have achieved the standards of this community of learners.

## **MAINTAINING INTEGRITY AND QUALITY**

The hallmarks of graduate education at Georgia Southern University are integrity and quality. As graduate education grows, we are committed to these principles.

We maintain our *integrity* when we admit students who are qualified to earn graduate degrees, who are taught by graduate faculty who are qualified to teach in graduate programs. The graduate faculty within each college, in conjunction with the College of Graduate Studies, may also define additional standards for identifying qualified students and qualified faculty, thus empowering the college faculty in strengthening their graduate programs according to their needs.

We maintain our *quality* through the use of qualitative measures, including student evaluations of faculty; uniqueness of courses and programs; innovative teaching methods; and the quality of scholarship of students and faculty.

Increasing enrollment will be met with resources to improve programs. Faculty will be provided with the resources needed to sustain the high quality of graduate education at Georgia Southern, regardless of the method of delivery. Such investments in graduate education are vital to maintaining integrity and quality.

## **CULTIVATING OUR GRADUATE CULTURE**

As one step in the university's development as a doctoral-research university, Georgia Southern will identify and develop the values which support its graduate programs. In the effort to meet our goal to cultivate a distinct graduate culture, we will ensure that the graduate programs at Georgia Southern are effective, creative, and cutting-edge.

The growth of a graduate culture also includes the belief that the graduate student body is capable of and has a vested interest in developing critical thinking and analytical skills, intellectual curiosity, effective interpersonal skills, and professional dispositions appropriate to the program, the university, and a global society. Graduate programs will be designed to inspire students to not only attain a high level of professional training, but to develop a graduate mindset regarding research and contribution to the advancement of one's profession.

A commitment to multicultural awareness and knowledge is integral to sustainable graduate programs. Abiding by diversity-oriented policies and procedures and ethical practices, the university will continue to contribute to the growth of open, inquiry-based learning. Programs will remain motivated to sustain academic rigor and provide a transformative educational experience.

By fostering a strong bond with the undergraduate culture, it is important that each college create a graduate experience which best reflects each college's unique and vibrant mission and strengths.

Overall, graduate education at Georgia Southern University shall:

- ◆ Offer programs which are of high quality, consistent with the overall mission of the university, and which build upon existing strengths;



- ◆ Be responsive and supportive;
- ◆ Have an efficient, timely and transparent admission process, which is committed to continuous assessment and improvement; and
- ◆ Have an open and welcoming environment for all people, so that students, staff, and faculty feel valued, respected, and appreciated.

**V. NEW BUSINESS**

**F. Vice President for Academic Affairs**

*Dr. Eric Kartchner presented the course revision for the Vice President for Academic Affairs.*

Course Revision:

LAST 5232G – Literature of Hispanic Minorities

**JUSTIFICATION:**

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

**MOTION: Dr. McMillan made a motion to approve the Course Revision submitted by the Vice President for Academic Affairs. A second was made by Dr. Flynn. The motion to approve the Course Revision was passed.**

**G. College of Education**

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

New Course Forms:

EDUC 9633 - Research Seminar in Curriculum Studies

**JUSTIFICATION:**

This course is needed to support the research efforts of students in the doctoral program in Curriculum Studies. This course will serve as an elective for students to work independently under faculty supervision to explore topics relevant to their research agenda.

FRIT 7330 - The Internet in Schools

**JUSTIFICATION:**

This course will provide an additional elective option for students in both the certification and the non-certification online M.Ed. in Instructional Technology.

ITEC 7330 - The Internet in Schools

**JUSTIFICATION:**

This course will provide an additional elective option for students in both the certification and the non-certification online M.Ed. in Instructional Technology.

Course Revision Forms:

EDUC 9230 - change prerequisites

**JUSTIFICATION:**

These three course prerequisites, which are also prerequisites to the doctoral program, were originally added to Power and Schooling and enforced at the course registration as a "check" to make sure students completed doctoral program prerequisites early in their program of study. This has become problematic as many of the students have taken coursework equivalent to the prerequisites in their previous graduate programs at other institutions; this results in department having to override the "prereq error" and manually register doctoral students for this required course in the Ed.D. program of study. Therefore, we want to eliminate these course prerequisites from Power and Schooling.

EDUF 8231 - change prerequisites

*JUSTIFICATION:*

This course is required in the Multicultural/International Studies concentration area of the Ed.D. in Curriculum Studies; however, it is also available as an elective to other specialist and doctoral students. Some enrolled students in Global Education have exhibited a lack of prerequisite knowledge needed for this course. We feel that the addition of Multicultural Education (EDUF 7235) as a prerequisite will result in students being better prepared for the Global Education course content.

ITEC 8231 - change prerequisites and schedule type

*JUSTIFICATION:*

The content in ITEC 8530 is not prerequisite to the content in ITEC 8231. The content in ESED 8130 is not prerequisite to ITEC 8231. Therefore, both courses are being eliminated as a prerequisite in order to provide students more flexibility scheduling courses. Also, the Schedule Type, "M=Asynchronous Instruction", is added to enable online delivery.

Revised Program Forms:

Advisement for MAT or non-degree certification in Family and Consumer Sciences

*JUSTIFICATION:*

Candidates who plan to seek teacher certification in Family and Consumer Sciences after completing a bachelor's degree in child and family development, fashion merchandising and apparel design, hotel and restaurant management, nutrition and food science, interior design, home economics, or housing and consumer economics may achieve this through the Master of Arts in Teaching or a non-degree certification program. Adding the proposed advisement information in catalog will enable students who plan to seek teacher certification in Family and Consumer Sciences to know they must complete the content requirements as a part of or in addition to their current undergraduate program of study.

Master of Arts in Teaching (MAT)

*JUSTIFICATION:*

In January 2009, the COE sent forward a revised MAT catalog page which erroneously deleted "Economics" as a certification field for the Secondary Education Concentration. When PSC eliminated the Broad Fields Social Science Certification and the specific individual social science certification fields were approved for Catalog, effective fall 2006, "Economics" was one of the approved certification fields, and it should continue to be included in the list of certification fields for the Secondary Education Concentration in the MAT.

M.Ed. in Higher Education Administration

*JUSTIFICATION:*

The program of study has been revised and updated to increase program flexibility.

Proposed Change: EDLD 8135, Educational Planning (3) and EDLD 8436 Grants Development (3), will be removed from the Masters Higher Education Administration program, Specialized Content Courses area.

Rationale for change: These courses are not required for the core content in the Masters Higher Education Administration program, but could serve as an elective for the area of specialization if needed. Several other courses remain to serve as electives. No new courses are required; several course selections remain available.

M.Ed. in Reading Education

*JUSTIFICATION:*

The Department of Writing and Linguistics has deleted a course that is listed as a restricted elective in our program.

Ed.S. in Educational Leadership, Higher Education Administration Concentration

*JUSTIFICATION:*

The Education Specialist degree in Educational Leadership with a Higher Education Administration concentration, is designed for students who wish to advance their study in the field of Higher Education Administration. Similar to the Master's program in Higher Education Administration, the Education Specialist offers students the opportunity to combine their study of Higher Education Administration with their interest in a specific discipline or teaching field.

Currently, students are required to take the Research Core: EDUR 8131 Educational Statistics I, and EDUR 8434 Field-Based Educational Research, and EDLD 8839 Directed Research in Educational Leadership.

Proposed Change:

Add the Higher Education Leadership core, the Higher Education Professional course, and elective courses to the program of study for the students' review and selection.

Rationale for change:

Currently, the courses that students are required to take for the program beyond the Research core are not listed in the Catalog or on the program of study for student review and selection. The following courses will be made readily available for student advisement, student review and selection. The courses are existing courses; no new courses are being added.

The current Program of Study for the Education Specialist degree in Educational Leadership with the Higher Education Administration Concentration does not have specific content course work listed. Students can select these courses but must search several avenues to determine courses available for the program of study. Course options will now be made available in the Catalog.

Ed.S. in Teaching and Learning

*JUSTIFICATION:*

The prerequisites and co-requisites are being removed from ITEC 8231; therefore, this change needs to be made in the catalogue page for the program of study.

Ed.D. in Curriculum Studies

*JUSTIFICATION:*

1) Our writing sample that is required for admission to the program is no longer conducted "in-house"; applicants are provided with a selection of articles to respond to and this writing sample is submitted to Graduate Admissions along with other application materials. 2) We are lowering the GPA required to be eligible for graduation from 3.5 to 3.25. This requirement is problematic in that students in their first semester who earn an A and two B's are automatically placed on academic probation. In addition to our GPA requirement, we have a two C exclusion policy that will allow us to identify students who are not meeting the academic standards of our program.

Ed.D. in Educational Administration

*JUSTIFICATION:*

The faculty of the Educational Leadership Program believe that admissions requirements for the Doctorate of Educational Administration need clarification and strengthening in order to recruit quality candidates and ensure the success of our students. We believe, in addition, that the more stringent admission criteria will further increase the completion rate of the Ed.D. Program in Educational Administration. The plan also details alternative pathways for those applying for Post Masters admittance to the Ed.D. Program in Educational Leadership/Administration. All pertinent information that has been deleted is now part of the

"Handbook for Doctoral Studies in Educational Administration (Eleventh Edition 2009)" now posted on the LTHD Department website.

A question was raised by a committee member of why the GPA is being lowered from 3.5 to a 3.25 in the Ed.D. Curriculum Studies. Dr. Delores Liston explained that they have students who are ending up on academic probation after completion of their first semester, because they made an A and two B's. She stated that the faculty feel that those students are still perfectly good students, and they have agreed that it does not allow the student enough time to be successful in the program. Dr. Diebolt asked if there has been discussion about how this change will be implemented: 1) Will all students who are currently in the program be given the same courtesy? 2) If a student was previously removed from the program because the GPA was below the 3.5, will they be notified of the change and will they be readmitted? Dr. Liston stated that all students in the program will fall under this requirement. She said that Lydia Cross is the point of contact for this program. She asked Dr. Diebolt if the College of Graduate Studies could provide data to identify the students who have been removed from the program because of this requirement. Dr. Diebolt stated that it may take some time to sort through, but the data could be provided. Dr. Schulz suggested that the College of Graduate Studies identify the students and then Lydia Cross could initiate communication.

Dr. Diebolt asked for editorial changes that were recommended to the College of Education:

- 1) Ed.S. in Teaching and Learning Program Revision – list emphasis areas in ALPA order
- 2) Ed.D. in Curriculum Studies – add “current” to Admission Requirement #3 so it is “Present current official scores from the ....(GRE)...”
- 3) Ed.D. in Educational Administration – add “current” to Admission Requirement #5 so it is “Present current scores...(GRE)...”

**MOTION:** Dr. Schulz made a motion to approve the submission from the College of Education, with the understanding that the edits suggested by Dr. Diebolt be made. Dr. Flynn provided the second. The motion to approve the New Courses, Course Revisions, and Program Revisions was approved.

Revised Program pages are below:

Georgia Southern University  
**Proposed New or Revised Programs**

To:  Undergraduate Committee (Date Format: 99/99/99) UC/GC Meeting Date  
 Graduate Committee (Date Format: 99/99/99) Date Submitted  
(Term Format: 200608) Proposed Effective Term  
CIP Code

College Code: 14 - COE Department Code: 1404 Department: Teaching & Learning

Current Name of Program (ex., B.S. Mathematics): Ed.S. in Teaching and Learning

Proposed New or Revised Name of Program (ex., B.S. Mathematics): same

(Regents' format can be found at:  
<http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml>)

1. **Consistent with goals of: (check all that apply)**  
 Accreditation  College  Department  State/Regional Needs  
 University Strategic Plan
2. **Type:**  New Preliminary Proposal (Attach in Regents' required format)  
**OR**  
 Formal Proposal (Attach in Regents' required format)  
**OR**  
 Revision to Existing Program (Attach in Regents' required format)  
**OR**  
 Other Program Proposals or Revisions that do not require Regents' approval
3. **Proposal for:** Other (please specify) **Other:** Remove prerequisite & co-requisite comment for ITEC 8231.
4. **Degree:** EDS **Other:**
5. **Total Credit Hours Required:** 30
6. **Is this a change in credits (for Revisions only)?**  Yes  No
7. **Target Group of Students:** Candidates enrolled in the Ed.S. in Teaching and Learning.
8. **Additional Resources Needed: (check all that apply)**  
 Computer Needs  Distributed Learning Support  Equipment  Facilities  
 Faculty  Library Resources  Staff Support  
 Other
9. **A New or Revised Catalog Program Page must be attached.**  
**NOTE:** For Revised Catalog Program Pages:  
  - Refer to *Sample Program Revisions* for layout format.
  - Deletions should be in **BOLD** with a **strikethrough**.
  - Additions should be in **BOLD ITALICS**.
10. **Provide the Justification/Rationale for New or Revised Programs.**

The prerequisites and co-requisites are being removed from ITEC 8231; therefore, this change needs to be made in the catalogue page for the program of study.

## TEACHING AND LEARNING Ed.S., 30 HOURS

**Advising:** Department of Teaching and Learning, Dr. Susan Tremble, P.O. Box 8134, Statesboro, GA 30460, (912) 478-5596, susatrim@georgiasouthern.edu, FAX: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

### Admission Requirements

#### Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Five Certificate in one of the following fields: Art, Early Childhood Education, Foreign Languages, Health/PE, Music, Special Education, Middle Grades, Instructional Technology, Reading, a Secondary Education program area, or a related educational field.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present **current** official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

#### Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

#### Research Sequence Requirements .....9 Hours

- EDUR 8131 - Educational Statistics I (3)
- \*EDUR 8434 - Field-Based Educational Research (3)
- \*\*ESED 8839 - Seminar and Field Study (3)

#### Major Requirements.....12 Hours

- #ESED 8130 - Research on Current Trends and Issues (3)
- +ESED 8131 - Teacher Leadership (3)
- +ESED 8132 - Curriculum and Instruction (3)
- + ITEC 8231 - Transforming Learning with Technology (3)

#### ++Emphasis Area (or) Electives .....9 Hours

#### OTHER PROGRAM REQUIREMENTS

- Successful completion of the Ed.S. Comprehensive Exit Assessment; involves constituting a three faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based action research paper
- Must successfully complete assessments identified at each program transition point

*\*Prerequisites: EDUR 8131, ESED 8130, ESED 8131, ESED 8132, ITEC 8231*

*\*\*Prerequisites: EDUR 8131, EDUR 8434, ESED 8130, ESED 8131, ESED 8132, ITEC 8231*

*#Must be taken during the first 9 hours; Prerequisite: Admission into the Ed.S. in Teaching and Learning*

*+Prerequisite: ESED 8130 or concurrently enrolled*

*++Candidates may select an emphasis from one of the following areas: ~~Science Education, Mathematics Education, Social Science Education, English Education, Business Education, Instructional Technology, Reading Education, Art Education, Music Education, Health and Physical Education, Foreign Language Education, Middle Grades Education, Special Education, or Early Childhood Education~~ Art Education, Business Education, Early Childhood Education, English Education, Foreign Language Education, Health and Physical Education, Instructional Technology, Mathematics Education, Middle Grades Education, Music Education, Reading Education, Science Education, Social Science Education, or Special Education. An emphasis area is not required.*

# Program Approval Signature Form

## New/Revised Program

Current Program Title (ex., *B.S. Mathematics*): Ed.S. in Teaching and Learning

Proposed Program Title (ex., *B.S. Mathematics*): Ed.S. in Teaching and Learning

## Approval Signatures

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, Department Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Department/School Chairperson Date

TEC Review Not Required R.S. (Initials of Dept./School Chair or TEC Chair)  
 Review Only (no action needed)  
 Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, TEC Executive Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Director of University Honors Program Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, College Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Dean of the College Date

Recommend  
 Not Recommend

\_\_\_\_\_  
Dean of the Graduate College Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, Senate Undergraduate/Graduate Committee Date

Recommend  
 Not Recommend

\_\_\_\_\_  
Provost/Vice President for Academic Affairs Date  
(Final sign-off)





Georgia Southern University  
**Proposed New or Revised Programs**

To:  Undergraduate Committee (Date Format: 99/99/99) UC/GC Meeting Date  
 Graduate Committee (Date Format: 99/99/99) Date Submitted  
(Term Format: 200608) Proposed Effective Term  
CIP Code

College Code: 14 - COE Department Code: 1405 Department: Curr., Found., & Read.

Current Name of Program (ex., B.S. Mathematics): Ed.D. Curriculum Studies

Proposed New or Revised Name of Program (ex., B.S. Mathematics): same

(Regents' format can be found at:  
<http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml>)

1. **Consistent with goals of: (check all that apply)**  
 Accreditation       College       Department       State/Regional Needs  
 University Strategic Plan
2. **Type:**  New Preliminary Proposal (Attach in Regents' required format)  
**OR**  
 Formal Proposal (Attach in Regents' required format)  
**OR**  
 Revision to Existing Program (Attach in Regents' required format)  
**OR**  
 Other Program Proposals or Revisions that do not require Regents' approval
3. **Proposal for:** Graduate Major **Other:**
4. **Degree:** EDD **Other:**
5. **Total Credit Hours Required:** 63 beyond Master's including dissertation
6. **Is this a change in credits (for Revisions only)?**  Yes  No
7. **Target Group of Students:** individuals interested in the EDD Curriculum Studies
8. **Additional Resources Needed: (check all that apply)**  
 Computer Needs       Distributed Learning Support       Equipment       Facilities  
 Faculty       Library Resources       Staff Support  
 Other
9. **A New or Revised Catalog Program Page must be attached.**  
**NOTE:** For Revised Catalog Program Pages:
  - Refer to *Sample Program Revisions* for layout format.
  - Deletions should be in **BOLD** with a **strikethrough**.
  - Additions should be in **BOLD ITALICS**.

10. **Provide the Justification/Rationale for New or Revised Programs.**  
1) Our writing sample that is required for admission to the program is no longer conducted "in-house"; applicants are provided with a selection of articles to respond to and this writing sample is submitted to Graduate Admissions along with other application materials. 2) We are lowering the GPA required

to be eligible for graduation from 3.5 to 3.25. This requirement is problematic in that students in their first semester who earn an A and two B's are automatically placed on academic probation. In addition to our GPA requirement, we have a two C exclusion policy that will allow us to identify students who are not meeting the academic standards of our program.

# CURRICULUM STUDIES

## Ed.D.

**63 semester hours beyond Master's including dissertation, 54 hours beyond Master's excluding dissertation**

**Advising:** Department of Curriculum, Foundations, and Reading, Dr. Grigory Dmitriyev, Program Coordinator, P. O. Box 8144, Statesboro, GA 30460, (912) 478-5545, [gregodmi@georgiasouthern.edu](mailto:gregodmi@georgiasouthern.edu), FAX: (912) 478-5382, <http://coe.georgiasouthern.edu/foundations/edd/>

### Admission Requirements

The following minimum admission requirements must be met:

1. Complete the work necessary to be eligible for the minimum of a Master's degree from an accredited graduate institution.
2. Present a minimum grade point average of 3.50 (4.0 scale) in all graduate work attempted (or other appropriate evidence of scholarly aptitude necessary for doctoral study).
3. Present *current official* scores from the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). International Students who have not earned a degree at an institution of higher education in the United States must also submit the results of the TOEFL Examination.
4. Submit completed application for admission, required application fee and official transcripts consistent with the College of Graduate Studies admission requirements.
5. Submit three (3) professional letters of reference.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Complete **an in-house** a writing sample.
8. Complete an interview, if requested.

Applicants' credentials will be evaluated by the Ed.D. in Curriculum Studies Admissions Committee in order to identify the candidates in that applicant pool to recommend for admission; admission is competitive. The number of applicants accepted each year will be dependent upon available resources. Applications will be evaluated once per year for Summer admissions. The deadline for applications is January 30.

**Enrollment:** One academic year of continual enrollment.

**Time Limit:** Doctoral students must pass the Candidacy Exam within five years from the first Ed.D. admission registration term and no later than the last semester of Ed.D. course work or the following semester. All degree requirements must be completed within five (5) years of passing the Candidacy Exam. After successful completion of the Candidacy Exam, students have five years to finish program requirements, including the Dissertation; otherwise, the Candidacy Exam must be retaken.

**Program of Study:** This degree program consists of work in four areas: (1) The Doctoral Core, (2) Doctoral Program Strand, (3) Concentration Area, and (4) Dissertation. The first two areas require a combined minimum of 39 semester hours of course work, the third area requires a minimum of 15 semester hours of course work, and the fourth area requires a minimum of 9 semester hours. The complete program requires a minimum of 54 semester hours of course work plus 9 hours of dissertation credit.

**Prerequisites:** Students must meet prerequisites required by the program and by certain courses within the program. The program prerequisites are:

- EDUC 7130 - Curriculum Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUF 7235 - Multicultural Education (3)
- EDUR 7130 - Educational Research (3)

Some students might enter the program carrying course work beyond the Master's degree. Once admitted and Candidacy Committee Chair is identified, up to 18 semester hours of applicable and appropriate post-Master's work may apply toward degree requirements with the approval of the student's Candidacy Committee Chair.

**The Doctoral Core.** This is the nexus of the program. As such, it contains courses to be taken by all doctoral students. The Core intertwines the theoretical, ethical, and historical concepts underpinning curriculum work with advanced theories of design, development, and implementation.

**Research and Inquiry.** This portion of the program is designed to create scholars who might apply their knowledge base to the solving of problems encountered in daily education work. Both components of this segment are understood to be essential in the preparation of doctoral students who will engage in meaningful, productive investigations into critical issues in curriculum. The Research component of the segment provides for advanced study into specific methodologies and their appropriate applications. The Inquiry component addresses theoretical questions of orientation of various research paradigms so that the doctoral student might make an informed decision as to the general approach (i.e. quantitative or qualitative) he/she will wish to pursue in order to effectively address a topic or problem in curriculum.

**Concentration Areas.** This program offers five interdisciplinary concentration areas covering a broad terrain of scholarly inquiry and educational application.

1. **Cultural Curriculum Studies**

This concentration area provides both depth and breadth of learning experiences in the field of curriculum beyond the studies of the Doctoral Core, and ensures an intensive exposure to critical aspects of the field. This concentration area also reflects current major trends in the field of curriculum studies. It also centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity and the intersections of popular culture on pedagogy and curriculum theory. This area provides opportunities for doctoral students to engage in highly advanced and specialized study of curriculum theory, design, and evaluation. As such, students will exit the program capable of gaining employment at the administrative levels of public school systems as curriculum specialists or of entering the professoriate as curriculum scholars.

2. **Instructional Improvement**

This area meets the needs of many practicing professionals including curriculum directors, staff development personnel, instructional coordinators, high school department chairs, and lead teachers as well as others in teaching or administrative positions at the P-12 level or in higher education. Education will improve only if teaching improves, and individuals in positions to work with teachers need to be highly qualified and well-trained in innovative techniques for instructional improvement.

3. **Multicultural/International Studies**

This concentration area reflects the growing importance of multicultural and international studies at all levels of education. The concentration area allows examination of the needs of culturally diverse groups, the relationship between culture and academic achievement, and the nature of international schooling. Opportunities for engaging in international activities (through travel or the use of technology) are also included.

4. **Teacher Leadership**

This area is designed for doctoral candidates who want to develop teacher leadership skills and/or aspire to be teacher leaders within their school settings. Courses in this concentration focus on enhancing candidates' knowledge and skills in research, pedagogy, and teacher leadership. With approval from the candidate's advisor, courses previously taken for the Ed.S. degree will count toward this concentration area.

5. **Teacher Education**

This area is designed for doctoral candidates who aspire to teach at the college or university level in a teacher education field. Courses help candidates understand the role of the teacher educator and the teaching, service, and research expectations for higher education faculty. Candidates will develop skill in teaching and supervising preservice and inservice teachers and will have opportunities to teach an undergraduate methods course and/or supervise practicum or student teachers under the mentorship of a faculty member in the Department of Teaching & Learning.

**Grade Average.** To be eligible for graduation, a student must maintain a cumulative ~~3.5~~ **3.25** grade point average. A student will be excluded from the program upon earning grades of "C" or below in two or more courses.

**Student Assessment.** Students will be assessed regularly throughout the program at a variety of administrative and curricular checkpoints. The official sequence is as follows.

1. Admission to the program
2. Course work
3. Candidacy examinations
4. Preprospectus defense
5. Prospectus defense
6. Dissertation defense

**Examinations and Committees.** During their tenure in the program, students with their Advisors, will assemble two separate examination committees. The first is the Candidacy Examination Committee, and the second is the Dissertation Committee. Each committee has a distinct mission in the program of the student and specific membership criteria. At least one Curriculum Studies faculty member must be a member of each of the committees described below. The membership of these committees may or may not be comprised of the same individuals. The following is a description of the mission and membership requirements of each committee.

**The Candidacy Examination.** Following the completion of the prescribed minimum course work and before a student is formally admitted to candidacy for the doctoral degree, the Candidacy Examination must be passed. This examination evaluates both the work to date and the student's qualifications for advanced research.

**The Candidacy Committee.** The committee will be comprised of three faculty, each responsible for one of the examination blocks (Core, Research, Concentration Area). All committee members must hold Graduate Faculty status. If the committee is larger than three (at the student's request), there may be only one dissenting vote in order for the candidate to pass. Upon

successful completion of the Candidacy Examination, the student is formally admitted to candidacy and will begin work on the dissertation.

**The Dissertation Committee.** The Preprospectus Defense, Prospectus Defense, and the Dissertation Defense are proctored by at least four members of the Graduate Faculty and conducted in a public forum. The membership is as follows: the Director of the dissertation and three readers, one of whom must be from outside the College of Education. Candidates, in concert with their chair, will choose the individuals of the committee. Three of the four members must approve the dissertation and the final examination in order for the candidate to receive the doctoral degree.

**The Preprospectus Defense.** The dissertation is simultaneously the last requirement in the program and the first research project as a curriculum scholar. There are two check points in the dissertation process, the first being the Preprospectus Defense. This is to ensure the committee's agreement with the project and to elicit any preliminary suggestions and/or redirection of question, context, method, and/or analysis.

**The Prospectus Defense.** This is to provide formal feedback on the first three chapters of the dissertation (or the introduction, theoretical framework, literature review and methodology) before the student begins the "data collections" stage of the dissertation.

**The Dissertation Defense.** The defense will be undertaken once the project is complete. Although there are traditional formats for dissertations in education, the Department requires no template for construction. There are, however, certain tenets of educational research which should be addressed in some manner in the work depending upon the general theoretical structure (quantitative or qualitative), and the methodological approach chosen from within that theoretical paradigm. The role of the dissertation chair is critical in this process and candidates should carefully choose the individual with whom they wish to work.

**Distinguished Off-Campus Scholar.** Having a highly respected scholar from another institution or research center serving on a doctoral examination committee can be very valuable. Therefore, a person who is a nationally or internationally recognized scholar may serve as a voting member of a dissertation examination committee for an individual doctoral student. Further information and criteria for such an appointment should be obtained from the dissertation chair or the program director.

# Program of Study

NOTE: All electives must be approved by committee chair

<b>Doctoral Core</b> .....	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>EDUC 9230 - Power and Schooling (3)</li> <li>EDUC 9631 - Advanced Seminar in Curriculum Theory (3)</li> <li>EDUF 8831 - Philosophies of Education (3)</li> <li>EDUF 9234 - History of American Education (3)</li> <li>ESED 9131 - Inquiry and Development of Educational Practice (3)</li> </ul>	
<b>Research and Inquiry Core</b> .....	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>EDUF 9133 - Theories of Educational Inquiry (3)</li> <li>EDUR 9231 - Qualitative Research in Education (3)</li> </ul>	
<b>Doctoral Program Strand #1/Curriculum Studies</b> .....	<b>18 Hours</b>
Specialized Content Requirements	
<ul style="list-style-type: none"> <li>EDUF 9131 - Ethical Dimensions of Education (3)</li> <li>EDUF 9132 - History of American Curriculum (3)</li> <li>EDUC 9130 - Contemporary Curriculum Theorists (3) (May be repeated once for emphasis area/elective credit)</li> <li>EDUC 9132 - Critical Readings in Curriculum (3) (May be repeated once for emphasis area/elective credit)</li> </ul>	
Additional Research and Inquiry Requirements	
<ul style="list-style-type: none"> <li>EDUC 9232 - Forms of Curriculum Inquiry (3)</li> <li>EDUR 8131 - Educational Statistics I (3)</li> </ul>	
<b>Doctoral Program Strand #2/Teaching &amp; Learning</b> .....	<b>18 Hours</b>
Specialized Content Requirements	
<ul style="list-style-type: none"> <li>EDUC 8230 - Curriculum Design &amp; Evaluation (3)</li> <li>ESED 9132 - Critical Analysis of Schools and Educational Practices (3)</li> <li>ESED 9631 - Advanced Seminar in Teaching and Learning (3)</li> <li>ITEC 8630 - Advanced Seminar in Instructional Technology (3)</li> </ul>	
Additional Research and Inquiry Requirements	
<ul style="list-style-type: none"> <li>EDUR 8132 - Educational Statistics II (3) OR EDUR 9232 Advanced Qualitative Research (3)</li> <li>EDUR 9131 - Doctoral Research Methods (3)</li> </ul>	
<b>Concentration in Cultural Curriculum Studies</b> .....	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>EDUC 9130 - Contemporary Curriculum Theorists (3)</li> <li>EDUC 9132 - Critical Readings in Curriculum (3)</li> <li>EDUF 9631 - Seminar in Cultural Studies (3)</li> <li>Electives (6)</li> </ul>	
<b>Concentration in Instructional Improvement</b> .....	<b>15 Hours</b>
Select <u>three</u> of the following:	
<ul style="list-style-type: none"> <li>EDUF 8131 - Theories of Adolescence (3)</li> <li>EDUF 8133 - Interaction and Learning (3)</li> <li>EDUF 8134 - Models of Motivation (3)</li> <li>EDUF 8135 - Thinking and Problem Solving (3)</li> <li>EDUF 8136 - Theories of Human Development (3)</li> </ul>	
Electives (6)	
<b>Concentration in Multicultural/International Studies</b> .....	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>EDUF 8231 - Global Education (3)</li> <li>EDUF 9632 - Regional Issues in Multicultural Education (3)</li> <li>EDUF 8236/8236S - International Study of Educational Practices (3)</li> <li>Electives (6)</li> </ul>	
<b>Concentration in Teacher Leadership</b> .....	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>ESED 8130 - Research on Current Trends &amp; Issues (3)</li> <li>ESED 8131 - Teacher Leadership (3)</li> <li>ESED 8132 - Curriculum &amp; Instruction (3)</li> <li>ITEC 8231 - Transforming Learning with Technology (3)</li> <li>Elective (3)</li> </ul>	
<b>Concentration in Teacher Education</b> .....	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>ESED 9231 - The Teacher Educator (3)</li> <li>ESED 9232 - Supervision of Teachers (3)</li> <li>ESED 9233 - The Scholarship of Teaching and Learning (3)</li> <li>ESED 9799 - Internship in Teaching and Learning (3)</li> <li>Elective (3)</li> </ul>	
<b>Dissertation</b> .....	<b>9 Hours</b>
EDUC 9999 - Dissertation (3) ( <i>minimum of 9 credit hours</i> )	

## OTHER PROGRAM REQUIREMENTS

- Must successfully complete assessments identified at each program transition point

# Program Approval Signature Form

## New/Revised Program

Current Program Title (ex., B.S. Mathematics): Ed.D. Curriculum Studies

Proposed Program Title (ex., B.S. Mathematics): Ed.D. Curriculum Studies

## Approval Signatures

Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, Department Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Department/School Chairperson Date

TEC Review Not Required \_\_\_\_\_ (Initials of Dept./School Chair or TEC Chair)  
 Review Only (no action needed)  
 Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, TEC Executive Committee Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Director of University Honors Program Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, College Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Dean of the College Date

Recommend  
 Not Recommend \_\_\_\_\_  
Dean of the Graduate College Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, Senate Undergraduate/Graduate Committee Date

Recommend  
 Not Recommend \_\_\_\_\_  
Provost/Vice President for Academic Affairs Date  
(Final sign-off)



Georgia Southern University  
**Proposed New or Revised Programs**

To:  Undergraduate Committee  
 Graduate Committee

(Date Format: 99/99/99) UC/GC Meeting Date: 1/21/10  
(Date Format: 99/99/99) Date Submitted: 11/19/09  
(Term Format: 200608) Proposed Effective Term: 201008  
CIP Code: \_\_\_\_\_

College Code: 14 - COE Department Code: 1406 Department: LTHD

Current Name of Program (ex., B.S. Mathematics): Ed.D. Educational Administration

Proposed New or Revised Name of Program (ex., B.S. Mathematics): Ed.D. Educational Administration

(Regents' format can be found at: <http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml>)

1. Consistent with goals of: (check all that apply)

Accreditation       College       Department       State/Regional Needs  
 University Strategic Plan

2. Type:  New Preliminary Proposal (Attach in Regents' required format)

OR

Formal Proposal (Attach in Regents' required format)

OR

Revision to Existing Program (Attach in Regents' required format)

OR

Other Program Proposals or Revisions that do not require Regents' approval

3. Proposal for: \_\_\_\_\_ Graduate Major Other: \_\_\_\_\_

4. Degree: EDD Other: \_\_\_\_\_

5. Total Credit Hours Required: 75

6. Is this a change in credits (for Revisions only)?  Yes  No

7. Target Group of Students: Ed.D. Educational Administration candidates

8. Additional Resources Needed: (check all that apply)

Computer Needs       Distributed Learning Support       Equipment       Facilities  
 Faculty       Library Resources       Staff Support  
 Other

9. A New or Revised Catalog Program Page must be attached.

NOTE: For Revised Catalog Program Pages:

- Refer to *Sample Program Revisions* for layout format.
- Deletions should be in **BOLD** with a ~~strikethrough~~.
- Additions should be in **BOLD ITALICS**.

10. Provide the Justification/Rationale for New or Revised Programs.

The faculty of the Educational Leadership Program believe that admissions requirements for the Doctorate of Educational Administration need clarification and strengthening in order to recruit quality candidates and ensure the success of our students. We believe, in addition, that the more stringent admission criteria will further increase the completion rate of the Ed.D. Program in Educational Administration. The plan also details alternative pathways for those applying for Post Masters admittance to the Ed.D. Program in Educational Leadership/Administration. All pertinent information that has been deleted is now part of the "Handbook for Doctoral Studies in Educational Administration (Eleventh Edition 2009)" now posted on the LTHD Department website.

# EDUCATIONAL ADMINISTRATION

## Ed.D.

75 semester hours beyond Master's including dissertation (66 semester hours of course work, plus minimum of 9 dissertation credits).

**Advising:** Department of Leadership, Technology and Human Development, Dr. Linda M. Arthur, P.O. Box 8131, Statesboro, GA 30460, (912) 478-0697, [larthur@georgiasouthern.edu](mailto:larthur@georgiasouthern.edu), FAX: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/leadership.html>

### Admission Requirements

*The admission process has two phases. Applicants must be accepted for admission by both the Jack N Averitt College of Graduate Studies and the Program of Educational Leadership at Georgia Southern University. Application to or acceptance in the College of Graduate Studies in any other program does not guarantee admission to the Program of Educational Administration or to a specific cohort of the leadership program.*

Applicants who wish to pursue advanced professional preparation in Educational Administration ~~beyond the Specialist degree~~, with a view for becoming a candidate for the Ed.D. degree, will be expected to file a formal application and present themselves to the faculty for special tests and/or interviews. Recommendations on admission will be made by program faculty only after screening procedures have been carried out. Admission will be upon the recommendation of the program committee, or the committee's designated representative, and the approval of the Dean of the College of Graduate Studies.

*The first phase of admission to the Ed.D. program in Educational Administration requires the applicant's satisfaction of the following standards:*

1. Complete all College of Graduate Studies admission requirements.
2. Hold a Master's degree *at minimum from an institution accredited by the appropriate regional accrediting agency. Applicants who anticipate eventual endorsement for the Level Six and Level Seven Certificates in Educational Leadership should hold the Georgia Level Five Certificate at the point of admission.*
3. Present a minimum grade point average of 3.50 (4.0 scale) in previous graduate work.
4. ~~Hold an administrative or supervisory position at the P-12 or post-secondary level. Alternate admission criteria are applied when the applicant is not so employed.~~
5. Present *current official* scores from the Graduate Records Examination (GRE) *on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing, or the Miller Analogies Test (MAT).*
6. ~~Submission of four professional references which attest to the applicant's potential for success in a doctoral program and for executive leadership in education.~~
7. ~~Submission of a personal statement which outlines the applicant's future direction and how the degree will benefit the applicant.~~
8. Submission of a brief, two-page resume/vita which highlights the *personal and professional* achievements of the applicant.
9. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
10. ~~Successful interview, if requested.~~

*The final second phase of the admission process will require adherence to the following procedures:*

1. Applicant credentials are rated by Educational Leadership (EDLD) faculty.
2. These faculty, meeting as a committee of the whole, will use these ratings to assemble a list of top candidates for interviews.
3. Students ~~may will be required- invited~~ to interview with EDLD Faculty. ~~The interview would explore their potential for leadership in educational organizations, qualifications for doctoral study, their career aspirations, their visions for education, and their thoughts on topics for doctoral level study.~~
4. ~~A writing sample may be required.~~
5. ~~Educational leadership faculty, meeting as a committee of the whole, make recommendations on candidates for each cohort.~~
6. ~~Faculty recommendations are forwarded to the College of Graduate Studies.~~

**Enrollment:** The Ed.D. degree presupposes a minimum of five semesters of *prescribed* continuous study beyond the ~~Specialist Degree satisfaction of Tier I requirements~~ and cannot be secured through summer study alone. At least six semester hours must be completed during each of two semesters to satisfy full time residency requirements at Georgia Southern University (semesters do not have to be consecutive). ~~A minimum of 9 semester hours of EDLD 9999 (Dissertation) is required beyond other coursework. Full time residency (defined as continuous enrollment) is required throughout the program.~~

**Time Limit:** All course requirements for the Ed.D. degree, except the dissertation, must be completed within a period of three years. This time requirement begins with the first registration for core (Tier II) courses on the student's approved program of doctoral study. In addition, a candidate for the Ed.D. degree who fails to complete all degree requirements within five years after passing the candidacy examinations ~~and being admitted to degree candidacy~~ will be withdrawn from the program, or must retake candidacy examinations to be reinstated.

**Grade Average:** A student must maintain at least a 3.50 GPA on all graduate courses taken and on all courses on the Program of Study.

~~Supervisory Committee. Before the end of the fourth semester of study in Tier II of a prospective candidate for the Ed.D. degree, the Dean of the College of Graduate Studies shall, upon the recommendation of the program coordinator offering the degree, appoint a Supervisory Committee for the student. The committee will consist of a major professor, who will serve as committee chairperson, and at least two additional members. The chair of the Supervisory Committee must meet all requirements established by the College of Graduate Studies for directing doctoral dissertations. All members of the committee must have graduate faculty status. Department recommendations for committee membership, and any necessary replacements, shall be determined by procedures established by the majority of the graduate faculty of that program. The Supervisory Committee, in consultation with the student, is charged with planning and approving the student's Program of Study. It is also charged with approving a subject for the dissertation, and approving the student's oral defenses of his/her research. The committee will advise the student of the skills and understandings required both in content and inquiry/research areas.~~

~~Program of Study. A Program of Study based on a minimum of seventy-five semester hours beyond the Master's degree, will be submitted to the Program Coordinator by the end of the student's first semester of study. The program must be developed by the Program Coordinator and the doctoral student. A total of 30 semester hours of course work, exclusive of dissertation credit, must be taken at Georgia Southern University at the doctoral level. The final Program of Study must be approved by the Supervisory Committee, the Department Chair, and the Dean of the College of Graduate Studies before application for admission to degree candidacy. The final Program of Study submitted prior to graduation must show all graduate courses relevant to the Ed.D. program (Specialist and transfer credit), and not just courses satisfying minimum degree requirements. A minimum of nine semester hours of dissertation credit must be included in the Program of Study. Program faculty will evaluate carefully and fully each doctoral student's progress at the end of each year of study to advise the student whether or not to continue in the program.~~

~~Candidacy Examinations. A student must pass formal, comprehensive written and/or oral examinations before being admitted to candidacy for the degree. These examinations will be administered in accordance with policies in effect in the College of Graduate Studies and the student's department. The oral examination will be an inclusive examination within the student's field of study. Following each examination, written and/or oral, each member of the Examination Committee will cast a written vote of "pass" or "fail" on the examination. At least three positive votes are required to pass each examination. The results of both the examinations(s) will be reported to the College of Graduate Studies. If a student fails the candidacy examination for a second time, he/she will be removed from the program.~~

~~Admission to Degree Candidacy. The student in conjunction with his or her Supervisory Committee is responsible for initiating an application for admission to degree candidacy so that it is filed with the College of Graduate Studies at least two semesters one semester before the date of graduation. The application for degree candidacy is a certification by the student's program that the student has shown the ability to do acceptable graduate work in the chosen field of study and that:~~

- ~~1. all prerequisites set as a condition for admission have been met;~~
- ~~2. all inquiry/research skill requirements have been met;~~
- ~~3. the final Program of Study has been approved by the Supervisory Committee, the Department Chair, and the Dean of the College of Graduate Studies;~~
- ~~4. a grade point average of 3.50 or higher has been maintained on all graduate courses taken and on all completed courses on the Program of Study; no more than one grade of "C" may be placed on the final Program of Study;~~
- ~~5. written and/or oral candidacy examinations have been passed and reported to the College of Graduate Studies; and~~
- ~~6. the Supervising Committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointments; and~~
- ~~7. the enrollment requirement has been met.~~

~~The Supervisory Committee Chair has the primary responsibility for guiding the student's research, but the student should regularly consult all members to draw upon their expertise in relevant areas. After admission to degree candidacy, a student must register for a minimum of nine semester hours. Students in the Ed.D. degree program in Educational Administration must enroll in EDLD 9999-Dissertation. Students must be enrolled for a minimum of three semester hours of credit in any semester when using University facilities or staff time. Students must be continuously enrolled (fall, spring, and summer semesters) in EDLD 9999 after Admission to Candidacy.~~

~~Dissertation Planning. The dissertation preprospectus and prospectus for the Ed.D. degree in Educational Administration will be defended by the candidate upon completion of all prerequisite course work. It is possible that the composition of the student's Supervisory Committee may change to ensure that faculty members are knowledgeable in the areas of the student's research. If changes in the composition of the original committee are in order, all affected parties will be notified, including the Dean of the College of Graduate Studies. The Supervisory Committee Chair and the committee membership will guide the student in planning the dissertation. When the Committee Chair certifies that the dissertation prospectus is satisfactory, it must be formally considered by the Supervisory Committee at a meeting with the student. Following the meeting, each committee member will cast a written vote of "pass", "fail," or "pass with modifications." At least three positive votes are required for approval. Their signatures on the appropriate form, with a final copy of the approved prospectus, will be filed in the department office. A copy of the approval/disapproval form will be forwarded to the College of Graduate Studies. If a student fails any stage of the dissertation process (preprospectus, prospectus or full dissertation) a second time, he/she will be removed from the program.~~

~~Dissertation Defense and Approval. When the Supervisory Committee chair is satisfied with the completed dissertation, he/she will certify approval and indicate that it is ready to be read by all members of the Supervising Committee. Copies will be distributed to the remaining members of the Supervisory Committee, a final oral defense scheduled, and the College of Graduate Studies notified. The College of Education will announce the time and place of the defense of the dissertation. Committee members will have at least three weeks to READ and evaluate the dissertation. If the committee declines to approve the dissertation, the Supervisory Committee Chair will so notify the student and the College of Graduate Studies. The oral defense session will be led by the Supervising Committee Chair and must be attended by all members of the committee. This meeting is open to all members of the University community. Three out of four members of the committee must approve the student's dissertation and defense and certify their approval in writing. The results of the defense must be reported to the College of Graduate Studies as per deadlines announced by the College of Graduate Studies. Once the dissertation has been approved by the Supervisory Committee and the final oral examination has been passed, the dissertation must be submitted in electronic format to the College of Graduate Studies for final approval by the deadline announced by the College of Graduate Studies.~~

~~Other Requirements. The student must submit a receipt showing that he/she has deposited with the University Controller the cost of microfilming the dissertation. (If the student wishes to copyright the dissertation, an additional charge must be paid.) This fee must be presented to the Dean of the College of Graduate Studies in the form of a receipt from the Georgia Southern University Business Office.~~

**Program of Study**

Tier I Content Courses..... 36 Hours  
 Selected by student and advisor.

Satisfaction of Tier I (36 post-Master's graduate credit hours) requirements for admission to Tier II may be met through one the following pathways:

a. P-12 Leadership/Administration (includes Teacher Leadership):

- i. **EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN EDUCATIONAL LEADERSHIP:** the applicant will be required to satisfy a four-course prerequisite, the P-12 Leadership Professional Core.
- ii. **ED.S. IN EDUCATIONAL LEADERSHIP/ADMINISTRATION (CERTIFICATION TRACK):** Completion of an Ed.S. in Educational Leadership/Administration including certification. If the 36 semester hours have not been met, additional coursework will be required. Details of the Georgia Southern University Ed.S. in Educational Leadership Program may be viewed at [http://coe.georgiasouthern.edu/lthd/pos\\_EdSEdLeadership.html](http://coe.georgiasouthern.edu/lthd/pos_EdSEdLeadership.html).
- iii. **NON-DEGREE, NON-CERTIFICATION TRACK:** Completion of the non-degree, non-certification track in Educational Leadership/Administration program (36 graduate credit hours). This pathway will satisfy requirements of Tier I but will NOT result in a degree being conferred at the Ed.S. level or leadership/administration certification. Candidates should follow the Program of Study as prescribed here:

Required Research Core.....9 credits  
EDUR 8131 – Educational Statistics (3)  
EDUR 8434 – Field-based Educational Research (3)  
EDLD 8839 – Directed Research in Educational Leadership\* (3)  
\*Taken in Final Semester

Leadership Core.....9 credits  
EDLD 8135 – Educational Planning (3)  
EDLD 8436 – Grants Development/Administration (3)  
ITEC 8435 – Program Evaluation (3)

P-12 Leadership Professional Core.....12credits  
EDLD 8438 – Organizational Leadership (3)  
EDLD 8430 – School Finance (3)  
EDLD 7531 – Legal and Ethical Issues in School Leadership (3)  
EDLD 7532 – Empowering Human Resources (3)

P-12 Leadership Electives .....6 credits

Substitutions may be authorized with the advisor's approval.

b. Higher Education Leadership/Administration:

- i. **EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN HIGHER EDUCATIONAL LEADERSHIP/ADMINISTRATION:** the applicant will be required to satisfy a four-course prerequisite, the Higher Education Professional Core.
- ii. **ED.S. IN HIGHER EDUCATION ADMINISTRATION (or equivalent) CONCENTRATION TRACK:** If the 36 semester hours have not been met, additional coursework will be required. Details of the Georgia Southern University Ed.S. in Higher Education Administration Program may be viewed at [http://coe.georgiasouthern.edu/lthd/pos\\_EdSEdLeadership.html](http://coe.georgiasouthern.edu/lthd/pos_EdSEdLeadership.html)
- iii. **NON-DEGREE TRACK:** Completion of the non-degree, non-certification track in Higher Education Administration program (36 graduate credit hours). This pathway will satisfy requirements of Tier I but will NOT result in a degree being conferred at the Ed.S. level. Candidates should follow the Program of Study as prescribed here:

Required Research Core.....9 credits  
EDUR 8131 – Educational Statistics (3)  
EDUR 8434 – Field-based Educational Research (3)  
EDLD 8839 – Directed Research in Educational Leadership\* (3)  
\*Taken in Final Semester

Leadership Core.....9 credits  
EDLD 8135 – Educational Planning (3)  
EDLD 8436 – Grants Development/Administration (3)  
ITEC 8435 – Program Evaluation (3)

Higher Education Professional Core (Select 4 courses).....12 credits  
EDLD 8439 – Politics of Higher Education (3)  
EDLD 8432 – Higher Education Finance (3)  
EDLD 8435 – Higher Education Policy (3)  
EDLD 8433 – Higher Education Governance (3)  
EDLD 7431 – Higher Education Administration (3)  
EDLD 8431 – Higher Education Law (3)

- Higher Education Electives (Select 2 courses) .....6 credits**  
**EDLD 7432 – History of American Higher Education (3)**  
**COUN 7132 – Contemporary College Student (3)**  
**COUN 7131 – Student Services in Higher Education (3)**  
**COUN 7133 – Administration and Leadership in Higher Education Student Services (3)**  
  
**COUN 7134 – Ethical and Professional Issues in Student Services (3)**

**Substitutions may be authorized with the advisor’s approval.**

*Course credit is given for Tier I coursework to a maximum of 36 semester hours, provided the course work was completed in a timely manner at an institution accredited by the appropriate regional accrediting agency. Questions regarding Higher Education concentration at the Tier I level should be directed to the Higher Education Program Coordinator, Dr. Brenda Marina, at bmarina@georgiasouthern.edu; questions regarding P-12 concentration at the Tier I level should be directed to the Ed.S. Coordinator, Dr. Teri Melton, at tamelton@georgiasouthern.edu.*

**Tier II Core Courses..... 30 Hours**

- EDLD 9231 - Administrative Theory (3)
- EDLD 9232 - Decision Making/Problem Solving (3)
- EDLD 9233 - Leadership Theory (3)
- EDLD 9234 - Doctoral Seminar (3)
- EDLD 9235 - Contemporary Issues in Educational Administration (3)
- EDLD 9236 - Diversity and Ethics for Educational Leaders (3)
- EDLD 9631 - Research Seminar I (3)
- EDLD 9632 - Research Seminar II (3)
- EDUR 9131 - Doctoral Research Methods (3)
- EDUR 9231 - Qualitative Research in Education (3)

**Tier III Dissertation..... 9 Hours**

- EDLD 9999 - Dissertation (minimum of 9 credit hours)

**Ed.D. Electives**

~~Elective course selection is dependent upon the program option. Course credit is given for Ed.S. coursework to a maximum of 36 semester hours, provided the course work was completed in a timely manner at an accredited institution.~~

**Strands**

There are three strands in the doctoral program in Educational Administration: P-12 Administration, Higher Education Administration, and Teacher Leadership.

# EDUCATIONAL ADMINISTRATION Ed.D.

## Doctoral Program Post-Masters

<b>TIER I</b>			<b>TIER II</b>	<b>TIER III</b>
ED.S. AND/OR CONTENT (Ed.S. in Educational Leadership)			DOCTORAL CORE	DISSERTATION
SPECIALIZATION ( <i>see Tier I Pathways above</i> )				
K-12 P-12	HIGHER ED	TEACHER LEADERSHIP	EDUR 9131 - Doctoral Research Methods (3)  EDUR 9231 - Qualitative Research in Education (3)  EDLD 9231 - Administrative Theory (3)  EDLD 9232 - Decision Making/Problem Solving (3)  EDLD 9233 - Leadership Theory (3)  EDLD 9234 - Doctoral Seminar (3)  EDLD 9235 - Contemporary Issues in Educational Administration (3)  EDLD 9236 - Diversity and Ethics for Educational Leaders (3)  EDLD 9631 - Research Seminar I (3)  EDLD 9632 - Research Seminar II (3)	EDLD 9999 - Dissertation (9)
Minimum of 36 Semester Hours			Minimum of 30 Semester Hours	Minimum of 9 Semester Hours

**TOTAL: 75 Semester Hours**

# Program Approval Signature Form

## New/Revised Program

Current Program Title (ex., B.S. Mathematics): Ed.D. Educational Administration

Proposed Program Title (ex., B.S. Mathematics): Ed.D. Educational Administration

## Approval Signatures

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, Department Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Department/School Chairperson Date

TEC Review Not Required \_\_\_\_\_ (Initials of Dept./School Chair or TEC Chair)  
 Review Only (no action needed)  
 Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, TEC Executive Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Director of University Honors Program Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, College Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Dean of the College Date

Recommend  
 Not Recommend

\_\_\_\_\_  
Dean of the Graduate College Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, Senate Undergraduate/Graduate Committee Date

Recommend  
 Not Recommend

\_\_\_\_\_  
Provost/Vice President for Academic Affairs Date  
(Final sign-off)

\*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.

## H. College of Science and Technology

*Dr. Shahnam Navaee presented the agenda items for the Department of Biology.*

### Department of Biology

#### Course Revisions:

BIOL 5144G – Advanced Cell Biology (title, number, catalog description, credit hour)

#### *JUSTIFICATION:*

We do not currently possess equipment or other resources to teach an adequate laboratory for this course, therefore we propose that the lab portion of the existing course be dropped. The current catalog version of the course with lab has not been taught for at least 6 years, however, a lecture version of the course has been taught successfully as BIOL 5099 on three occasions during that period. The catalog needs to be changed to reflect the removal of the laboratory and the consequent reduction in credit hours. The credit hour change necessitates a course number change to the closest available number, BIOL 5131. Additionally, the name change reflects the fact that the material taught in this course is not "advanced" so this term is dropped in the course title. The prerequisites are altered as well to allow graduate students from other institutions to take the course with instructor permission for comparable pre-requisites.

BIOL 5132G – Eukaryotic Molecular Genetics (title, catalog description)

#### *JUSTIFICATION:*

Current practice in the department is to teach both prokaryotic and eukaryotic genetics in the same course. This requires a modification of the title from "Eukaryotic Molecular Genetics" to "Molecular Genetics" to be inclusive of prokaryotes. The catalog description also needed modification to reflect the inclusion of all organisms, both prokaryotic and eukaryotic.

BIOL 5239G – Neurobiology (prerequisite)

#### *JUSTIFICATION:*

BIOL 3133 was left as a prerequisite in error with a curricular change in Biology in 2007. BIOL 5144 is being renumbered as BIOL 5131, therefore the prerequisites for this course must reflect that change.

BIOL 5333G – Emerging Diseases (corequisite)

#### *JUSTIFICATION:*

BIOL 3130 was listed as a corequisite by mistake. This course has no corequisite.

**MOTION: Dr. Flynn made a motion to approve the Course Revisions submitted from the Department of Biology. A second was made by Dr. McMillan. The motion to approve the Course Revisions was approved.**

*Dr. Sharon Taylor presented the agenda items for the Department of Mathematical Sciences.*

### Department of Mathematical Sciences

#### New Courses:

MATH 6131 – Applications in Arithmetic and Algebra for K-5 Teachers

#### *JUSTIFICATION:*

The proposed course, MATH 6131 (Applications in Arithmetic and Algebra for K-5 Teachers), is one of three online courses (including MATH 6132 and MATH 6133) created by the University System of Georgia (USG) to satisfy the K-5 Mathematics endorsement. Current teachers can take this course to earn a mathematics endorsement on their teaching



certificate. Georgia Southern has a long history of involvement in teacher education. This course, in conjunction with the other two courses required for completing the endorsement program, allows that involvement to continue. The three-course sequence will enhance the already strong bond between Georgia Southern and teachers in the area.

**MATH 6132 – Applications in Statistics for K-5 Teachers**

***JUSTIFICATION:***

The proposed course, MATH 6132 (Applications in Statistics for K-5 Teachers), is one of three online courses (including MATH 6131 and MATH 6133) created by the University System of Georgia (USG) to satisfy the K-5 Mathematics endorsement. Current teachers can take this course to earn a mathematics endorsement on their teaching certificate. Georgia Southern has a long history of involvement in teacher education. This course, in conjunction with the other two courses required for completing the endorsement program, allows that involvement to continue. The three-course sequence will enhance the already strong bond between Georgia Southern and teachers in the area.

**MATH 6133 – Applications in Geometry for K-5 Teachers**

***JUSTIFICATION:***

The proposed course, MATH 6133 (Applications in Geometry for K-5 Teachers), is one of three online courses (including MATH 6131 and MATH 6132) created by the University System of Georgia (USG) to satisfy the K-5 Mathematics endorsement. Current teachers can take this course to earn a mathematics endorsement on their teaching certificate. Georgia Southern has a long history of involvement in teacher education. This course, in conjunction with the other two courses required for completing the endorsement program, allows that involvement to continue. The three-course sequence will enhance the already strong bond between Georgia Southern and teachers in the area.

**Course Deletions:**

MATH 6030 – Special Topics for Mathematics Educations

MATH 6232 – Fundamental Ideas of Set Theory and Topology

MATH 6330 – Fundamental Ideas of Probability

***JUSTIFICATION:***

These courses have not been offered in the last five years.

**Dr. Schulz asked if the online courses were prescribed to the department, or if it was the College's decision. Dr. Taylor explained that once online programs are set up, each campus can decide to keep the course online or incorporate face-to-face components. This would be the instructor's decision.**

**Dr. Diebolt asked if these courses would fall under the online fee. Dr. Taylor was unsure, and Dr. Navaee stated that he would look into it and provide additional information to Dr. Diebolt.**

**MOTION: Dr. McMillan made a motion to approve the submissions from the Department of Mathematical Sciences. A second was made by Dr. Flynn. The motion to approve the New Courses and Course Deletions was approved.**

*Dr. Navaee presented the agenda items for the Department of Mechanical and Electrical Engineering and stated that Dr. Frank Goforth could provide additional information if the committee had any questions.*

**Department of Mechanical and Electrical Engineering**

**New Courses:**

TMAE 5139 G – Renewable Energy

***JUSTIFICATION:***

The proposed course, TMAE 5139G, will serve as a senior technical elective in Mechanical Engineering Technology or an introductory graduate course in the MS in Applied Engineering curriculum for students who have not previously taken the course as an undergraduate. The

course has been offered twice at the 5000 level as a special topics course for both undergraduate and graduate students. The course has proven invaluable for introducing both the senior MET student and MSAE graduate student to the science of renewable energy. This is a combination lecture and supervised laboratory course on the theory and engineering applications of renewable energy. It builds on prerequisite knowledge of thermodynamics and heat transfer. It also complements COST's newly established research cluster in Renewable Energy and will serve our university mission by contributing to the strategic themes of academic distinction and technological advancement. The program faculty members would like to make the course a permanent addition to both undergraduate and graduate curricula which is the rationale for introducing the course at the 5000 level. At such a time that sufficient graduate student numbers exist within the Applied Engineering program, a stand alone graduate-level course will be introduced.

New/Revised Programs:

Master of Science in Applied Engineering

JUSTIFICATION:

The recommended revisions to the MSAE -- Information Technology Concentration should increase the number of students pursuing the emphasis by streamlining the concentration's core requirements to include frequently scheduled courses delivered in both traditional and online formats. Both the thesis and non-thesis tracks offer sufficient flexibility to enable students to customize a program of study to include traditionally delivered and/or online COST and CIT graduate courses closely aligned with personal interests and professional goals that can be completed in a timely manner. Students pursuing this concentration have the opportunity to complete the requirements for the university's SAP Certificate within the degree program and participate in SAP TERP10 certification preparation programs.

The CSCI 7140 and GCM 7232 courses are being removed from the core requirements in the Information Technology concentration due to their infrequent offering, they may still be elective. The TMAE 7530 and TMAE 7891 courses were added to the non-thesis Information Technology concentration to be consistent with all other concentrations of MSAE. The restricted elective credits requirements were modified in order to correlate to these core course changes. Other changes are minor modifications to clarify that both the Engineering Management and Information Technology concentrations will accept admission requirements for the MBA degree.

**MOTION: Dr. McMillan made a motion to approve the submissions from the Department of Mechanical and Electrical Engineering. Dr. Flynn provided the second. The motion to approve the New Course and Program Revision was approved.**

*Dr. Navaee announced that the Department of Chemistry & Physics has requested the New Program submission be removed from the agenda and the full proposal will be resubmitted at a later date in the semester.*

**Department of Chemistry & Physics**

New Program

~~Professional Science Master's in Physical Science (Letter of Intent)~~

JUSTIFICATION:

**~~PLEASE SEE LETTER OF INTENT~~**

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

*Dr. Sam Todd presented the agenda items for the College of Health and Human Sciences.*

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

Revision of admission requirements for the M.S. in Sport Management

JUSTIFICATION:

The faculty of sport management need to change the admission requirements to a rubric-style policy, where applicants are scored on 5 elements: resume, undergraduate institution, undergraduate GPA, graduate admission test scores, and statement of purpose. This method of admitting applicants will produce better data if an admission decision is challenged, and be more fair to those students who apply to our online program and have been away from a university setting for some time.

**There were a number of concerns voiced by the committee regarding the structure of the rubric-style policy.**

- 1) Concerned that there would be insufficient data when evaluating undergraduate institutions using only 1 1-5 scoring system. There were suggestions to incorporate a transcript evaluation under this category.**
- 2) Questioned how program would determine the quality of the student, based on only the five items listed.**
- 3) Suggested department reevaluate the minimum requirements and identify admission requirements for regular and provisional admission. They may want to include what admission test students will be required to take and what to include in the statement of purpose.**

**Dr. Todd explained that all marketing for the program drives students to their website, which explains in detail what the requirements are for admission. He added that they are trying to adopt a policy to show adequate proof that all applicants are being treated the same way. Dr. Lockwood provided some background information regarding Title IX.**

**Dr. Diebolt and Dr. Patterson offered to provided assistance to Dr. Todd to have the Program Revision ready to be submitted in the February Graduate Committee Meeting. Ann Evans, in the Registrar's Office, stated that if approved in the February meeting, the changes could still be included in the catalog.**

**MOTION: Dr. McMillan made a motion to table the Program Revision submitted by the College of Health and Human Sciences and to address the changes during the February meeting. With no objections, the committee agreed to table the item. The motion to table the Program Revision and continue discussion in the February meeting was approved.**

#### **J. College of Business Administration**

*Dr. Jill Lockwood, Mrs. Melissa Holland, Dr. Thomas Case, and Dr. Jake Simons presented the agenda items for the College of Business Administration.*

*Dr. Lockwood discussed the ACCT and LSTD course items and the MACC program revision.*

*Mrs. Melissa Holland presented the MBA program revision.*

*Dr. Thomas Case reviewed the CISM course items.*

*Dr. Jake Simons stated that Dr. Steve Rutner is the newly appointed Program Director for the Ph.D. Logistics/Supply Chain Management program. He also presented the BUSA, DSCI, MGNT, MKTG, LOGT course items and the program revision for the Ph.D. in Logistics.*

##### New Courses

ACCT 7680 – Professional Problems

##### **JUSTIFICATION:**

This course is intended to provide a comprehensive study of professional accounting issues for students prior to their taking the CPA examination. This certification is a necessity for all students who desire a career in public accounting.

BUSA 9031 – Seminar of Scientific Method, Theory, and Philosophy of Science

##### **JUSTIFICATION:**

Required course for Ph.D. in Logistics/Supply Chain Management

#### CISM 7335 – Business Intelligence and Performance Management Systems

*JUSTIFICATION:*

CISM 7335 Business Intelligence and Performance Management Systems.

The Society of Information Management's (SIM) annual IT Trends Survey for 2009 found that the top application and technology priority for firms is business intelligence (BI). As Andreas Bitterer, research vice president at Gartner, recently stated: "BI has become a strategic initiative and is now recognized by chief information officers (CIOs) and business leaders as instrumental in driving business effectiveness and innovation." As a result of these developments, we can expect an ever-increasing number of students graduating from information systems programs to be employed directly within the BI field. In response, GSU has become one of the few colleges within the USA that has explicitly recognized these developments and is now offering BI courses at both under-graduate and graduate levels, which have already attracted strong enrollment.

This course can be taken as an elective within the MBA program, a course taken in satisfying the requirements for an MBA with an IS concentration, a course taken within the MS in Applied Engineering (IT Emphasis) program, and a course within the forthcoming Master of Science in Computer Science program. This course will provide graduate students with another option for satisfying the requirements for a SAP Certificate and being eligible for entering the SAP TERP 10 certification course.

#### CISM 7336 – Enterprise Information Systems

*JUSTIFICATION:*

This course is an elective for the MBA program, the MBA with IS Concentration Program, the Master of Acct. program, the MS in Applied Engineering (IT Emphasis) program, the forthcoming Master of Science in Computer Science program, and the forthcoming PhD in Logistics program.

#### CISM 7431 – Project Management

*JUSTIFICATION:*

Since summer 2005, this course has been offered at least once annually as a BUSA or CISM 7030 – Special Problems course in both traditional and online formats. It is an established course that has been taken as an elective by MBA, MBA-IS concentration, and MT-IT students.

CISM 7431 Project Management can be taken as an elective within the MBA program, a course taken in satisfying the requirements for an MBA with an IS concentration, and a course taken within the MS in Applied Engineering (IT Emphasis) program..

#### CISM 9631 – Seminar in Supply Chain Information Systems

*JUSTIFICATION:*

CISM 9631 - Supply Chain Information Systems will be a required course in the Ph.D. in Logistics curriculum. This course will provide doctoral students with an overview of supply chain information systems and the critical role that these systems play in the ability of firms to reduce costs and increase the responsiveness of their supply chain. The value and competitive advantage of an integrated supply chain will be stressed, along with the importance of enterprise resource planning, supply chain planning, warehouse management, and network modeling systems. SAP's SCM solutions and roadmap will be featured, and emerging technologies capable of transforming supply chain operations and management will be explored.

#### DSCI 7333 – Advanced Multivariate Methods for Business

*JUSTIFICATION:*

Required course for Ph.D. in Logistics/Supply Chain Management

LOGT 9030 – Special Topics in Logistics

*JUSTIFICATION:*

Special topics course for Ph.D. in Logistics/Supply Chain Management

MGNT 7431 – Project Management

*JUSTIFICATION:*

The Department of Information Systems has proposed a Project Management course because of its importance to graduates in a variety of IS/IT positions. However, Project Management is also a major topic area in the field of Operations Management, with broader applicability to a variety of managerial endeavors. To avoid duplication or contention about who should teach such a course, we have agreed on the wisdom of cross-listing this course. This will facilitate our mutual ability to provide common content in contexts that are tailored to the needs of different target groups of students.

MGNT 9030 – Special Topics in Management

*JUSTIFICATION:*

Special topics course for Ph.D. in Logistics/Supply Chain Management

MGNT 9661 – Readings in Total Quality Management

*JUSTIFICATION:*

Concentration course for Ph.D. in Logistics/Supply Chain Management

MGNT 9662 – Production Planning

*JUSTIFICATION:*

Concentration course for Ph.D. in Logistics/Supply Chain Management

MGNT 9663 - Inventory Control Systems

*JUSTIFICATION:*

Concentration course for Ph.D. in Logistics/Supply Chain Management

MKTG 9671 – Promotion Seminar

*JUSTIFICATION:*

Concentration course for Ph.D. in Logistics/Supply Chain Management.

MKTG 9672 – Product & Pricing Seminar

*JUSTIFICATION:*

Concentration course for Ph.D. in Logistics/Supply Chain Management

MKTG 9673 – Market Analysis

*JUSTIFICATION:*

Concentration course for Ph.D. in Logistics/Supply Chain Management

Course Revisions

ACCT 7130 – Seminar in Financial Accounting

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7330 – Taxation of Corporations and Partnership

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7331 – Taxation of Estates, Gifts, and Trusts

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7430 – Seminar in Auditing

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7530 – Seminar in Accounting Information Systems

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7634 – Fraudulent Financial Reporting

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7635 – Fraud and Society

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7636 – Expert Witnessing

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

ACCT 7730 – Internship in Accounting

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

CISM 7331 – Business Systems Analysis

*JUSTIFICATION:*

Business processes have activities cross departmental boundaries. Integrating functional systems is not an easy task since different functional systems may use different hardware, software, and data formats. Enterprise information system is a solution to help organizations achieving the efficiencies of integrated, cross-departmental, process-based system. Information Systems educators need to incorporate the industrial trend into our curriculum.

DSCI 7439 – Business Research Methods

*JUSTIFICATION:*

Changing the course number will improve logical compatibility and reduce confusion with other courses in the college's doctoral plan of study. It will also improve consistency with university course numbering system.

DSCI 7539 – Applied Multivariate Methods for Business Research

*JUSTIFICATION:*

Changing the course number will improve logical compatibility and reduce confusion with other courses in the college's doctoral plan of study. It will also improve consistency with university course numbering system.

DSCI 7639 – Qualitative Research Methods in Business

*JUSTIFICATION:*

Changing the course number will improve logical compatibility and reduce confusion with other courses in the college's doctoral plan of study. It will also improve consistency with university course numbering system.

LOGT 9737 – Logistics and Transportation Teaching Practicum

*JUSTIFICATION:*

Change from fixed to variable hours will allow greater flexibility in allocating the scope and timing of teaching practicum across each student's program of study.

LSTD 7230 – Law and Ethics for Accountants

*JUSTIFICATION:*

This change is consistent with the admission policy established for the MAcc program. This change assures that students attempting to take this class are adequately prepared for the material presented in the course.

Program Revision

MACC – Master of Accounting

*JUSTIFICATION:*

The current admission requirements listed in the university catalog require admission to the program if an applicant meets the minimum requirements. The current admissions requirements may require the university to admit more students than can be served by existing resources.

MBA – Master of Business Administration

*JUSTIFICATION:*

The current admission requirements listed in the university catalog require admission to the program if an applicant meets the minimum requirements. The current admissions requirements may require the university to admit more students than can be served by existing resources.

Ph.D. - Logistics/Supply Chain Management (LSCM)

*JUSTIFICATION:*

On 24 May '07, the Graduate Committee approved the plan of study and several new courses for a proposed doctoral program in Logistics. The formal program proposal was then submitted to the University System office for approval by the Board of Regents. Over the next several months, various modifications were made to the proposal in response to requests from the USG, based on coordination with USG member institutions. The most prominent modification was the decision to re-position the program as a Ph.D., instead of a D.B.A. The revised proposal was approved by the Board of Regents at its August 11-12, 2009, meeting. The present curriculum change proposal (and accompanying new course proposals) is needed to reflect the approved program's more specialized focus.

**Dr. McMillan stated that there were some minor typographical errors in the Department of Accounting's submissions.**

**Dr. Diebolt suggested the TOEFL scores on the Ph.D. Logistics/Supply Chain Management program revision form be changed from "75<sup>th</sup> percentile" to "80".**

**Mr. Harwell asked for clarification of a statement in the new course form for CISM 9631 - Supply Chain Information Systems. It states, "Some library resources may be needed to ensure student**

access to major SCM IS research sources." The response was that there are some core journals that the program will use, that the library might already have some of them, and that interlibrary loan should suffice for the others.

**MOTION:** Dr. Fisher made a motion to approve the submissions from College of Business Administration, with the understanding that the typographical errors and Dr. Diebolt's suggestion be corrected. A second was made by Dr. Bill Yang. The motion to approve the New Courses, Course Revisions, and Program Revisions was approved.

The revised program page for the Ph.D. Logistics/Supply Chain Management is below:



# College of Business Administration

Ph.D. in Logistics/Supply Chain Management  
60 HOURS

BUSINESS ADMINISTRATION

**Advising:** College of Business Administration, Dr. S. M. Rutner, P.O. Box 8154, Statesboro, GA 30460-8154, or (912) 478-5655, [srutner@georgiasouthern.edu](mailto:srutner@georgiasouthern.edu) Fax: (912) 478-1523.

## Program Mission Statement

The program's intended outcomes are to provide students with:

1. Advanced understanding of the core areas of study within the field of supply chain management, including logistics and transportation
2. Advanced knowledge, skills, and values in at least one of the core areas (operations management, marketing, or information systems) for specialized roles within supply chain management
3. Advanced analytical and assessment skills
4. Advanced capability to develop, conduct, and manage applied research streams
5. Ethical decision-making and integrity
6. Professional and personal responsibility
7. Understanding of, and respect for, persons from diverse cultural, socioeconomic, educational, and professional backgrounds
8. Commitment to improving the economy, employment levels and competitiveness of the state of Georgia

## Admission Requirements

Applicants to the PhD program must submit the following:

- Completed online graduate application form (<http://cogs.georgiasouthern.edu/future.students/prospectivestudents.htm>)
- \$50 application fee
- Official transcript(s) from colleges and universities attended, showing courses completed, grades earned, dates, and degree(s) awarded.
- Three letters of recommendation. At least one letter must be from a graduate school faculty member.
- Official scores from the GMAT or GRE taken in the last five years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before final action will be taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable.
- All international applicants, including resident and nonresident aliens, whose native language is not English, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before final action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable;
- Statement of purpose that includes a description of professional goals and a rationale for how the Ph.D. program will further the student's career objectives.
- A current resume that includes, as a minimum, all academic programs completed, an employment history, and any professional certifications or other significant achievements and honors.
- Applicants whose submitted application packages merit closer consideration may be asked to participate in an interview and/or submit additional information before a final decision is reached concerning their acceptance.

Acceptance decisions will be made, subject to budgetary constraints, first within the College of Business Administration and ultimately at the College of Graduate Studies. After reviewing application materials, the Program Director may accept applicants who meet all of the following conditions:

- Successfully completed BBA or MBA from an AACSB-accredited program
- Scored above 50<sup>th</sup> percentile on most recent GMAT or GRE exam
- If English is not the applicant's native language, scored above 80 on TOEFL

The Program Director will submit all remaining applications, along with his/her recommendations, to the COBA Graduate Curriculum & Programs Committee for their decision. Once a decision has been made within the College of Business Administration, the Program Director will forward all applications to the College of Graduate Studies for final disposition.

Accepted applicants who have not completed an AACSB-accredited MBA or an appropriately-accredited Master's Degree in a field closely related to Logistics/Supply Chain Management must complete all specified prerequisite

courses (or courses determined by the Program Director to be equivalent) with grades of C or better before taking doctoral-level courses.

Applicants who wish to apply for a graduate assistantship must also complete the Electronic Graduate Assistantship Application (<http://cogs.georgiasouthern.edu/future.students/prospectivestudents.htm>) and submit it to the Jack N. Averitt College of Graduate Studies.

## **Program Requirements**

### **Graduate Transient / Transfer Credit:**

The College of Business Administration accepts graduate transient / transfer credit only from AACSB accredited programs. A maximum of two courses not to exceed six (6) semester hours may be considered for graduate transient / transfer credit.

### **Coursework:**

Students will be required to complete the courses specified in the Program of Study shown below with grades of B or better. One time only, a student may receive a grade of C, but will be required to re-take the course and earn a B or better and will also have to obtain at least one A in order to achieve a cumulative GPA of 3.0 by the time they've completed their coursework. More than one C or any grade lower than a C will be grounds for elimination from the program. Any prerequisite courses must be completed within one calendar year of the student's acceptance into the program. All required coursework (i.e. core, research, and concentration courses) must be completed within three years of the time the student enters the program or completes prerequisite coursework, whichever is later. (Students in violation of policies on grades or time limits may submit a written appeal to the COBA Graduate Curriculum and Programs Committee via the Program Director, explaining why they believe their situation merits an exception to the policy.)

### **Practicum:**

The program requires three semester hours of teaching/research practicum, designed to prepare students for a career in the academy or in industry. Those pursuing an academic career will have a teaching-focused practicum. Those preferring a career in industry will focus on procedures for identifying problems and recommending solutions centered on industry issues. The Program Director will specify the timing and nature of activities to be accomplished for each student, in consideration of their career aspirations. At the completion of each practicum, the student will submit a self-assessment to the Program Director. The Director will solicit feedback from faculty or industry members in a position to observe the student's performance. The Director will synthesize these inputs as a basis for written feedback to the student, specifying both strengths and areas needing improvement. This feedback will include recommended development activities for each area needing improvement.

### **Comprehensive examinations:**

Students will be required to pass one or more comprehensive examinations covering all coursework specified in the Program of Study before they may begin any dissertation activities (to include formation of the committee). The Program Director will be responsible for the creation, administration, and evaluation of these exams, although he/she may delegate associated tasks to other faculty members. At the discretion of the Program Director, all coursework may be covered by a single comprehensive exam or up to three separate exams may be given for the categories of core courses, research courses, and concentration courses, as differentiated in the Program of Study. Comprehensive exams may include both written and oral components and will be evaluated on a Pass/Fail basis. The Program Director will notify students in writing of whether they have passed and, if not, what areas require further study. Students may re-take any comprehensive exam once, if needed. Failure to pass any comprehensive exam after two attempts will result in termination of the student's enrollment in the program. When a student has completed all required comprehensive exams, he/she will be considered a candidate for the Ph.D.

### **Dissertation:**

Following successful completion of all required comprehensive exams, candidates will formulate an appropriate dissertation topic that is likely to produce high-quality research publications. The candidate will then contact potential committee members to ascertain their suitability and willingness to serve on a Dissertation Committee for that topic. (The size and composition of the committee, as well as eligibility requirements for committee chairs and members will be defined in a COBA Policy statement that will be made available to candidates by the Program Director no later than the time they are notified of having passed their comprehensive exams.) As soon as verbal commitments have been obtained, the candidate will submit the proposed dissertation topic and committee composition in writing to the Program Director. The Director will review the proposal for compliance with program and college policies, inform the student of

any needed changes, and ultimately approve the proposal. Students must register for LOGT 9999, Dissertation credit during each semester the dissertation is in progress, earning a minimum of 18 semester hours of Dissertation credit by the end of their program. As soon as the Dissertation Committee Chair considers the intended research to be sufficiently developed, the student will conduct a formal defense of his/her dissertation proposal, supported by substantial preliminary research. As a minimum, the proposal will include a detailed description of the proposed research objectives, methodology, and value. It must also include a thorough literature review showing how the proposal relates to previously published research and a timeline for the project's completion. The Committee chair will notify the candidate in writing of the committee's assessment, to include any changes or additional tasks that need to be accomplished and whether another proposal defense will be needed. No earlier than the following semester and no later than two years from the semester in which the proposal was successfully defended, the candidate must conduct a formal defense of the completed dissertation. The Committee chair will notify the candidate in writing of whether the final defense was successful and what additional actions the Committee requires (to include the possibility of another formal defense). The candidate is responsible for submitting completed dissertations in the format and numbers required by the policies of the College of Business Administration and the Jack N. Averitt College of Graduate Studies.

**Time Limits:**

This event...	Must be completed no later than...
Completion of all prerequisite coursework	One year from acceptance into program
Completion of all required coursework beyond prerequisites (i.e. core, research, and concentration courses)	Three years from acceptance into program or completion of prerequisite coursework, whichever is later
Successful completion of comprehensive exam(s)	Two semesters from completion of required coursework
Approval of dissertation topic & committee	Two semesters from completion of comprehensive exams
Successful defense of dissertation proposal	Two semesters from topic/committee approval or three semesters from completion of comprehensive exams, whichever is <u>sooner</u>
Successful final defense of dissertation	Two years from successful proposal defense
Satisfaction of all requirements for submission of completed dissertation	One semester from successful final dissertation defense
Completion of all program requirements, to include coursework, practicum, and dissertation	Seven years from beginning of required coursework beyond prerequisites

**NOTES:**

1. Students in violation of policies on grades or time limits may submit a written appeal to the COBA Graduate Curriculum and Programs Committee via the Program Director, explaining why they believe their situation merits an exception to the policy.
2. Enrollment and participation are expected to be continuous from a student's acceptance into the program. A student who needs to be excused from enrollment for one semester due to unusual circumstances should submit a written request and explanation to the Program Director. The Director may grant one such excusal, but anything more will require consideration by the COBA Graduate Curriculum and Programs Committee.

**Annual Reviews:**

At the conclusion of each Spring semester, the Program Director will solicit feedback from all faculty who've had any significant professional interaction with any of the program's students during the preceding year. Combining this feedback with his/her direct observations, the Director will accomplish a written review of each student's performance during the preceding year. The review will culminate with a recommendation as to whether the student should be retained in the program. Students will be given the option of offering a written response within three work days. If, after considering any written response, the Program Director still believes a student should be eliminated from the program, he/she will submit the recommendation (with all supporting materials) for a decision by the COBA Graduate Curriculum and Programs Committee. At the same time, the Director will submit key data for all students enrolled in the program to that committee for review. As a minimum, the data for each student will include a list of all courses taken, all grades earned, and the start and completion date for each major stage of the program, i.e. prerequisite coursework, required coursework, comprehensive exams, dissertation topic/committee approval, proposal defense, final defense, and submission of completed dissertation. Based on this data, the Director will ask the committee to consider the elimination of all students in violation of any program policy on grades or time limits, including any appeals submitted by those students.

**Program of Study: Ph.D. in Logistics/Supply Chain Management Degree**

A student admitted to the College of Graduate Studies as a prospective candidate for the Ph.D. in Logistics/Supply Chain Management degree must present evidence of satisfactory completion (a grade of "C" or better) of the following "Prerequisite" course content in Business Administration or take the graduate equivalents:

**Prerequisites.....**

**..... 12 Hours**

- CISM 7330 – Information Technology Management (3)
- MKTG 7431 – Strategic Marketing (3)
- MGNT 7331 – Managerial Decision Analysis (3)
- MGNT 7430 – Management of Operations for a Competitive Advantage (3)

**Core Courses**

**.....15**

**Hours**

- LOGT 9131 – Introduction to Logistics and Transportation (3)
- MGNT 9631 – Procurement and Sourcing Strategy (3)
- LOGT 9632 – Logistics and Transportation Modeling (3)
- LOGT 9633 – Logistics Literature and Research Criticism (3)
- LOGT 9634 – Current Supply Chain Thought (3)

**Research Courses**

**.....15**

**Hours**

- BUSA 9031 – Seminar on Scientific Method, Theory & Philosophy of Science (3)
- DSCI 7331 – Business Research Methods (3)
- DSCI 7332 – Applied Multivariate Methods for Business Research (3)
- DSCI 7333 – Advanced Multivariate Methods for Business (3)
- DSCI 7334 – Qualitative Research Methods in Business (3)

**Research and Teaching Practicum**

**..... 21 Hours**

- LOGT 9737 – Logistics and Transportation Teaching Practicum ~~(6)~~ (3)
- LOGT 9999 – Dissertation (3, repeated for a minimum of 18 total hours)

**SCM Concentration Areas**

**..... 9 Hours**

The required hours may be taken from the courses specified for one of the following concentration areas or by some combination of courses from more than one area, with the approval of the Program Director.

**Information Systems**

- CISM 7331 – Enterprise Systems Analysis (3)
- CISM 7336 – Enterprise Information Systems (3)
- CISM 9631 – Seminar in Supply Chain Information Systems (3)

**Operations Management**

- MGNT 9661 – Readings in Total Quality Management (3)
- MGNT 9662 – Production Planning (3)
- MGNT 9663 – Inventory Control Systems (3)

**Marketing**

- MKTG 9671 – Promotion Seminar (3)
- MKTG 9672 – Product & Pricing Seminar (3)
- MKTG 9673 – Market Analysis (3)

## **K. College of Liberal Arts and Social Sciences**

*Dr. Kartchner presented the Course Deletion for the Center for Africana Studies.*

### **Africana Studies**

#### Course Deletion

AAST 5330G – Afro-Hispanic Culture

#### *JUSTIFICATION:*

SPAN/WGST 5235/5235G, SPAN/AAST 5330/5330G: With our reorganization of courses, these courses are no longer necessary, since their topics are included in other courses with broader topics. These courses were all too narrow for us to teach with regularity, and in some cases the faculty who taught them are no longer with us.

**MOTION: Dr. McMillan made a motion to approve the Course Deletion submitted by the Center for Africana Studies. A second was made by Dr. Flynn. The motion to approve the Course Deletion was passed.**

*Dr. Patricia Carter presented the agenda items for the Department of Art.*

### **Department of Art**

#### New Courses

ART 7151 – Design Activism

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7152 – Design and Semiotics

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7153 – Design Explorations

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7154 – Design for the User

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7251 – Design Communication

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7252 – Design Systems

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7253 – Design Forms

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7254 – Design of Information

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7351 – Design Methods

#### *JUSTIFICATION:*

Required for graduate degree.

ART 7352 – Design and Typographic Form

*JUSTIFICATION:*

Required for graduate degree.

ART 7353 – Design Ethics

*JUSTIFICATION:*

Required for graduate degree.

ART 7354 – Design Issues

*JUSTIFICATION:*

Required for graduate degree.

ART 7377 – Graphic Design Art History

*JUSTIFICATION:*

Elective to fulfill required upper division course work (9 hours) in art history for MFA Master of Fine Art degree program.

ART 7899 – Art History Travel Research

*JUSTIFICATION:*

Elective to fulfill required upper division course work (9 hours) in art history for MFA Master of Fine Art degree program.

Course Deletions (in order listed on forms)

ART 7191 – Ceramics

ART 7192 – Painting

ART 7194 – Graphic Design

ART 7195 – Photography

ART 7196 – Printmaking

ART 7197 – Jewelry

ART 9610 – MFA Seminar

*JUSTIFICATION:*

Courses Replaced by General 2D or 3D studio course that describes the cross-discipline nature of coursework offered in program that is not specific to one art medium.

ART 7339 – Methods in Middle and Secondary School Art

ART 7430 – Foundations of Art Education

ART 7431 – Cultural Diversity through Art

ART 7432 – Curriculum and Methods in P-5 Art Education

ART 7433 – Methods in Middle and Secondary School Art

ART 7434 – History and Philosophy of Art Education

ART 7436 – Art Therapy/Special Population

ART 7438 – Curriculum Development in Art Education

ART 7999 – M.Ed. Thesis Project in Art Education

ART 8832 – Research in Art Education

ART 8834 – Readings in Art Education

*JUSTIFICATION:*

1. M.Ed., MAT with track in art education, Ed.S, and Art Education degree programs no longer offered; degrees were deactivated and terminated.

Course Revisions

ART 7190 – Drawing

*JUSTIFICATION:*

Provides explanation of studio opportunities that encourage cross-discipline work, representative of current practices.

ART 7193 – Sculpture

*JUSTIFICATION:*

Provides explanation of studio opportunities that encourage cross-discipline work, representative of current practices.

ART 7890 – Problems in Art

*JUSTIFICATION:*

Provide specific title to course describing content.

ART 8830 – Problems in Art Education

*JUSTIFICATION:*

Adjust course title for MFA degree program, re-title with appropriate name.

Program Revisions

M.F.A. Fine Arts (2D Graphic Design)

*JUSTIFICATION:*

Concentrations further defined to emphasize specific tracks students pursue; program page changes include new courses, revised titles, deleted courses.

M.F.A. Fine Arts (2D Studio Art)

*JUSTIFICATION:*

Degree Concentrations further defined to emphasize specific tracks students pursue; program page changes include new courses, revised titles, deleted courses.

M.F.A. Fine Arts (3D Studio Art)

*JUSTIFICATION:*

Degree Concentrations further defined to emphasize specific tracks students pursue; program page changes include new courses, revised titles, deleted courses.

**Dr. Flynn asked why the seminar course was being deleted. Dr. Carter explained that the department made the courses better by adding specific topics.**

**MOTION: Dr. Flynn made a motion to approve the submission by the Department of Art. A second was made by Dr. Liston. The motion to approve the New Courses, Course Deletions, Course Revisions, and Program Revisions by the Art Department was approved.**

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

**Department of Foreign Languages**

Course Deletions

SPAN 5235G – Spanish American Women Writers

SPAN 5330G – Afro-Hispanic Culture

SPAN 6232 – 16<sup>th</sup>-17<sup>th</sup> Century Drama in Spain

SPAN 6233 – 16<sup>th</sup>-17<sup>th</sup> Century Poetry and Prose in Spain

SPAN 6234 – Spanish American Poetry: 1910 to the Present

SPAN 6235 – 18<sup>th</sup>-19<sup>th</sup> Century Culture and Literature in Spain

SPAN 6236 – Modern Spanish American Theatre

SPAN 6331 – Contemporary Spanish American Culture and Civilization

SPAN 7230 – Epics and Ballads

SPAN 7231 – Picaresque Literature

SPAN 7236 – Contemporary Spanish American Literature

SPAN 7237 – Modernism

*JUSTIFICATION:*

SPAN/WGST 5235/5235G, SPAN/AAST 5330/5330G: With our reorganization of courses, these courses are no longer necessary, since their topics are included in other courses with broader topics. These courses were all too narrow for us to teach with regularity, and in some cases the faculty who taught them are no longer with us.

SPAN 6232 and 6233 are no longer necessary with the revision of 6230.

SPAN 6234 and 6235 are no longer necessary with the revision of 6231.

SPAN 6236 and 6331 are no longer necessary with the revision of 6237.

With the revision of the 7000-level courses, SPAN 7230, 7231, 7236, and 7237 are no longer necessary.

#### Course Revisions

SPAN 5230G – Medieval Spanish Literature

##### *JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 5232G – Literature of Hispanic Minorities

##### *JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 5234G – Peninsular Women Writers

##### *JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval. Course repeatable for credit with advisor approval.

SPAN 5332G – Hispanic Culture through Cinema

##### *JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 6230 – Survey of Colonial Spanish American Literature

##### *JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 6231 – Survey of 18<sup>th</sup>-19<sup>th</sup> Century Spanish American Literature

##### *JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 6237 – 20<sup>th</sup>-21<sup>st</sup>-Century Culture and Literature in Spain

##### *JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 7130 – Second Language Acquisition in Spanish

##### *JUSTIFICATION:*



New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 7131 – Stylistics in Spanish

*JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 7232 – Cervantes

*JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 7233 – Romanticism

*JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

SPAN 7234 – Don Quijote

*JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

Selected Topics Announcement

SPAN 7090 – Medieval Spanish Culture and Literature

*JUSTIFICATION:*

We are in the process of moving away from a strictly literature-based program to one that examines all cultural artifacts, including literature. This course will help students develop superior-level Spanish proficiency through the study of the context of Spanish Medieval culture and literature. The course is taught in Spanish.

**MOTION: Dr. McMillan made a motion to approve the submissions from the Department of Foreign Languages. A second was made by Dr. Flynn. The motion to approve the Course Deletions and Course Revision was passed.**

*Dr. Richard Mercier presented the agenda items for the Department of Music.*

**Department of Music**

Course Revisions

MUSC 7232 – Research Methodologies in Music Education

*JUSTIFICATION:*

New course title and description made to suit recommendations of accreditation agency (NASM).

MUSC 7630 – Seminar in Advanced Conducting

*JUSTIFICATION:*

One additional item added to course description and content to satisfy accreditation requirements (NASM).

Program Revision

Master of Music

*JUSTIFICATION:*

Slight modification of requirements so that courses will meet required minimum enrollments.

**MOTION: Dr. Flynn made a motion to approve the submissions from the Department of Music. A second was made by Dr. Ardian Greca. The motion to approve the Course Revisions and Program Revision was passed.**

*Dr. Trenton Davis presented the agenda items for the Department of Political Science.*

**Department of Political Science**

New Courses

PBAD 7134 – Public Management

*JUSTIFICATION:*

New Core Course

PBAD 7235 – Leadership of Public Organizations

*JUSTIFICATION:*

Converting a popular selected topics to a regularly offered course.

PBAD 7432 – Non-Profit Administration

*JUSTIFICATION:*

Making a Popular Selected Topics a regularly scheduled course

Course Deletions

PBAD 7120 – Written Communication for Public Managers

PBAD 7121 – Presentations for Public Managers

PBAD 7122 – Grant Writing for Public Managers

PBAD 7220 – Computer Applications for Public Managers

*JUSTIFICATION:*

Phasing out 2 credit courses and incorporating them together into 3 credit courses.

Course Revisions

POLS 7530 – Research Methods for Government

*JUSTIFICATION:*

Title change reflects change in title for PBAD 7530

PBAD 7020 – Selected Skills in Public Management

*JUSTIFICATION:*

Phasing out 2 credit courses and replacing with 3 credit courses.

PBAD 7221 – Geographical Information Systems for Public Management

*JUSTIFICATION:*

Phasing out 2 credit courses and replacing with 3 credit courses.

PBAD 7321 – Diversity Issues in Public Management

*JUSTIFICATION:*

Phasing out 2 credit courses and replacing with 3 credit courses.

PBAD 7320 – Community Organization and Development

*JUSTIFICATION:*

Phasing out 2 credit courses and replacing with 3 credit courses.

PBAD 7430 - Public Personnel Administration

*JUSTIFICATION:*

Change in title and course description replaces outdated terminology.

PBAD 7530 - Research Methods for Government

*JUSTIFICATION:*

Change in title and course description reflects changes in program (added nonprofit concentration).

PBAD 7620 – Capstone Seminar in Public Management

*JUSTIFICATION:*

Phasing out 2 credit courses and replacing with 3 credit courses.

PBAD 7730 – Internship in Public Management

*JUSTIFICATION:*

Pre-service students may need more internship experience than in-service students.

Program Revision

Master of Public Administration

(a) Current Revision

(b) Program Credit Hour Proposal

*JUSTIFICATION:*

Adding a new 3 credit CORE course.

**Dr. Diebolt asked that the Public Administration Proposal from January 2008 be put on the table for discussion. He added that increasing the program hour requirement to 39 would require BOR approval.**

**Dr. Davis explained that the Department wants to increase hours to move from a general program to a more defined program. The 12 hour block of electives will have a more defined set of electives.**

**The committee reviewed the proposal and recommended changes. The Department was asked to redo the current catalog pages to include:**

- 1) Current Courses**
- 2) Listing the 3 concentrations**
- 3) Leave the current program at 36 Hours**

**Proposal to go forward for increasing the number of credits to 39 to complete the program.**

**MOTION: Dr. McMillan made a motion to approve the New Courses, Course Deletions, and Course Revisions submitted by the Department of Political Science. A second was made by Dr. Liston. A separate motion was made by Dr. McMillan to approve the current program revision, with the understanding that a new program page be submitted to include the committee's recommendations. The program credit hour proposal to move from 36 to 39 will be considered in the future once it has received Board of Regents approval. Dr. Liston provided the second. The motion to approve all of the Department of Political Science agenda items, based on suggested revisions, was approved.**

**Revised Program pages are below:**

Georgia Southern University  
**Proposed New or Revised Programs**

To:  Undergraduate Committee (Date Format: 99/99/99) UC/GC Meeting Date  
 Graduate Committee (Date Format: 99/99/99) Date Submitted  
(Term Format: 200608) Proposed Effective Term  
CIP Code

College Code: 12 - CLASS Department Code: 1214 Department: Political Science

Current Name of Program (ex., B.S. Mathematics): Master of Public Administration

Proposed Name of Program (ex., B.S. Mathematics):

(Regents' format can be found at:  
<http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml>)

1. **Consistent with goals of: (check all that apply)**  
 Accreditation       College       Department       State/Regional Needs  
 University Strategic Plan
2. **Type:**  New Preliminary Proposal (Attach in Regents' required format)  
**OR**  
 Formal Proposal (Attach in Regents' required format)  
**OR**  
 Revision to Existing Program (Attach in Regents' required format)  
**OR**  
 Other Program Proposals or Revisions that do not require Regents' approval
3. **Proposal for:** Graduate Major **Other:**
4. **Degree:** MPA **Other:**
5. **Total Credit Hours Required:** 36
6. **Is this a change in credits (for Revisions only)?**  Yes  No
7. **Target Group of Students:** Graduate Students
8. **Additional Resources Needed: (check all that apply)**  
 Computer Needs       Distributed Learning Support       Equipment       Facilities  
 Faculty       Library Resources       Staff Support  
 Other
9. **A New or Revised Catalog Program Page must be attached.**  
**NOTE:** For Revised Catalog Program Pages:
  - Refer to *Sample Program Revisions* for layout format.
  - Deletions should be in **BOLD ITALICS** with a **strikethrough**.
  - Additions should be in **BOLD ITALICS**.
10. **Provide the Justification/Rationale for New or Revised Programs.**  
Course changes, inclusion of 3 concentrations, and some credit hour changes.

# PUBLIC ADMINISTRATION M.P.A., 36 HOURS

**Advising:** College of Liberal Arts and Social Sciences, Department of Political Science, ~~Dr. Erik Brooks~~ **Dr. Trenton J. Davis**, MPA Program, Georgia Southern University, P.O. Box 8101, Statesboro, GA 30460, phone (912) 478-1400, fax (912) 478-~~1396~~ 5348, email: mpa@georgiasouthern.edu

## Admission Requirements

### Regular

A student must have the following items in his or her portfolio:

1. Completed requirements for the Bachelor's degree in a college accredited by proper regional accrediting association.
2. A ~~2.5~~ 2.75 (4.0 scale) cumulative grade point average in undergraduate work.
3. Regular admission is typically offered to applicants who score at least 400 on the Verbal ~~or~~ and Quantitative ~~section~~ sections of the Graduate Record Examination (GRE) and have a score of at least 900 on the combined Verbal and Quantitative sections; and score at least 3 on the Analytical Writing section of the GRE taken after October 1, 2002.
4. A current resume detailing relevant work experience.
5. Three (3) letters of recommendation from persons familiar with the applicant's academic or employment experience.
6. Statement of career goals and objectives.

### Provisional

In the following circumstances, applicants who do not meet the above criteria may be admitted:

1. Provisional admission will be considered for applicants with an individual Verbal or Quantitative GRE section score of less than 400, or less than ~~a~~ 3 on the ~~a~~Analytical Writing section if strong evidence ~~of~~ or ability to perform well in graduate work is provided through reference to work experience or other means.
2. An applicant whose undergraduate record does not include American Government and/or Statistics with a minimum grade of "C" will be required to complete such course work before being allowed to enroll for more than 15 hours of graduate course work. (International students may have the American Government requirement waived as a prerequisite for admission, but must take such a class in the first semester enrolled in the MPA program.)

### Non-Degree

In cases of incomplete admission applications, an applicant must have an undergraduate GPA of ~~2.5~~ 2.75 and will be restricted to a maximum of three courses without gaining provisional or regular admission status. ~~two courses per semester (determined by the program director).~~

### Prerequisites:

At least one undergraduate class in American Government and one in Statistics, each completed with a minimum grade of "C".

### Program of Study

The graduate student and the MPA Program Director shall jointly develop a Program of Study ~~which that~~ includes ~~a 3-semester hour~~ 18-semester hours of core courses, 12-semester hours of concentration courses, 3-semester hours of internship (depending on whether student is pre-service or in-service), and 3-semester hours in capstone course. ~~core courses, 15 semester hours in basic principles courses, 4 semester hours in administrative skill courses, 9 (pre-service students) or 12 (in-service students) hours of electives, 3 semester hours of internship (pre-service students only), and 2 semester hours in a capstone course.~~

Core Requirements ..... 5 Hours

PBAD 7620—Capstone Seminar in Public Management (2)

PBAD 7631—Foundations of Public Administration (3)

Basic Principles ..... 15 Hours

Select one of the following

PBAD 7130—Ethics in Government (3)

PBAD 7133—Public Law and Administration (3)

Select one of the following

PBAD 7230—Budgeting in the Public Sector (3)

PBAD 7232—Public Sector Financial Management (3)

Select one of the following

PBAD 7330—Intergovernmental Relations (3)

PBAD 7331—Managing Small Cities and Towns (3)

PBAD 7332—State Government (3)

PBAD 7334—Rural Development Management (3)

PBAD 7335—Urban Management (3)

Select one of the following

PBAD 7430—Public Personnel Management (3)

PBAD 7431—Organizational Behavior in the Public Sector (3)

Select one of the following

PBAD 7530—Research Methods for Government (3) (prerequisite of "C" or better in undergraduate statistics)

PBAD 7531—Public Program Evaluation (3) (if the student had strong undergraduate methods training)

Administrative Skills ..... 4 Hours

Select two of the following:

<i>PBAD 7020 – Selected Skills in Public Management (2)</i>	
<i>PBAD 7120 – Written Communication for Public Managers (2)</i>	
<i>PBAD 7121 – Presentations for Public Managers (2)</i>	
<i>PBAD 7122 – Grant Writing for Public Managers (2)</i>	
<i>PBAD 7220 – Computer Applications for Public Managers (2)</i>	
<i>PBAD 7221 – Geographic Information Systems (2)</i>	
<i>PBAD 7320 – Community Organizing and Development (2)</i>	
<i>PBAD 7321 – Diversity Issues in Public Management (2)</i>	
<i>Public Administration or Related Electives</i> .....	<i>9 Hours (preservice) OR 12 Hours (inservice)</i>
<i>Other Program Requirements</i> .....	<i>3 Hours (preservice)</i>
<b>Core Requirements</b> .....	<b>18 Hours</b>
<i>PBAD 7130 - Ethics in Government (3)</i>	
<i>PBAD 7230 - Budgeting in the Public Sector (3)</i>	
<i>PBAD 7430 - Public Human Resource Management (3)</i>	
<i>PBAD 7530 - Research Methods for Public Administration (3)</i>	
<i>PBAD 7531 - Public Program Evaluation (3)</i>	
<i>PBAD 7631 - Foundations of Public Administration (3)</i>	
<b>Concentration Requirements</b> .....	<b>12 Hours</b>
<b>Students complete 12-semester hours in <u>one</u> of the following concentrations:</b>	
<i>Public Management</i>	
<i>Nonprofit Management</i>	
<i>Criminal Justice Management</i>	
<b>Internship</b> .....	<b>3 Hours</b>
<i>PBAD 7730 - Internship in Public Administration (3)</i>	
<b>Other Program Requirements</b> .....	<b>3 Hours</b>
<i>PBAD 7638 - Capstone Seminar (3)</i>	

Students who are not professionally employed in the public or ~~non-profit nonprofit~~ sector while a student in the MPA program will be required to complete an internship in a public agency or ~~non-profit nonprofit~~ organization before completing the program. Students must have completed at least 15 semester hours and have a GPA in the MPA program of at least 3.0 before enrolling for credit in the internship.

Proposal from January 2008 and the Program Credit Hour Proposal for 39 Hours are below:

### Summary of Proposed Curriculum Changes for the Master of Public Administration Program

#### 1) Converting and Consolidating

- Capstone to be changed from 2 credits to 3 credits.
- Converting 2 credit skills courses into 3 credit courses by merging related skills courses together.

#### 2) Internship

- Adjusting the internship credit from only 3 credits to either 3-6-9, dependent on student background. Pre-service students may require more internship experience than In-service students.

#### 3) Concentrations

- By adding concentrations in such areas as Criminal Justice, Public Policy, Non-Profit, and Public Management, we would attract more graduate students to the program. Prospective students inquire all the time about concentrations in the above areas.

#### **4) Adding a new Core course**

- Adding a new core course titled “Public Management”

#### **5) Changing the Overall Required Number of Credits**

- Adding this new core would take the required number of credits to graduate from 36 hours to 39 hours. Students will take the same number of courses, but the Capstone and the previous Skills classes are now three credits instead of two.
- Programs offering specialized concentrations typically require more credits than generalist degree programs. The "36 hour model" is commonplace in programs offering a generalist degree in public administration.
- The addition of three credit hours does not preclude students from completing the degree program in two years.

## **Why Georgia Southern?**

Certainly students have many choices in their graduate education. Why should a student choose the MPA program at Georgia Southern University?

First, the program now has concentrations in the fastest growing field, Non-Profit Administration and Criminal Justice (we currently have an undergraduate degree in Justice Studies). The latter is unique in this area and indeed is rare across the country.

Second, there is a strong breadth and depth of study that permits a student to get broad based general training and state of art exposure to a number of concentrations.

Third, students will get individual attention from faculty members and noted practitioners in the field. The size of our program and the number of students insures the one-on-one interaction that a larger program or a strictly on-line program would not have. The ratio of the 60-70 students to the 12-15 faculty is without parallel in the area.

Four, the program boasts an impressive mix of nationally renowned scholars and exceptional junior professors. Two of the faculty members quite literally wrote the textbooks that programs throughout the nation (and in one case, around the world) use. The junior faculty members are from the best Ph.D. programs and are the epitomes of the teacher-scholar model that Georgia Southern aspires to. With the addition of the Criminal Justice (Justice Studies) faculty, we have a core of faculty that is larger and more diverse than any in the state with the possible exception of Athens.

Fifth, the program and the faculty members through its alumni and adjuncts, is well-connected to the Coastal Empire and increasingly to the Atlanta area and Northern Florida.

The program is geared to in-service and pre-service students. In-service students can use their real work experience as the basis of their capstone and internship. Pre-service students have served in internships in local, state, and national government across the



state of Georgia as well as in Washington and across the nation. Courses are offered year round and there are usually a number of on-line courses to assist students with busy schedules.

Georgia Southern is a rising institution with a strong commitment to graduate education.

### **Benefits of the MPA Program at Georgia Southern**

The Master of Public Administration program (MPA) at Georgia Southern University is evolving into a comprehensive program that incorporates a solid core curriculum, buttressed by three distinct areas of concentration: Public Management, Nonprofit Management, Criminal Justice Administration.

The first concentration, public management, trains individuals to become leaders at the local, state, and federal levels of government. Individuals pursuing this concentration are exposed to all facets of public management, including – but not limited to – personnel and leadership, finance, intergovernmental relations, and public policy. The public sector is projected to remain a tremendous source of job growth. For example, the federal government is projected to hire 193,000 new employees to fill mission-critical positions over the next two years (American Society for Public Administration). At the local level the demand for professionally trained administrators remains high, as 58 percent of municipalities employ either a city manager or city administrator (National League of Cities).

The second concentration, nonprofit management, prepares individuals for careers as managers and technical professionals by providing specialized instruction in how nonprofit organizations operate. Generally speaking, non-profit organizations meet a wide spectrum of basic needs, including: food, clothing, shelter, and employment; child, handicapped, and elder care; and social advocacy for people in need. It is an important and growing sector, employing 14 million people nationwide or 10 percent of America's workforce (National Council of Nonprofit Associations). Indeed, the nonprofit sector in America employs a steadily increasing segment of the country's working population.

According to the 2005 U.S. Bureau of Labor Statistics, the average annual growth rate in employment for nonprofits (2.5%) was significantly higher than for business (1.8%) or government (1.6%) (*Nonprofit Almanac*, pp. 1-4). The number of Americans employed in the nonprofit sector has doubled in the last 25 years. Non-profit agencies are looking for trained MPA graduates and many of the current employees in such agencies look to return to school to earn their degrees. There is a potentially large market in the area.

Nonprofit organizations also have a strong presence in the southern region of Georgia, where nearly 1,500 nonprofit agencies are located in the Statesboro/Savannah area (Guidestar). The number of non-profit agencies has exactly doubled from 67 to 135 in Bulloch County and from 409 to 830 in Chatham County from 1995 to 2008. See Table 1 for an examination of the relative growth of non-profit positions (National Center for Charitable Statistics). In a report issued March 1, 2007, Bureau of Labor Statistics showed that nonprofit career growth surpassed growth paths for the private sector in 46 of the 50 states (including Georgia) (DiversityWorking.com). The revenues of these agencies has grown at an almost exponential rate. In Bulloch County, revenues over the last dozen years have increased six fold, while assets have grown 20 times. The growth in Chatham County has been a little less explosive, but impressive nonetheless (doubling revenues, and just under three times the assets over the same time period (National Center for Charitable Statistics).

A Brookings Institute study (2003) by Paul Light (“The Empty Government Talent Pool”) showed that new graduates were twice as likely to start their careers in the non-profit sector than their counterparts a decade earlier. According to the article, “this represents the most profound transformation” in public and non-profit employment since the merit system was created in 1888.

The third concentration, criminal justice administration, orients individuals interested in careers within the criminal justice system. Individuals pursuing this concentration are exposed to a wide array of courses that provide a comprehensive examination of justice, crime, and the law. The southern region of Georgia offers career opportunities within a variety of settings, including correctional institutions (state and federal), courts,

law offices, prosecutors' offices (investigations and victim assistance programs), sheriff's departments, local law enforcement, and state and federal investigative agencies.

Statistics from the U.S. Department of Labor highlight an urgent need for criminal justice professionals, citing a 21 to 35 percent rise in employment opportunities for police officers, detectives, and corrections officers by the year 2010. Table 2 extends those projections through 2016 for selected areas of law enforcement and criminal justice related services. The demand for private security professionals is also expected to increase faster than the average for all other occupations by 2010. Reflecting these trends, graduate and undergraduate enrollment numbers have steadily been on the rise. As one study (Farrell and Koch 1995) noted, the rise of criminal justice programs is slowly suffocating programs like general sociology. Colleges will need to adapt to the rise, according to the article (“Criminal Justice, Sociology, and Academia”). And this article predated a second explosive growth rate. The number of Ph. D. programs has doubled in the last 10 years and there is no end to the growth in sight. “The CSI Effect,” as it is called, is seen as one of the reasons for the explosive growth in undergraduate interest in criminal justice programs. Enrollments in Criminal Justice programs have increased by well over 100 percent over the last 15 years and they continue to grow. In addition, the entry level and supervisory positions are becoming increasingly professionalized, meaning that applicants for positions are at a severe disadvantage if they do not have the necessary education. Combining training in public administration with a concentration in criminal justice provides a strong complementary background for new professionals and mid-career enhancement opportunities for in-service professionals.

A program that combines the MPA program with a concentration in Criminal Justice has a natural clientele base just with Georgia Southern University graduates (Justice Studies has over 300 majors and is the most popular minor in the College). Over the last two decades, the MPA program has attracted a lot of in-service students. There is a large contingent of potential in-service people in the criminal justice profession who could be mobilized when this concentration is approved. In addition, the region has major law enforcement needs that likely will outstrip the national average, encouraging other students to consider Justice Studies/Criminal Justice as an

undergraduate major, knowing there is graduate degree potential. The courses for Criminal Justice are currently on the books.

PBAD 7133: Public Law and Administration

PBAD 7632: Public Safety Management

PBAD 7633: Correctional Management

PBAD 7634: Juvenile Justice Management

PBAD 7635: Police Organization and Management

PBAD 7636: Administration of Justice

The MPA program's structure provides students with a unique environment where pre- and in-service students, from three distinct, yet interrelated, areas of concentration interact and learn. This structure provides an ideal environment for specialized instruction, with a solid core curriculum backed by Georgia Southern University's long-standing, nationally accredited public administration program.

Finally, the MPA program takes extra care to develop individuals in the area of diversity management. Regardless, of one's area of concentration or future career plans, diversity is an area of growing importance. According to the National League of Cities, nine out of 10 major metropolitan areas in the U.S. experienced an increase in diversity over the past 10 years. A Brookings Institute report found that the city of Atlanta, Georgia's immigrant population grew to 27,000 from 1990 to 2000. Even more telling was the finding that, for every new foreign-born resident the city added in the 1990s, the surrounding suburban region gained 21. The continued growth and diversification of the U.S. population punctuates the importance for diversity training in all facets of the public and nonprofit sector. Students of Georgia Southern University's MPA program are provided a unique opportunity to develop a relevant skill set in the area of diversity management, which is transferable to a career in public or nonprofit management or justice administration.

Table 1

**Number of Employees: Nonprofit, Business, and Government Sectors  
1977-2006**

<b>Sector</b>	<b>1977</b>	<b>1982</b>	<b>1987</b>	<b>1992</b>	<b>1997</b>	<b>2001</b>	<b>2006</b>
<b>Total All Sectors (millions)</b>	82.4	89.4	102.3	108.6	122.6	131.8	134.4
(In millions, 82.4=82,400,000)							
<b>Nonprofit</b>	6.0	7.0	8.0	9.7	11.3	12.5	13.9
Independent sector	5.5	6.5	7.4	9.1	10.6	11.7	11.9
Other nonprofit	0.5	0.5	0.6	0.6	0.7	0.8	1.0
<b>Business (for-profit)</b>	61.3	66.6	77.3	80.2	91.7	98.4	100.1
Goods	24.3	23.8	24.8	23.2	24.9	24.9	25.1
Services	37.0	42.8	52.5	57.0	66.8	73.5	75.0
<b>Government</b>	15.1	15.8	17.0	18.7	19.6	20.9	21.3
Federal (civilian)	2.7	2.7	2.9	3.0	2.7	2.6	2.6
State	3.4	3.6	4.0	4.4	4.6	4.9	4.9
Local	9.0	9.5	10.1	11.3	12.3	13.4	13.8

Original table from *Independent Sector: Nonprofit Almanac* (2003) updated with Bureau of Labor Statistics (2008).

Table 2  
**Projections Data from National Employment Matrix:  
 Selected Areas of Criminal Justice**

<b>Occupational title</b>	<b>Employment, 2006</b>	<b>Projected employment, 2016</b>	<b>Change, 2006-16</b>	
			<b>Number</b>	<b>Percent</b>
<b>Police and detectives</b>	861,000	959,000	97,000	11
<b>First-line supervisors/managers of police and detectives</b>	93,000	102,000	8,500	9
<b>Detectives and criminal investigators</b>	106,000	125,000	18,000	17
<b>Police officers</b>	654,000	724,000	70,000	11
<b>Correctional officers</b>	500,000	582,000	82,000	16
<b>First-line supervisors/ managers of correctional officers</b>	40,000	45,000	5,000	13
<b>Bailiffs, correctional officers, and jailers</b>	460,000	537,000	77,000	17
<b>Probation officers and correctional treatment specialists</b>	94,000	105,000	11,000	11
<b>Social and human service assistants</b>	339,000	453,000	114,000	34

Source: US Department of Labor: Bureau of Labor Statistics, Occupational Outlook Handbook (2008).

## **Explanation of the Proposed Changes**

### **Changing the Capstone from two credits to three credits:**

The Capstone experience has been changed from 2-credits to 3-credits. We have expanded the scope of the capstone paper to combine a broader theoretical perspective. As currently constituted, students are supposed to use the Capstone to “close the circle.” They are to take the materials that they learned in their substantive classes and apply a number of theoretical principles to examine their internship or in-service experiences. We are asking students to spend some additional time and effort to do this. We want them to be able to think critically about their experiences and to meld the practical aspects of their internships to the theoretical principles gleaned from their course work. The Capstone experience will reflect more of the evolving process of honing a paper through multiple drafts and careful feedback. Students are expected to turn in pieces and then drafts and get comments from faculty members before proceeding with the final draft and then the oral defense. In their roles as future analysts, we ask these students to spend the concluding part of the Capstone paper really thinking about the policy and organizational recommendations they would make to see their agency or company improve. Over time, the work required of students in this Capstone has expanded. This change to three credits is recognition of those changes.

The Capstone experience is an important rite of passage for students. It asks them to synthesize a vast body of substantive material (as a final examination might). But more importantly, for the student as future administrator, it asks them to apply the theory to practice both in understanding how the principles of public administration affect their agency and in recommending specific proposals for improvements. Changing this to three credits not only acknowledges the amount of work, but coupled with the internship, the total of six credits (or more in some circumstances) underlies the importance of these final steps in the program.

In addition, it should be noted that we have skills courses (which we are proposing consolidating) to help future managers with their writing and presentation skills. The

Capstone asks them to apply those skills they have learned over the course of their program. They do extensive writing assignments to build to a final draft of the Capstone paper and they do oral presentations along the way culminating in their defense, which asks for a formal oral presentation, complete with Power Point presentation (or something comparable) as a way to evaluate their proficiency in these areas as well as in the substance of the program.

### **Why are we eliminating some of the two credit courses?**

We are deleting the 2-credit courses from the catalog, but we are not completely deleting them from the curriculum. Rather, we are combining some of them into other courses that they complement. It is a benefit for students and instructors, the option for taking these courses will come up more often and the way the material is taught will be more beneficial to the MPA graduates. We have generally relied on outside practitioners to teach a number of the skill courses. That has some real benefits for the students who get to see a practical, hands-on set of skills from people who are on the frontlines in various agencies. But sometimes, these courses lack real rigor of a graduate course and lack the theory that complements the practice. By combining theoretical classes with practical skills, we can insure students get both. We can rely on a few highly qualified practitioners to teach a few of these new courses, but most of these courses will be taught by faculty members who will bring the resident experts into their classes for 2-3 weeks to talk about some of the more practical aspects of the course. We have let the evolution of the field and the demands of our clientele guide us in making the decisions on which classes to eliminate and which ones to consolidate.

Perhaps the best example of how this works is the following: PBAD 7320 Community Organization and Development (2-credit) and PBAD 7122 Grant Writing (2-credit) will be combined into one, 3-credit course, because Grant Writing is a very important aspect of Community Organization and Development, and it would be beneficial to teach them together. For other courses, like the old PBAD 7020 (Selected Communications Skills), PBAD 7120 (Written Communications), and PBAD 7122 (Presentations for Public



Managers) will be combined into one three-credit course the proposed PBAD 7031, Selected Communication Skills in Public Management.

In addition, it is important to note that all of the graduate courses in the MPA program require writing and most require oral presentations (using technology) thus reinforcing the use and sharpening of these skills. In addition, the extended Capstone with its final oral presentation is a semester long practical exercise in formal writing and formal oral presentation.

Geographical Information Systems (PBAD 7221) and Computer Applications (PBAD 7220) will be combined into a 3 credit course called Information Technology for Public Managers (PBAD 7233). Geographical Information Systems (GIS) is a fast growing, multi-disciplinary field. GIS is used for all sorts of engineering and public policy decisions, such as combating crime by mapping its occurrence to see the best way to deploy finite law enforcement resources. When we devised the course, it was a novel idea with limited practical applicability. Today, it is a growing field and extending the course to three credits is an acknowledgement of its importance to public managers. Information Technology is another rapidly changing and growing field. Less than a generation ago, public managers were resistant to such changes and often felt overwhelmed by them. We feel it is critical to expose students to these issues if only to increase their comfort level. Our Research Methods course (PBAD 7530) addresses many of these issues, showing students the new statistical techniques and having them use software that will serve them well in their future positions. All of our surveys overwhelmingly carry one message from our alumni: "We hated the Methods course at the time, but thank you for making us take it. We use the principles and techniques on a regular basis." Our surveys to employers also carry a number of clear messages; perhaps the loudest is to prepare our future administrators to use the tools of the trade. Every area of public life is moving toward performance based evaluation and evidence based decision making. We are using these courses to enhance the tool set that our alumni bring to their new positions and will permit them to be able to contribute to such evaluations.

We are converting PBAD 7321 (Diversity Issues in Public Management) from 2 credits to 3 credits. Diversity in the public sector is a relatively recent phenomenon tracing back little more than a generation. Today it is one of the critical issues in public management. National Association of Schools of Public Affairs and Administration (NASPAA), the governing body of the MPA programs, strongly advises offering a Diversity course. Indeed, we were one of the first schools to put one into the curriculum and urge students to take the class. Today, it is essential. And South Georgia is an area of growing diversity. All studies show that diversity is not only not going away, it is growing and changing at an exponential rate and moving in a variety of directions. We think it is an important enough issue that students should spend additional class time learning about it and considering the implications. From an epistemological perspective, we can offer a multi-layered sophisticated course in Diversity because the number of journals and journal articles dedicated to the social construction of diversity and the opportunities and constraints faced by public organizations have proliferated. The legal, ethical, and personnel issues are sufficiently complex and nuanced to make this an important component of our curriculum.

In our surveys, both alumni and employers mention dealing with diversity was one of the challenges they are continually facing. We feel that this course is responsive to those concerns. It can also be easily tailored to each of the concentrations.

Finally, these changes have the not to be overlooked virtue of adding some simplicity to the program. This was done in part to return to more simplified scheduling by both faculty and students. One of the chronic problems that we would have is that we could only offer a single two credit course a semester (given budget constraints or the availability of adjuncts). Consequently, students often arrived near the end of their programs two credits short and would have to stay an extra semester to take that course or take an independent readings course. This change will eliminate many of those problems. Most of the students rejoiced when they were told that the two credit courses were being phased out and changed to three credits. For faculty members,

there were always concerns about how two credit courses were counted in load (and often had to be done as overloads).

### **Why are we changing the overall required number of credits?**

We propose changing the number of credit hours required to graduate from 36 hours to 39 hours. There is essentially no additional course work, just the expansion of two credit courses to three credit courses. Having the additional three hours also allows us to expand the core to reflect changes in the field and to permit students to have a concentration (all discussed below). This is average for the state where the range of credits is from 36 to 42. One program in the region, University of Alabama-Birmingham, has a 52 credit requirement. The move is to more specialized programs and more credits with NAASPA, the accrediting agency estimating that almost two-thirds of the accrediting programs in the nation have added credit requirements in the last decade.

The addition of the Principles of Public Management course increases the number of MPA program credit hours from 36 to 39. According to NASPAA, the accrediting agency, the "overall" average for all MPA programs across the country is 39-40 credits. Here is a list of the "total" required hours for NASPAA accredited MPA programs in the state of Georgia.

Clark Atlanta University: 42

Georgia College & State University: 36

**Georgia Southern University: 36 current, proposed 39**

Georgia State University: 39

Kennesaw State University: 36

Savannah State University: 36

University of Georgia: 41

University of West Georgia: 36

Valdosta State University: 36

What can be parsed from this list is that programs offering specialized concentrations (e.g., Clark Atlanta, Georgia State, and UGA) have programs requiring more than 36 hours. The "36 hour model" is commonplace in programs offering a generalist degree in public administration - which is precisely what we are attempting to move away from. Moreover, the addition of three credit hours does not preclude students from completing the degree program in two years.

In essence, it is important to remember that students do not need to take any additional courses. Part of the requested changes is to move from two credit courses to three credit courses. Students are currently required to take two "skills" courses that are two credits each and a capstone course (which is also two credits). Some of these skills courses are no longer particularly relevant while the importance of others has grown. As a consequence, we eliminated some of these courses and expanded some of the other courses to three credits. Students will take the same number of courses, but two of their courses and their Capstone class will now be three credits instead of two.

By adding one additional course to the core, students will be taking one less elective course. They still have twelve hours of electives (plus six hours of Internship/Capstone). Most students will opt for one of the three proposed concentrations: Non-Profit, Public Management, or Criminal Justice.

### **What other changes are major?**

- As noted, the Capstone paper has been changed from 2-credits to 3-credits. We have expanded the scope of the capstone paper to combine a broader theoretical perspective. Changing the capstone from two to three credits also makes it comparable to other elements in the program.

- Internship Credit has been changed from only 3 hours to 3, 6, or 9 hours (for pre-service and in-service). Internships serve an important role and are often an entry, whether formal or informal, to a future position. We returned internship to variable credit to reflect the wide range of work experience of our students. We do not want to turn out

people with management degrees who have never really worked. Most of our internships will continue to be three credits, but this change permits us to have some flexibility in individual cases that might merit a longer, more in-depth internship.

- The addition of three new proposed courses: Public Management, Non-Profit Management, and Leadership of Public Organizations. These are important courses, offered in many accredited programs. We have offered two of these courses in the past as Special Topics. We discuss each of the proposed courses below.

- The development of three concentrations to reflect changes in the field and demand. Non-Profit is *the* growing field in public administration and there is a lack of such programs in the region. We agreed to implement a previous decision to offer a Criminal Justice concentration, which has been on the offing for a number of years. Advocates argue that this would bring new enrollments from people interested in that as a specialty. And we have the depth of faculty to teach it now. Public Management is a strong alternative for those who are not interested in either of the other two concentrations.

### **What new courses are being added to the Curriculum?**

We are creating three new courses. One of those courses will be placed into the Core and be required of all students. We are converting two popular Selected Topics courses to regularly offered courses, Leadership of Public Organizations (PBAD 7235) and Non-Profit Administration (PBAD 7432). The newer faculty really wanted a managerial course in the core. However, we could not find a core course that was expendable enough to eliminate, so we added it on as another core course. These colleagues, in particular, argued that 39 credits were a reasonable degree program in today's market. And indeed that reflects national averages.

**Leadership of Public Organizations** has been a very successful class that combines a rich theoretical basis with the practical realities of leading a public organization. It combines important concepts of political science and public administration. The course

is designed to explore the role of leadership in public and non-profit organizations. It is an elective course.

The following is a description of the proposed Leadership course:

PBAD 7435: Leadership in Public Organizations

This seminar examines the extensive literature on successful leadership in public agencies and nonprofit organizations. Particular attention is given to identifying good leadership practices and distilling principles of exemplary leadership.

**Non-Profit Administration** is long overdue for becoming a permanent course. It is the fastest growing field in public administration. Every program is scrambling to teach this course as it is in great demand nationally. Like most programs, we had to persuade one of our existing faculty members to retool and teach it. This year we were able to attract a freshly minted Ph.D. from one of the few programs in the nation that offers a specialization in non-profit administration. For the last three years, we have been recruiting for an expert in this area. This year, we were finally successful. We are building a concentration in Non-Profit Administration that will advance the Georgia Southern MPA Program toward the forefront nationally. We should be able to enhance our recruiting efforts just by adding this concentration.

The Non-Profit seminar will examine the role of nonprofit organizations in today's society. Since the cornerstone of nonprofit organization is to fulfill a specific mission, the seminar examines the missions of some nonprofit organizations and the significance of fundraising in nonprofit organizations. The seminar will explore methods of raising money and the keys to successful fundraising, including the grant writing process. The course will focus most on nonprofit management issues. The seminar will investigate management in nonprofits such as organizational theory, volunteerism, strategic planning, marketing strategies of nonprofit organizations, and fiscal procedures. The final stop on the journey explores executive leadership and marketing nonprofit organizations. By the conclusion of this course students enrolled in this course will be

able to start a nonprofit organization or improve an existing nonprofit organization. Also by the end of this course, students will have an extensive nonprofit vocabulary and extensive knowledge of the issues facing nonprofit organizations.

Students and alumni often end up in non-profit organizations coming out of our MPA program. They take their skills and knowledge and need to be retrained to a degree to meet the challenges of leading a non-profit organization. By having a concentration (four elective courses plus components of other courses), we will send out graduates who are much better able to assume significant roles on day one in their new positions. Exit interviews and surveys with students and alumni responses often recommend that we enhance our offerings in non-profit administration. We are responding to those strongly worded requests and to visible changes in the discipline.

The following is a description of the proposed Non-Profit Administration class:

### **PBAD 7432: Non-Profit Administration**

This course is designed to examine the operation of nonprofit organizations in the United States, and the processes that help to define and shape these organizations within the contexts in which these entities operate. We will critically examine major concepts and issues such as, staffing, computerizing, planning, financing, and evaluating nonprofit organization.

Finally, but significantly, we are adding **Public Management** as a core class. The addition of Public Management closes a important gap in our existing curriculum. Our initial vision for the course is that it will be centered around four overarching modules: (1) the environment of public organizations, (2) leadership and structures of communication, (3) internal management process and (4) performance measurement and management. Students pursuing an applied, management based degree, such as an MPA, should be exposed to these areas of public management.

Public Management is a multi-faceted, core course in the MPA program. The course is designed to provide students in public affairs with an understanding of public management as a field of academic study and an area of professional practice. The course will identify the content, theory, and practice of a variety of concepts within the field of public management. The seminar assesses how the core activities of government are performed from the legal, managerial, and political perspectives. It will help students in appreciating, as well as understanding, the important roles of individuals and their organizations for accomplishing the task of public and not-for-profit administration. Most importantly, it will help students develop an understanding of the interplay between theory and practice of public management

This new proposed core course, "Principles of Public Management," should be taken in the student's final semester (e.g., Spring 2010 for the 2008 cohort). At least some of our graduating MPA students leave with a big question mark or gulf regarding the integration of theory with practice. This course would be the perfect opportunity to tie together the components of their previous course work with the practical knowledge brought back from the internship experience. This course will touch upon components of leadership and followership, communication and decision making, traditional organizational structure issues, as well as various social roles in organizations. This is also the perfect course to touch-on some selected skills, such as grant writing, presentations/speaking, and so on. In addition, this will help students who will be writing their Capstone papers during the same semester to synthesize the material that will comprise the centerpieces of their final papers.

The description for the course will include the following:

#### **PBAD 7134 Principles of Public Management**

This course provides insights and skills necessary to manage and lead agency operations. It focuses on management processes such as setting strategic direction, communications, crisis management, the management of partnerships with the private and non-profit sectors, and the management of information technology.



Principles of Public Management will also fit nicely with the new specialized concentrations, as the material will be applicable to the practitioner in government, non-profit (human services), or Criminal Justice.

### **What are the other impacts of adding this to the Core?**

First, and most obviously, adding Principles of Public Management increases the "core" MPA curriculum from six courses (or 18 hours) to seven courses (or 21 hours). Ideally, students will take this course after being exposed to Foundations of Public Administration (PBAD 7631), Personnel Management (PBAD 7430), and Research Methods (PBAD 7530). The "old" core did not address these areas in any unified or systematic fashion; rather, students have primarily been exposed to different substantive areas (e.g., budgeting, personnel, ethics, inter governmental relations (IGR), and so forth).

Second, the addition of the Principles of Public Management course increases the number of MPA program credit hours from 36 to 39. According to NASPAA, the accrediting agency, the "overall" average for all MPA programs across the country is 39-40 credits. The "36 hour model" is commonplace in programs offering a generalist degree in public administration. Programs with concentrations typically require 39 credits and in most cases, even more. It is important to underline that the addition of three credit hours does not preclude students from completing the degree program in two years.

### **How will the Concentrations Work?**

Students will take the core courses (proposed to be 21 hours) and then can use four of their electives to "concentrate" in one of three areas: Public Management, Non-Profit Administration, or Criminal Justice. Presumably, the students would also take their Internship and Capstone Experience in those concentrations as well, giving them in effect 18 credits in the area of concentration. We would like it if this concentration would be noted on their transcripts.

When students come in for advising near the end of their first semester, they will be asked to "declare" a concentration. This will help us determine course demand/load in advance, as well as target the number of internships we will need in each area. If a student does not opt for Non-Profit or Criminal Justice, they would become a Public Management student by default.

Typical Program of Study:

21 core hours (7 classes)

12 concentration hours (4 classes)

3 hours of capstone

3 hours of internship (or more if deemed necessary)

39 hours total

### **What are the Advantages of Concentrations?**

In terms of a move nationally to concentrations, we are a bit behind the times. It is not uncommon to find MPA programs with concentrations/specializations in one or more areas: Budgeting/Finance, Criminal Justice, Economic Development, Public Management, Education, Emergency Management, Information Technology, Leadership, Human Resources, International or Comparative Public Administration, and Non-Profit Management.

According to the NASPAA website: 84 accredited programs offer a concentration in Non-Profit, 71 offer a concentration in Public Management, and 34 programs offer a concentration in Criminal Justice. According to the website, there are a total of 137 NASPAA accredited programs offering the MPA.

Where you are more apt to find a generalist MPA degree, like the one we currently offer, is (1) in very small programs, with very little growth potential and (2) in larger programs situated in a Department of Public Administration or College of Public Affairs, or a Department of Public Policy or Urban Affairs. In such departments, it is common to offer

a more generalist MPA degree, in addition to specialized graduate degrees in City Management (Masters of City Management), Health Administration (Masters of Health Administration), Public Policy (Masters of Public Policy), Public Management (Masters of Public Management), Public Service (Masters of Public Service), and/or Public Affairs (Masters of Public Affairs).

There is no downside for the student. The default option, a concentration in Public Management, would provide a more refined version of the current degree. Other students could take advantage of Non-Profit, as noted the fastest growing field in the discipline, or Criminal Justice, where we have a huge existing clientele and an increasingly strong faculty presence.

**Do we know if these changes will influence our enrollment either positively or negatively?**

This is a very positive step for our current and future graduate students. The change from 36 to 39 hours is simply because of the change in several course credit hours (the Capstone project and the skills courses). It also permits us to offer students the opportunity to specialize in one of three proposed concentrations. Pre-service students need more experience in the workplace than in-service students. Requiring more credit hours and interning will help them gain the knowledge and practical experience necessary to acquire the jobs they want after graduation. Another goal for the program is to start offering concentrations, one particular area would be Criminal Justice, which is one of the most common questions asked by students wanting to apply to the program (and a reason we do not get as many applications right now, is because we do not currently offer this (and others) as a concentration). Having Non-Profit as a concentration should boost our admissions to the program. This is a growing area of interest nationally and regionally. If we are able to advertise the availability, we will attract new students. The addition of Criminal Justice could have profound effects on our enrollments. There is a huge potential clientele, both among undergraduate majors (the largest single major in CLASS) and in the professional realm, with the local, state, and federal law enforcement agencies in South Georgia.

We doubt there will be any negative fall out from adding three credits to the curriculum. If there is any, it will be overwhelmed by the positive reaction to the creation of the new concentrations.

**What is the position of our stakeholders (potential employers, alumni, current students, faculty members) regarding the major proposed changes?**

There is broad and deep consensus that these changes are overdue and very positive. Surveys we conducted two and three years ago for our accreditation process and follow up meetings with many of these groups have expressed support for different aspects of the changes. We would move closer to the leading edge with concentrations in Criminal Justice and Non-Profit Management. Within the field of Public Administration, Non-Profit Management is the fastest growing field. This would help grow the MPA program. The addition of a Criminal Justice concentration would be a major boon to the program. We get dozens of inquiries about a graduate program in Criminal Justice each year. We have over 400 undergraduate majors, creating a natural constituency to cultivate. In addition, we are continually approached by representatives from local, state (Georgia Bureau of Investigation), and federal (Federal Law Enforcement Training Center) law enforcement agencies about our undergraduate and potential graduate programs. By hiring three new faculty members in this area, we can finally staff our graduate and undergraduate courses in this area. More than that, we are responding to changes in the discipline, anticipating the future direction of the field, and responding to the needs of the region and the desires of our students.

In the last four years, we have hired eleven new faculty members. Three of them are core members of the MPA faculty. They come from the best programs in the country and are at the cutting edge of discipline in their research and teaching. They have had a major input in identifying what is happening in the subfield and some of these changes reflect their valued judgments. Of the remaining eight new faculty members, five teach in the Justice Studies program and will be contributing to the MPA program in the Criminal Justice concentration. Quite literally, they are among the best and the brightest

across the nation. They have brought an enormous visibility to Georgia Southern on a number of levels. The level of published scholarship in the department has increased four-fold in the last five years. Our students are the beneficiaries of the fact that these productive scholars are excellent teachers as well. But I remind our students that their friends at the University of Georgia, Kennesaw, Valdosta, Georgia State and elsewhere are reading the published work of our faculty. And I might mention that two of our senior faculty, Nicholas Henry and George Cox, have literally written the books that are used nationally and in Dr. Henry's case internationally in the public administration field.

We have arrived at a unique moment in the Department and the MPA Program's history where we have a critical mass of excellence in our new faculty. They are current with the latest theories, methods, and advances in their fields. We have carefully recruited them so that we can reorganize and grow our MPA program. Changing some of the two credit courses is a reflection of what is going on in the field. Adding Principles of Public Management is based on the expertise of our new members that is an important component of an excellent MPA program that has fallen through the cracks here at Georgia Southern. The concentrations are a reflection of a new burgeoning field in public administration (Non-Profit Management) and a real vacuum in the area (Criminal Justice).

We have been charged with trying to grow graduate programs by 25 percent and to do so with limited or little in terms of new resources. These changes will help us realize those goals. But more importantly, providing more rigor and a sharper focus in some areas will not mean that our program will grow indiscriminately. Rather, in adding these concentrations, we have one eye firmly on the quality of our graduate programs. We believe we will attract more and better students to this revised program. Of course, additional assistantships would help us to be able to insure that we can attract these excellent students.

There are a number of enclosures (attached separately):

Current Program of Study

Proposed Program of Study

## PUBLIC ADMINISTRATION M.P.A., 39 HOURS

**Advising:** College of Liberal Arts and Social Sciences, Department of Political Science, Dr. Trenton J. Davis, MPA Program, Georgia Southern University, P.O. Box 8101, Statesboro, GA 30460, phone (912) 478-1400, fax (912) 478-5348, email: mpa@georgiasouthern.edu

**Admission Requirements**

**Regular**

A student must have the following items in his or her portfolio:

1. Completed requirements for the Bachelor's degree in a college accredited by proper regional accrediting association.
2. A 2.75 (4.0 scale) cumulative grade point average in undergraduate work.
3. Regular admission is typically offered to applicants who score at least 400 on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) and have a score of at least 900 on the combined Verbal and Quantitative sections; and score at least 3 on the Analytical Writing section of the GRE taken after October 1, 2002.
4. A current resume detailing relevant work experience.
5. Three (3) letters of recommendation from persons familiar with the applicant's academic or employment experience.
6. Statement of career goals and objectives.

**Provisional**

In the following circumstances, applicants who do not meet the above criteria may be admitted:

1. Provisional admission will be considered for applicants with an individual Verbal or Quantitative GRE section score of less than 400, or less than 3 on the Analytical Writing section if strong evidence or ability to perform well in graduate work is provided through reference to work experience or other means.
2. An applicant whose undergraduate record does not include American Government and/or Statistics with a minimum grade of "C" will be required to complete such course work before being allowed to enroll for more than 15 hours of graduate course work. (International students may have the American Government requirement waived as a prerequisite for admission, but must take such a class in the first semester enrolled in the MPA program.)

**Non-Degree**

In cases of incomplete admission applications, an applicant must have an undergraduate GPA of 2.75 and will be restricted to a maximum of three courses without gaining provisional or regular admission status.

**Prerequisites:**

At least one undergraduate class in American Government and one in Statistics, each completed with a minimum grade of "C".

**Program of Study**

The graduate student and the MPA Program Director shall jointly develop a Program of Study that includes 21-semester hours of core courses, 12-semester hours of concentration courses, 3-semester hours of internship (depending on whether student is pre-service or in-service), and 3-semester hours in capstone course.

**Core Requirements** ..... 21 Hours

- PBAD 7631 - Foundations of Public Administration (3)
- PBAD 7430 - Public Human Resource Management (3)
- PBAD 7230 - Budgeting in the Public Sector (3)
- PBAD 7530 - Research Methods for Public Administration (3)
- PBAD 7130 - Ethics in Government (3)
- PBAD 7531 - Public Program Evaluation (3)
- PBAD 7134 - Public and Nonprofit Sector Management (3)

**Concentration Requirements** ..... 12 Hours

Students complete 12-semester hours in one of the following concentrations:

- Public Management or*
- Nonprofit Management or*
- Criminal Justice Management*

**Internship** ..... 3 Hours

- PBAD 7730 Internship in Public Administration (3)

**Other Program Requirements** ..... 3 Hours

- PBAD 7638 Capstone Seminar (3)

Students who are not professionally employed in the public or nonprofit sector while a student in the MPA program will be required to complete an internship in a public agency or nonprofit organization before completing the program. Students must have completed at least 15 semester hours and have a GPA in the MPA program of at least 3.0 before enrolling for credit in the internship.

*Dr. John Murray presented the agenda items for the Department of Psychology.*

### **Department of Psychology**

#### New Courses

PSYC 7111 – Supervision

#### *JUSTIFICATION:*

The course is a requirement both for the degree and for accreditation.

PSYC 7134 – Physiological Psychology

#### *JUSTIFICATION:*

Our PsyD program would be a stronger program for our students if we offered a collection of biological-based courses. As one foundational option for such a biological grouping, Physiological Psychology would be a new course. We anticipate that a collection of biology-based courses will also enhance our PsyD program such that accreditation is more likely.

PSYC 7135 – Health 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 an elective requirement for the PsyD program and the MS in Psychology program.

PSYC 7136 – Geropsychology

#### *JUSTIFICATION:*

The course will count as an elective for students enrolled in the PsyD program. As the mission of the PsyD program is to provide a generalist experience, this course will provide information pertaining specifically to how to best serve older adults.

PSYC 7334 – Couples and Family Psychotherapy

#### *JUSTIFICATION:*

The course is consistent with the mission statement of the PsyD program to create a generalist/rural psychology program. Teaching couples/family systems and psychotherapy is necessary to train students according to the model.

PSYC 7336 – Child Psychopathology and Assessment

#### *JUSTIFICATION:*

Required for Doctorate of Psychology program.

PSYC 7337 – Clinical Health 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 an elective requirement for the PsyD program.

PSYC 7733 – Combined Group Practicum

*JUSTIFICATION:*

This course is needed to provide an experience where Psy.D. students develop psychotherapy skills in peer-group supervision.

Course Deletions

PSYC 5230G – Health Psychology

PSYC 5330G – Psychology of Aging

*JUSTIFICATION:*

These two courses are unnecessary, as they have been proposed as 7000 level courses for the PsyD program. Having them at the 5000 level is inappropriate for doctoral level.

Course Revisions

PSYC 7231 – Assessment I

*JUSTIFICATION:*

Accreditation of the PsyD program requires that we offer a course in Psychometric Theory. We are designating our first Assessment course as that course. We are changing the title and course description to match the course content.

PSYC 7234 – Assessment II

*JUSTIFICATION:*

Accreditation of the PsyD program requires that we distinguish courses in our assessment series in terms of theoretical and skill-based content. We are changing the title and course description of this course to match the course content of intellectual assessment.

PSYC 7235 – Group Psychotherapy

*JUSTIFICATION:*

We are fixing an error in the co-requisite number.

PSYC 7236 – Physiological and Neuropsychology

*JUSTIFICATION:*

Based on the advice of a program consultant, we are splitting Physiological and Neuropsychology course into two courses. This course will cover Neuropsychology.

PSYC 7238 – Child and Family Psychotherapy

*JUSTIFICATION:*

After conferring with an accreditation consultant, we determined that child psychotherapy should be taught in a single course. We have created a new separate course targeting Couples and Families.

PSYC 7335 – Assessment III

*JUSTIFICATION:*

Accreditation of the PsyD program requires that we distinguish courses in our assessment series in terms of theoretical and skill-based content. We are changing the title to match the course content of personality assessment.

PSYC 7633 – Psychotherapy Skills III

*JUSTIFICATION:*

As the PsyD program has developed, we have determined that the content of this course should focus on the development of skills related to working with children and families.

Selected Topics Announcement

PSYC 7030 – Child Psychotherapy

*JUSTIFICATION:*

This course has been added to the PsyD curriculum and will officially take effect in Fall 2010. In order for us to offer the course before Fall (i.e., Summer, 2010), we must offer it as a Selected Topics.



#### Program Revisions

M.S., Psychology (Psy.D. track)

##### *JUSTIFICATION:*

We have made changes in the comprehensive examination component of the PsyD program. We have deleted the comprehensive exams and have replaced them with a clinical qualifying examination (for the doctoral level). Therefore, we are omitting the requirement that comps must be passed to earn the MS.

Psy.D., Clinical Psychology

##### *JUSTIFICATION:*

The Psy.D. program is currently in its 3rd year of existence and is still in stages of development. The Department consulted with an expert in programs such as ours who recommended some curriculum changes as we approach our accreditation visit, Fall 2011/Winter 2012. These changes are the result of consultant recommendations and our own sense of how the program is progressing, given we have had the benefit of 3 cohorts of students.

**MOTION: Dr. Flynn made a motion to approve the submissions from the Department of Psychology. Dr. McMillan provided the second. The motion to approve the New Courses, Course Deletions, Course Revisions, and Program Revisions was passed.**

#### **Department of Sociology and Anthropology**

##### Selected Topics Announcement

SOCI 5094G – Deviance and Youth Subculture

##### *JUSTIFICATION:*

We are taking advantage of specialized knowledge on one of our instructors to see if there is interest in this topic.

**No action was needed for the Department of Sociology and Anthropology's item, since it was only a Selected Topics Announcement.**

#### **Women's and Gender Studies**

##### Course Deletion

WGST 5235G – Spanish American Women Writers

##### *JUSTIFICATION:*

SPAN/WGST 5235/5235G, SPAN/AAST 5330/5330G: With our reorganization of courses, these courses are no longer necessary, since their topics are included in other courses with broader topics. These courses were all too narrow for us to teach with regularity, and in some cases the faculty who taught them are no longer with us.

#### **Department of Writing and Linguistics**

##### Course Deletion

WRIT 5631G – Writing Crime Fiction

##### *JUSTIFICATION:*

This course is being deleted because it has not made for some time. The undergraduate section is also being deleted.

##### Selected Topics Announcement

WRIT 5030G – Teaching English Abroad

##### *JUSTIFICATION:*

This course has been designed to meet student requests for preparation in teaching English in other countries. The course offers basic preparation for teaching English abroad in which students research countries of interest and teaching opportunities there and consider the cultural context of teaching English in another country, appropriate teaching styles and approaches, international students' motivation for learning English, and aspects of English

that pose difficulties for non-native speakers. The course also offers chances to review and try out a range of teaching materials and techniques.

**MOTION: Dr. Flynn made a motion to approve the submissions from the Women's and Gender Studies and the Department of Writing and Linguistics. A second was made by Dr. Liston. The motion to approve the Course Deletions was approved.**

## **VI. ANNOUNCEMENTS**

Dr. Diebolt distributed a flyer from the Council of Graduate Schools, called "Why Should I Get A Master's Degree?", as an information item only.

Dr. McMillan stated that he would like Graduate Admissions to continue to improve the admission process to help prospective graduate students.

Dr. Patterson shared that there has been a proposal to have a separate catalog for undergraduate and graduate programs. Ms. Ann Evans stated that this would not occur until 2011. The division could assist in building a graduate culture. Dr. Charles Hardy suggested having a separate graduation ceremony. Dr. Patterson stated that there will be continued discussion with other administrators before this can move forward.

Dr. Patterson made two other announcements:

- 1) The Historically Black Colleges & Universities (HBCU) event is being held in Atlanta on February 2-4<sup>th</sup>. He stated that he would be sending emails out to the Deans with information.
- 2) The Graduate Assistantship Interview Day, hosted by Student Affairs and Graduate Admissions, is March 26<sup>th</sup>. He explained that this event is used as a recruitment tool and that it is only open to new graduate students. The positions that students will be interviewing for are all unallocated positions. Dr. Patterson stated that he has asked Graduate Admissions not to make this event public, by posting details on campus, so that current graduate students are not aware of it. He also added that the Academic Units do not endorse this event.

A number of committee members raised concern and wanted it to be known that the Graduate Committee does not endorse the Graduate Assistantship Interview Day either. Mr. Toby Ziglar, in Graduate Admissions, stated that he would voice the committee's concerns.

## **VII. ADJOURNMENT**

There being no further business, the meeting was adjourned on January 21, 2010 at 10:55 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 1, 2010 by electronic vote of Committee
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**Undergraduate Committee**

Chair: Bob Jackson (COBA)

## **UNDERGRADUATE COMMITTEE**

### **MINUTES**

**NOVEMBER 10, 2009**

**3:30 P.M.**

## SCIENCE & TECHNOLOGY, ROOM 2122

### I. CALL TO ORDER

- Present:** Dr. Bob Jackson, Ms. Cynthia Frost, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Reed Smith, Dr. Renee Hotchkiss, Dr. Amy Heaston, Ms. Caroline James, Mr. Justin Little
- Visitors:** Dr. Olivia Carr Edenfield, Dr. Randall McClure, Dr. Shahnam Navaee, Dr. Stephanie Kenney, Dr. Melissa Garno
- Absent:** Dr. Allison Long, Dr. Ardian Greca, Dr. Donna Saye, Dr. Jacob Warren, Dr. Jim Stephens, Dr. Laura Valeri, Dr. Marla Morris, Dr. Windy Dees

*Dr. Bob Jackson called the meeting to order at 3:37 p.m.*

### II. APPROVAL OF AGENDA

*A Moore/Higgins motion to approve the agenda was passed unanimously.*

### III. VICE PRESIDENT FOR ACADEMIC AFFAIRS

*Dr. Nancy Shumaker presented the following agenda item for the Vice President for Academic Affairs.*

#### New Courses

#### **INTS 2090 - Selected Topics in International Studies**

Selected Topics in International Studies. 1-3 credit hours.

#### *JUSTIFICATION:*

This course is needed to offer a lower-division variable credit hour elective course in Selected Topics in International Studies for students taking courses on-campus.

#### **INTS 2090S - Selected Topics in International Studies**

Selected Topics in International Studies. 1-3 credit hours.

#### *JUSTIFICATION:*

This course is needed to offer a lower-division variable credit hour elective course in Selected Topics in International Studies for students taking courses abroad.

*A R. Smith/Higgins motion to approve these new courses was passed unanimously.*

#### Revised Program

#### **Significant International Content Courses**

#### *JUSTIFICATION:*

The Center for International Studies requests to add to the "Significant International Content" courses, INTS 2090/2090S Selected Topics in International Studies as a lower division variable credit course for students who are studying abroad.

*A Higgins/Little motion to approve this program revision was passed unanimously.*

#### Selected Topics Announcements

#### **INTS 3090S - Microfinance: Focus on Botswana**

#### *JUSTIFICATION:*

Microfinance institutions provide financial services to the poor. Micro-lending is much more prevalent in the developing world than in the United States. Not only will the students learn about the theory and practice of micro-finance, they will also have the opportunity to facilitate the process by working in Botswana with

the NGO Somarelang Tikologo. The course will be cross-listed as ECON 4890s. Dr. Donna K. Fisher will be the instructor.

#### **INTS 3090S - Public Health and Environmental Sustainability in Botswana**

##### **JUSTIFICATION:**

In this course, students will address scientific environmental and social problems of health and illness in general and in Botswana. Through observation and discussions with local public health professionals, students will gain a better understanding of current health problems and environmental hazards in Botswana, assist with the organization and coordination of environmental health programs, and help assess the impact of environmental factors and environmental sustainability on human health. The course will be cross-listed as PUBH 4890s. Dr. Simone Charles will be the instructor.

#### **INTS 3090S - Experiential Learning and Cultural Engagement:Costa Rica**

##### **JUSTIFICATION:**

This course integrates theory on culture with service learning to provide students a deeper and more meaningful study abroad experience using Costa Rica as the model country. Students will apply theoretical concepts through cultural immersion in selected service-learning settings in underserved communities and vulnerable populations. Students will examine their lived experience and understanding of culture through lectures, host families, sites visits, and hands-on practice. The outcome of the course is to enrich students' personal growth, self awareness, and appreciation for cultural differences. This course is part of the Nursing & Service Learning Study Abroad Program led and taught by Dr. Marian Tabi.

***Selected Topics Announcements are for information only.***

## **IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

*Dr. Randall McClure presented the following agenda item for the College of Liberal Arts and Sciences.*

### **➤ Department of Political Science**

#### **Selected Topics Announcement**

#### **POLS 4031 - Minority Rhetorics**

##### **JUSTIFICATION:**

This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from

around the world, and discuss how writing -- from various voices, in various forms, from various places-- tangibly affects us and the world around us.

***Selected Topics Announcements are for information only.***

➤ **Department of Sociology and Anthropology**

**Selected Topics Announcement**

**ANTH 3091 - Minority Rhetorics**

**JUSTIFICATION:**

This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

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***Selected Topics Announcements are for information only.***

➤ **Department of Writing and Linguistics**

**Course Deletion**

**WRIT 5230 - Theory of Composition**

**JUSTIFICATION:**

This course (cross listed with WRIT 5230G) has not been offered in many years.

***A R. Smith/Frost motion to approve this course deletion was passed unanimously.***

**Selected Topics Announcements**

**WRIT 3030 - Intellectual Property**

**JUSTIFICATION:**

This course provides an introduction and general overview of fundamental aspects of intellectual property. Students will learn about such topics as the history of copyright laws, fair use, and the public domain. Through readings and class discussion of such issues as music downloading, remix, plagiarism detection services, copy-left, open-source, and creative commons licensing, students will acquire a greater understanding so that they can make informed choices for themselves. Recommended for all majors.

**WRIT 3030 - Minority Rhetorics**

**JUSTIFICATION:**

This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites,

autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places-- tangibly affects us and the world around us.

### **WRIT 5030 - Writing about Usability**

#### **JUSTIFICATION:**

The course provides students with the theory and practical experience of usability testing, which is a subdiscipline that is rewriting technical communication because of the wide range of usability's applications to a variety of fields. Students will learn about usability issues and the strategies for planning and conducting a test as well as analyzing and presenting the results in a written report, oral presentation, and video highlights tape. This course is applicable for the IT, EET and other engineering fields, as well as Writing and Linguistics majors in technical communication.

***Selected Topics Announcements are for information only.***

### ➤ **Women's and Gender Studies**

#### **Selected Topics Announcement**

#### **WGST 3090 - Minority Rhetorics**

#### **JUSTIFICATION:**

This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places-- tangibly affects us and the world around us.

***Selected Topics Announcements are for information only.***

## V. COLLEGE OF HEALTH AND HUMAN SCIENCES

*Dr. Melissa Garno presented the following agenda items for the College of Health and Human Sciences.*

### New Course

#### **NURS 4160 - Nursing Leadership & Management: Principles and Practice**

This combined didactic and clinical course provides the basis for enabling students to function in a collaborative role within a multidisciplinary healthcare team. Core concepts such as nursing leadership, staff and financial management, staffing models, quality and risk management, collaboration and decision making are introduced. A variety of learning strategies are incorporated into the learning environment to promote self evaluation, analysis of current related issues, skill development, leadership capacity, and critical thinking. Students use self reflection to create vision and direction in terms of leadership and professional development goals. Other learning strategies that enhance the student's ability to function at an optimal level, such as self care, time and organizational strategies, and stress management, and which are important to successful leadership, are studied and applied. Prerequisite: Admission into the RN-BSN / RN-MSN nursing program. 6 credit hours.

#### **JUSTIFICATION:**

This course is a requirement for students in the RN-BSN program in the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for leadership and management roles in the profession.

***A Higgins/L. Smith motion to approve this new course was passed unanimously.***

### Course Deletion

#### **NURS 4738 - Nursing Leadership and Management Practicum**

#### **JUSTIFICATION:**

This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

***A R. Smith/Higgins motion to approve this course deletion was passed unanimously.***

### Program Revision

#### **B.S.N. Program change to incorporate new course**

#### **JUSTIFICATION:**

Currently, the RN-BSN students are required to take two Nursing Leadership and Management courses, NURS 4138 - Nursing Leadership and Management, and NURS 4738 - Nursing Leadership and Management Practicum. This proposal is to combine the two courses to better meet the program and course objectives. The RN-BSN Program is online. The faculty believes the combined course will provide a better environment for collaboration among students and interaction between students and faculty. The ease of navigation and interaction in the combined course is expected to contribute to students' learning and thereby to their leadership and management abilities. The two current courses are three semester hours each and we propose to combine the courses into one six semester hour course. The total program hours will not change.

***A L. Smith/Little motion to approve this program revision was passed unanimously.***

## VI. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Shahnam Navaee presented the following agenda item for the Allen E. Paulson College of Science and Technology.

➤ **Department of Biology**

Course Revisions

**FROM: BIOL 5540 - Advanced Ecology**

**TO: BIOL 5540 - Ecology**

*JUSTIFICATION:*

“Advanced Ecology” is a title that was carried over from the quarter system. It no longer effectively describes the content of the course. The course is a basic introduction to the principles of ecology, thus, the new title.

**FROM: BIOL 5548 - Conversation Biology**

Schedule Type: A, B, E. 4 credit hours.

**TO: BIOL 5534 - Conversation Biology**

Schedule Type: A. 3 credit hours.

*JUSTIFICATION:*

We propose to remove the lab from this course for two reasons. First, the topic of the course is of broad appeal to students, and many more students could take the course without the constraints of a lab. Second, the basic lab content- including principles of ecology, field biology, and experimental design- is covered in a range of other upper-level Biology classes. Removing the lab will change the “contact hour” and “credit hour” for the course and the schedule type.

***A Frost/R. Smith motion to approve these course revisions was passed unanimously.***

➤ **Department of Chemistry**

New Courses

**CHEM 2030 - Principles of Chemistry Research**

A course designed to develop basic research and laboratory skills in chemistry majors. Skills to be covered include literature and scientific writing, scientific ethics, report writing, presentation skills, waste handling, chemical labeling, MSDS sheets, and appropriate use of common equipment. Additional topics to be covered include career options for chemists and resume/interviewing skills. Prerequisites: A minimum grade of “C” in CHEM 3341 and prior or concurrent enrollment with a minimum grade of “C” in CHEM 2242. 3 credit hours.

*JUSTIFICATION:*

Required for major. After a careful review and consideration of the current status of the Chemistry Program at GSU it was decided that a single new course would still satisfy certification requirements of the American Chemical Society and would better serve the needs of our majors in today's work environment. This new course will be combining and updating material from three existing courses: CHEM 2031 (Introduction to Chemical Research Methods), CHEM 3610 (Jr. Seminar), and CHEM 4611 (Sr. Seminar), which are being deleted.

**CHEM 4333 - Carbohydrate Chemistry**

This course provides students with an introduction to the chemistry of carbohydrates. Topics include structural aspects, stereochemistry, synthesis, conformational analysis, polysaccharides, and vaccine development. Prerequisite: A minimum grade of “C” in CHEM 3342. 3 credit hours.

*JUSTIFICATION:*

This course is already regularly taught under CHEM 3090 (Selected Topics) heading. This course is required for majors to obtain the 11 cr. hrs. upper-level chemistry courses needed for certification of their degree by the American Chemical Society. The course has always been well-received by the students



and will continue to be offered, and as such it needs to have its own identity in the catalog.

**CHEM 5531 - Bioinorganic Chemistry**

This course explores the function of metal ions in biochemistry, the appropriate physical methods for studying biological metal centers, and the pathways of electron transfer in biomolecules. Topics include metal ion transport and storage, oxygen carriers, and metals in medicine. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in CHEM 5541. 3 credit hours.

**JUSTIFICATION:**

This course has already been offered under the CHEM 3090 (Selected Topics) course heading and was well-received by the students. This course will be one of the upper-level major elective courses required for majors to obtain the 11 cr. hrs. upper-level chemistry courses needed for certification of their degree by the American Chemical Society. Bioinorganic Chemistry, no longer a 'fledgling' field in the realm of chemistry, needs to continue to be offered to expose our student majors to the current state-of-the-art in their career field.

***A Moore/Higgins motion to approve these new courses was passed unanimously.***

**Course Deletions**

**CHEM 2031 - Introduction to Chemical Research Methods**

**CHEM 3610 - Junior Seminar**

**CHEM 4611 - Senior Seminar**

**JUSTIFICATION:**

The above courses are being replaced by a single new course, Principles of Chemistry Research (CHEM 2030). After a careful review and consideration of the current status of the Chemistry Program at GSU, it was decided that a single new course would still satisfy certification requirements of the American Chemical Society and would better serve the needs of our majors in today's work environment.

***A R. Smith/L. Smith motion to approve these course deletions was passed unanimously.***

**Revised Programs**

**B.A. Chemistry**

**JUSTIFICATION:**

The additional chemistry courses added as "Major Electives" in the catalog page will allow certification of our B.A. degree by the American Chemical Society (previously only our B.S. degree has been ACS certified). This certification will allow the students to be more competitive in applying to post-baccalaureate programs and employment. Furthermore, CHEM 3610 (Junior Seminar) and CHEM 2031 (Introduction to Chemical Research Methods) were deleted as they have been replaced by the new CHEM 2030 (Principles of Chemistry Research) course. Additionally, it was decided by the department to allow majors seeking the new certified B.A. degree to graduate with Honors and so the new Departmental Honors criteria was added to reflect this option.

**B.S. (ACS) Chemistry**

**JUSTIFICATION:**

This revision to the program will provide students with a certified degree from the American Chemical Society in keeping with the new certification guidelines. Additional updates were also made to update the catalog page to curricular changes made within the department: CHEM 2030 (Principles of Chemistry

Research) has replaced CHEM 2031 (Introduction to Chemical Research Methods), CHEM 4333 (Carbohydrate Chemistry) and CHEM 5531 (Bioinorganic Chemistry) are new courses previously taught as CHEM 3090 (Selected Topics), and CHEM 3610 (Junior Seminar) and CHEM 4611 (Senior Seminar) have been deleted as they are no longer taught. Also, since all chemistry degrees offered at GSU are now certified by the American Chemistry Society (previously only the B.S. degree was certified) it was decided to remove (ACS) from the degree name as it no longer reflects a unique aspect of the degree. Lastly, the Departmental Honors in Chemistry requirements were updated to reflect the department's current philosophy in that for a major to graduate with "honors" they should have a strong academic performance in science (3.5 GPA in major-required courses) and also some "capstone" experience that demonstrates their ability to understand and explain advanced scientific topics as set forth by the departmental Honors Committee (this will typically be experimental research or literature review that is either submitted for journal publication or else presented at professional scientific conferences or a departmental seminars of faculty and students).

***A R. Smith/Higgins motion to TABLE these program revisions was passed unanimously.***

➤ **Department of Mathematical Sciences**

**Course Deletion**

**MATH 1234 - Mathematical Applications**

**JUSTIFICATION:**

This course has not been offered in the last five years.

***A Moore/Higgins motion to approve this course deletion was passed unanimously.***

➤ **Department of Mechanical and Electrical Engineering**

**Course Revision**

**FROM: TEET 4340 - Digital Communications**

In this course students will investigate digital modulation techniques including ASK, FSK, BPSK, QAM and M-ary schemes. They will also gain in-depth knowledge of analog-to-digital conversion principles; and explore practical real-world communications applications including wireless communications, cell phone technology and consumer communications systems.

**TO: TEET 5340 - Digital Communications**

Students will investigate digital modulation techniques including ASK, FSK, BPSK, QAM and M-ary schemes; gain in-depth knowledge of analog-to-digital conversion principles; and explore practical real-world communications applications including wireless communications, cell phone technology, and consumer communications systems. Also includes laboratory activities in support of instruction. Graduate students will be required to complete an independent research project, not required of undergraduate students.

**JUSTIFICATION:**

This course is converted to a 5000 level so it could be used both for undergraduate as well as graduate students. In addition, the course catalog description has been modified to recognize the required applied laboratory activities, and describe the project requirement for the graduate students.

***A Moore/Higgins motion to approve this course revision was passed unanimously contingent upon approval at Graduate Committee meeting on Thursday, November 12.***

**Revised Program**

## **B.S. Electrical Engineering Technology**

### **JUSTIFICATION:**

The course designation for "Digital Communications" has been proposed to be changed from TEET 4340 to TEET 5340. Therefore, this change had to be reflected on the catalog page.

*A Little/R. Smith motion to approve this program revision was passed unanimously contingent upon approval at Graduate Committee meeting on Thursday, November 12.*

## **VII. OTHER BUSINESS**

- *None*

## **VIII. ADJOURNMENT**

- *There being no further business to come before the committee, a Higgins/Frost motion to adjourn the meeting at 4:15 p.m. passed unanimously.*

Respectfully Submitted,



Caroline D. James  
Recording Secretary

## **UNDERGRADUATE COMMITTEE**

### **MINUTES**

**JANUARY 19, 2010**

**3:30 P.M.**

**SCIENCE & TECHNOLOGY, ROOM 2122**

## **IX. CALL TO ORDER**

- Present:** Dr. Ardian Greca, Dr. Bob Jackson, Ms. Cynthia Frost, Dr. Jacob Warren, Dr. Leslee Higgins, Ms. Lisa Smith,  
Dr. Marla Morris, Dr. Michael Moore, Dr. Reed Smith, Dr. Amy Heaston, Ms. Caroline James, Ms. Ann Evans
- Visitors:** Dr. Camille Rogers, Ms. Candace Griffith, Dr. Charles Hardy, Dr. Eric Kartchner, Dr. Jerry Wilson, Dr. John Murray, Dr. Mark Edwards, Dr. Nancy Shumaker, Dr. Olivia Carr Edenfield, Dr. Paige Rutner, Dr. Patricia Carter,  
Dr. Randall McClure, Dr. Shahnam Navaee, Dr. Stephanie Kenney, Dr. Virginia Richards
- Absent:** Dr. Allison Long, Dr. Donna Saye, Dr. Jim Stephens, Dr. Laura Valeri, Dr. Windy Dees

*Dr. Bob Jackson called the meeting to order at 3:30 p.m.*

## **X. APPROVAL OF AGENDA**

*A Higgins/R. Smith motion to approve the agenda was passed unanimously.*

## **XI. COLLEGE OF EDUCATION**

*Dr. Michael Moore presented the following agenda items for the College of Education.*

### Course Revisions

**FROM: READ 4131 - The Teaching of Reading**

Prerequisites: A minimum grade of "C" in READ 2230 and READ 3235.

**TO: READ 4131 - The Teaching of Reading**

Prerequisite: A minimum grade of "C" in READ 2230.

*JUSTIFICATION:*

READ 3235 is no longer required in the SPED program of study; these undergraduate majors take READ 2230 only.

**FROM: READ 4232 - New Literacies and Technology**

Prerequisites: A minimum grade of "C" in READ 2230 and READ 3235.

**TO: READ 4232 - New Literacies and Technology**

Prerequisite: A minimum grade of "C" in READ 2230.

*JUSTIFICATION:*

READ 3235 is no longer required in the SPED program of study; these undergraduate majors take READ 2230 only.

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

Corequisites: SPED 3631, SPED 3722, and SPED 4231.

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

Corequisites: SPED 3722 and SPED 4231.

*JUSTIFICATION:*

There is an error in the catalogue for the co-requisites.

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

Corequisites: SPED 3631, SPED 3722, and SPED 4231.

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

Corequisites: SPED 3722 and SPED 4231.

*JUSTIFICATION:*

There is an error in the catalogue for the co-requisites.

**FROM: SPED 4430 - Family, Community and Professional Collaboration**

Corequisite: SPED 4799.

**TO: SPED 4430 - Family, Community and Professional Collaboration**

Corequisite: SPED 5799.

*JUSTIFICATION:*

The course number for student teaching is incorrect. Change from 4799 to 5799.

***A Higgins/Moore motion to approve these course revisions was passed unanimously.***

## **XII. VICE PRESIDENT FOR ACADEMIC AFFAIRS**

*Dr. Nancy Shumaker presented the following agenda items for the Vice President for Academic Affairs.*

### Course Deletions

**LAST 4436 - 20<sup>th</sup> Century Spanish American Literature**

**LAST 4331 - Contemporary Hispano-American Culture**

**LAST 5235 - Contemporary Hispanic Women Writers**

*JUSTIFICATION:*

Upon changing the title of SPAN/LAST 4231 from "Spanish American Literature I" to "Spanish American Life, Literature, and Thought," SPAN 4436/LAST 4436 and SPAN 4232 are no longer needed. The new title encompasses and expands on the old titles and makes the course more appealing to students. LAST 4331 should have been deleted in 2003 but for some reason was not.

***A Moore/R. Smith motion to approve these course deletions was passed unanimously.***

### Course Revisions

**FROM: LAST 4231 - Spanish American Literature I**

Introduction to the literature of Spanish America from the end of the 19th Century to the present. Study of representative authors, their themes and their significance for the development of the literary period.

**TO: LAST 4231 - Spanish American Life, Literature, and Thought**

An exploration of the life, literature, and thought of Spanish America, with focus on building advanced-level proficiency in writing, listening, reading, and speaking.

*JUSTIFICATION:*

New title and description reflect more accurately the nature of the course.

**FROM: LAST 5232 - Literature of Hispanic Minorities**

Acquaints students with the representation of various minority groups in Hispanic society as represented in literature. Emphasis on ethnicity, cultural traditions, and their relation to historical and political events. Representative narrative works and poetry. Graduate students will be assigned extra work that undergraduates will not be required to do. Not repeatable for credit.

**TO: LAST 5232 - Studies in Hispanic Societies**

Practice of Superior-level Spanish-proficiency skills through the examination of the societies of the Spanish-speaking world, with particular focus on the various minority groups. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Repeatable for credit.

*JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

***A Moore/R. Smith motion to approve these course revisions was passed unanimously.***

### Proposed New or Revised Programs

#### **Latin American Studies Minor**

*JUSTIFICATION:*

We propose to have the following changes made to the Latin American Studies Minor: 1. Delete LAST/SPAN 4436 "20<sup>th</sup> Century Spanish American Literature". The courses are no longer needed. 2. Change the title of LAST 4231 "Spanish American Literature I" to "Spanish American Life, Literature, and Thought". The new title and description reflect more accurately the nature of the course. 3. Change the title of LAST 5232 "Literature of Hispanic Minorities" to LAST 5232 "Studies in Hispanic Societies". The new title is more appealing to a broader audience. 4. Add SPAN 3335 "Spanish American Culture", SPAN 3336 Mexican Culture" and SPAN 3337 "Caribbean Culture". The addition of these courses would attract more students to the Minor and add to the Latin American dimension list of options.

#### **Latin American Studies Concentration**

*JUSTIFICATION:*

We propose to have the following changes made to the Latin American Studies Concentration: 1. Remove Dr. Ron Young as the director of American Studies Concentration. Replace with Dr. Nancy W. Shumaker. 2. Delete LAST 4436 "20<sup>th</sup> Century Spanish American Literature." This course is no longer needed. 3. Change the title of LAST 4231 "Spanish American Literature" to LAST 4231

“Spanish American Life, Literature, and Thought.” 4. Change the title of LAST 5232 “Literature of Hispanic Minorities” to LAST 5232 “Studies in Hispanic Societies.” New title is more appealing to a broader audience; new description permits a more flexible approach to the course content. 5. Add SPAN 3335 “Spanish American Culture”, SPAN 3336 “Mexican Culture” and SPAN 3337 “Caribbean Culture.” The addition of these courses would attract more students to the Concentration and add to the Latin American dimension list of options.

***A Moore/R. Smith motion to approve these program revisions was passed unanimously.***

### **XIII. COLLEGE OF BUSINESS ADMINISTRATION**

*Dr. Leslee Higgins presented the following agenda items for the College of Business Administration.*

#### **➤ School of Accountancy**

##### **Course Revisions**

**FROM: ACCT 2101 - Financial Accounting**

Prerequisites: A minimum grade of “C” in BUSA 1105, CISM 2530, MATH 1232, and completion of Area A.

**TO: ACCT 2101 - Financial Accounting**

Prerequisites: A minimum grade of “C” in BUSA 1105, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

##### ***JUSTIFICATION:***

These changes assure that all students taking this course have completed the prerequisite courses providing adequate background competencies necessary for success in this course. English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of “C,” the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: ACCT 2101H - Financial Accounting**

Prerequisites: A minimum grade of “C” in BUSA 1105, CISM 2530, MATH 1232, and completion of Area A.

**TO: ACCT 2101H - Financial Accounting**

Prerequisites: A minimum grade of “C” in BUSA 1105, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

##### ***JUSTIFICATION:***

These changes assure that all students taking this course have completed the prerequisite courses providing adequate background competencies necessary for success in this course. English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of “C,” the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: ACCT 2102 - Managerial Accounting**

Prerequisites: A minimum grade of “C” in ACCT 2101.

**TO: ACCT 2102 - Managerial Accounting**

Prerequisites: A minimum grade of “C” in ACCT 2101 or ACCT 2101H, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

##### ***JUSTIFICATION:***

These changes assure that all students taking this course have completed the prerequisite courses providing adequate background competencies necessary for success in this course. English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of “C,” the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: ACCT 2102H - Managerial Accounting**  
Prerequisites: A minimum grade of "C" in ACCT 2101.

**TO: ACCT 2102H - Managerial Accounting**  
Prerequisites: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

These changes assure that all students taking this course have completed the prerequisite courses providing adequate background competencies necessary for success in this course. English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: ACCT 3131 - Intermediate Accounting I**  
Prerequisites: A minimum grade of "C" in ACCT 2101 and ACCT 2102.

**TO: ACCT 3131 - Intermediate Accounting I**  
Prerequisites: A minimum grade of "B" in ACCT 2101/ACCT 2101H or a minimum grade of "C" in ACCT 2102/ACCT 2102H, and a minimum grade of "C" in CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

These changes assure that all students taking this course have completed the prerequisite courses providing adequate background competencies necessary for success in this course. English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: ACCT 3231 - Managerial Accounting II**  
Prerequisites: A minimum grade of "C" in ACCT 2102.

**TO: ACCT 3231 - Managerial Accounting II**  
Prerequisites: A minimum grade of "C" in ACCT 2102/ACCT 2102H, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

These changes assure that all students taking this course have completed the prerequisite courses providing adequate background competencies necessary for success in this course. English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: LSTD 2106 - Legal Environment of Business**  
Prerequisites: A minimum grade of "C" in ENGL 1101 and complete of at least 24 semester hours.

**TO: LSTD 2106 - Legal Environment of Business**  
Prerequisites: A minimum grade of "C" in ENGL 1101 or ENGL 1160 and complete of at least 24 semester hours.

*JUSTIFICATION:*

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: LSTD 2106H - Legal Environment of Business**  
Prerequisites: A minimum grade of "C" in ENGL 1101 and complete of at least 24 semester hours.

**TO: LSTD 2106H - Legal Environment of Business**

Prerequisites: A minimum grade of "C" in ENGL 1101 or ENGL 1160 and complete of at least 24 semester hours.

**JUSTIFICATION:**

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**FROM: LSTD 2106S - Legal Environment of Business**

Prerequisites: A minimum grade of "C" in ENGL 1101 and complete of at least 24 semester hours.

**TO: LSTD 2106S - Legal Environment of Business**

Prerequisites: A minimum grade of "C" in ENGL 1101 or ENGL 1160 and complete of at least 24 semester hours.

**JUSTIFICATION:**

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

***A Higgins/L. Smith motion to approve these course revisions was passed unanimously.***

➤ **School of Economic Development**

**Program Revision**

**B.A. Economics, International Economics Emphasis**

**JUSTIFICATION:**

To clarify the difference between the BA Economics and BA Economics, International Economics Emphasis and to put in writing what is already being practiced.

***A Higgins/Jackson motion to approve this program revision was passed unanimously.***

➤ **Department of Finance and Quantitative Analysis**

**Course Revisions**

**FROM: BUSA 3131 - Business Statistics**

Prerequisite: A minimum grade of "C" in MATH 1232 or MATH 1441.

**TO: BUSA 3131 - Business Statistics**

Prerequisite: A minimum grade of "B" in MATH 1111 or a minimum grade of "C" in MATH 1232 or MATH 1441, and a minimum grade of "C" in CISM 2530.

**JUSTIFICATION:**

CISM 2530: This course requires extensive use of Excel. CISM 2530 will provide students with basic knowledge of Excel functions that are employed in BUSA 3131. "B" or better in MATH 1111: This course requires basic mathematic skills. Students who earn a "B" or better in college (high school) algebra have the required math skills and can enter the course earlier.

**FROM: FINC 3131 - Principles of Corporate Finance**

Prerequisite: A minimum grade of "C" in ACCT 2101.

**TO: FINC 3131 - Principles of Corporate Finance**

Prerequisite: A minimum grade of "C" in ACCT 2101 or ACCT 2030.

**JUSTIFICATION:**

Students majoring in Hotel/Restaurant Management, Construction Management, and Sports Management often take ACCT 2030 and FINC 3131 to satisfy their minor requirement. All students must obtain departmental (F&QA) approval to



register for FINC 3131. This prerequisite change will expedite the registration process for these majors.

**FROM: MGNT 3430 - Operations Management**

Prerequisite: A minimum grade of "C" in BUSA 3131 or STAT 2231.

**TO: MGNT 3430 - Operations Management**

Prerequisite: A minimum grade of "C" in BUSA 3131 or STAT 2231 and Junior status.

*JUSTIFICATION:*

The course material requires maturity and exposure to other course concepts that would not be available to a second semester Freshman.

*A Higgins/R. Smith motion to approve these course revisions was passed unanimously.*

**Core Curriculum Revision**

**Add BUSA 1131 (Financial Survival Skills) as an Area D option**

*JUSTIFICATION:*

Expands the options available to students in satisfying Area D requirements.

*A Higgins/Greca motion to WITHDRAW this core curriculum revision was passed unanimously.*

➤ **Department of Information Systems**

**New Courses**

**CISM 2030 - Introduction to Information Systems**

This course provides an overview of fundamental Information Systems concepts and career opportunities. Students are introduced to the characteristics of business process, enterprise systems, and SAP ERP. Students use the Alice 3D visual programming environment and Java standard edition software to learn fundamental object oriented programming concepts. Prerequisites: Prior completion of MATH 111 and BUSA 1105 recommended. 3 credit hours.

*JUSTIFICATION:*

CISM 2030 - Introduction to Information Systems will provide Information Systems majors and students considering majoring in Information Systems with an overview of fundamental information systems concepts and career opportunities. It will also provide students with a fundamental understanding of business processes and enterprise systems, introductory hands on experience with SAP ERP, and sufficient experience with object oriented programming concepts using Alice for the course to serve as an alternative to CSCI 1236.

**CISM 4336 - ERP and Enterprise Performance**

This course provides an overview of Enterprise Resources Planning (ERP) systems and their impact on organizations. Organizational interest in integrated enterprise information systems and the factors that drive businesses to select and implement these solutions are addressed. Research evidence demonstrating the impact of ERP systems on enterprise performance is reviewed and students gain further understanding of the integrative nature of ERP systems by completing exercises using simulated ERP environments. Prerequisites: 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 MGNT 3430 and CISM 4334 is recommended. 3 credit hours.

*JUSTIFICATION:*

CISM 4336 - ERP and Enterprise Performance will provide Information Systems majors and minors with greater flexibility in completing the university's SAP

Certificate and satisfying the eligibility requirements for entering the SAP TERP10 certification preparation program. Because it doesn't require previous hands-on experience with ERP systems, this course can be taken simultaneously with other courses that introduce students to SAP and other ERP systems. Unlike some of the university's existing SAP ERP courses, this course is capable of being completed during Summer semester and will enable students to complete major or minor requirements in a timely manner.

***A Higgins/L. Smith motion to approve these new courses was passed unanimously.***

#### **Course Revisions**

**FROM: CISM 2230 - Advanced Java**

Prerequisite: A minimum grade of "C" in CSCI 1236.

**TO: CISM 2230 - Advanced Java**

Prerequisites: A minimum grade of "C" in CSCI 1236 or CISM 2030 and a solid understanding of data types, control structures, and algorithmic design before taking this course.

#### ***JUSTIFICATION:***

Prerequisite change reflects that CISM 2030 may be taken in place of CSCI 1236 prior to enrolling in CISM 2230.

**FROM: CISM 4237 - Decision Support Systems**

Prerequisite: A minimum grade of "C" in CISM 3135.

**TO: CISM 4237 - Business Intelligence**

Prerequisites: 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.

#### ***JUSTIFICATION:***

Prerequisite change ensures consistency with wording for other COBA 3000-level courses.

***A Higgins/Frost motion to approve these course revisions was passed unanimously.***

#### **Program Revisions**

**B.B.A. Information Systems**

#### ***JUSTIFICATION:***

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236. The name change for CISM 4237, from Decision Support Systems to Business Intelligence, is an update to reflect the terminology that best describes the content of the course. CISM 4336 - ERP and Enterprise Performance will provide Information Systems majors and minors with greater flexibility in completing the university's SAP Certificate and satisfying the eligibility requirements for entering the SAP TERP10 certification preparation program.

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

#### ***JUSTIFICATION:***

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236.

**B.B.A. Information Systems (Business Intelligence Emphasis)**

#### ***JUSTIFICATION:***

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant

alternative to CSCI 1236. The name change for CISM 4237, from Decision Support Systems to Business Intelligence, is an update to reflect the terminology that best describes the content of the course.

**B.B.A. Information Systems (Electronic Commerce Emphasis)**

*JUSTIFICATION:*

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236.

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

*JUSTIFICATION:*

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236. The name change for CISM 4237, from Decision Support Systems to Business Intelligence, is an update to reflect the terminology that best describes the content of the course. CISM 4336 - ERP and Enterprise Performance will provide Information Systems majors and minors with greater flexibility in completing the university's SAP Certificate and satisfying the eligibility requirements for entering the SAP TERP10 certification preparation program.

**B.B.A. Information Systems (Human Resources Information Systems Emphasis)**

*JUSTIFICATION:*

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236.

**B.B.A. Information Systems (Logistics Information Systems Emphasis)**

*JUSTIFICATION:*

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236.

**B.B.A. Information Systems (Enterprise Security Emphasis)**

*JUSTIFICATION:*

Adding two existing courses (IT 5434 - Network Security Fundamentals and CISM 4790 - Information Systems Internship) will provide BBA-Information Systems Majors pursuing the Enterprise Security emphasis with more course options and flexibility in completing the degree. IT 5434 is offered twice annually and it addresses issues that are valuable for students in this emphasis to know. The addition of CISM 4790 will encourage students in this emphasis to complete an emphasis-relevant internship. Adding both courses should help students complete the emphasis in a timely manner. CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with a business-oriented, major-relevant alternative to CSCI 1236.

**B.B.A. Information Systems (Technology Entrepreneurship Emphasis)**

*JUSTIFICATION:*

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236.

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

*JUSTIFICATION:*

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236.

**B.B.A. Information Systems (Accounting Information Systems Emphasis)**

*JUSTIFICATION:*

CISM 2030 will provide Pre-Business Information Systems majors and Information Systems majors with business-oriented and major-relevant alternative to CSCI 1236.

**Information Systems Minor**

*JUSTIFICATION:*

This change will enable BBA Accounting majors to complete the Information Systems minor by taking the same number of courses as other business majors. The existing curriculum for the minor requires Accounting majors to take one more course (CISM 4130) than other business majors. Allowing Accounting majors to substitute ACCT 4130 for CISM 4130 will eliminate this inconsistency. Specifying that 3000-level or higher CISM electives must be used to complete the minor will address student and advisor questions about whether 1000-level or 2000-level CISM courses can be used to satisfy minor requirements.

*A Higgins/Greca motion to approve these program revisions was passed unanimously.*

➤ **Department of Management, Marketing, and Logistics**

**New Courses**

**MGNT 3235 - Leadership in Organizations**

Leadership and management are distinctly-different phenomena; to do either well requires distinctly-different skills. This course builds a bridge between the literature of leadership and its practical application. Though non-exhaustive, we explore leadership from four, broad perspectives: effective leader behaviors, the role of power and influence, the impact of situational moderators, and essential skill sets. Prerequisite: MGNT 3130. 3 credit hours.

*JUSTIFICATION:*

A prototype of this course has been taught twice as a special-topics course. There is broad agreement among the MML faculty that a reasonable command of these concepts is profoundly important for all business students, and that it should be required for the management major.

**BUSA 4131H - Strategic Management**

The major purpose of this course is to develop an understanding of the strategic management process and enable students to integrate the functional areas of business. Prerequisites: BUSA 3132, FINC 3131, MGNT 3130, MGNT 3430, and a minimum grade of "C" in MKTG 3131.

*JUSTIFICATION:*

There are now sufficient numbers of COBA Honors students to justify either regular sections of this class with "nested" honors students or special sections reserved exclusively for honors students. Either way, the students need to get credit for taking an honors section of this course. It is required under the new COBA Honors sequence guidelines.

*A Higgins/R. Smith motion to approve these new courses was passed unanimously.*

**Course Revisions**

**FROM: MGNT 4234 - Small Business Management**

Provides a complete coverage of small business operations with proper balance between business functions and the management function. Prerequisites: A

minimum grade of "C" in FINC 3131, MKTG 3131, and MGNT 3130 or permission of instructor.

**TO: MGNT 4234 - Small Business Management**

Provides an introduction to the unique attributes of small businesses.

Prerequisite: A minimum grade of "C" in MGNT 3130 or permission of instructor.

**JUSTIFICATION:**

Entrepreneurship faculty support making this course more accessible to students of other disciplines that seek to start and operate a small business. This change is also seeking to remove excessive prerequisites in order to prepare courses for a prospective minor in entrepreneurship and small business which will be proposed in Fall 2010.

**FROM: MGNT 4235 - Applied Small Business Management**

An applied course which involves developing a major case project tailored to the needs of an actual business. Prerequisites: A minimum grade of "C" in FINC 3131, MKTG 3131, and MGNT 3130 or permission of instructor.

**TO: MGNT 4235 - Applied Small Business Management**

An applied course that involves interactions with actual small business owners and observations of their management practices. Prerequisite: A minimum grade of "C" in MGNT 3130 or permission of instructor.

**JUSTIFICATION:**

Entrepreneurship faculty support making this course more accessible to students of other disciplines that seek to start and operate a small business. This change is also seeking to remove excessive prerequisites in order to prepare courses for a prospective minor in entrepreneurship and small business which will be proposed in Fall 2010.

**FROM: MGNT 4332 - Compensation and Benefits**

Prerequisites: A minimum grade of "C" in MGNT 3130 and MGNT 3334.

**TO: MGNT 4332 - Compensation and Benefits**

Prerequisites: A minimum grade of "C" in MGNT 3130, MGNT 3334, and BUSA 3131.

**JUSTIFICATION:**

Compensation and Benefits makes heavy use of interpretation of statistical analysis such as measures of central tendency, variation, regression, etc. Hence, requiring students to have done the Statistics class (BUSA 3131) prior to enrollment in Compensation will ensure maximum understanding of statistical applications.

**FROM: MGNT 4338 - Staffing, Training, and Development**

Prerequisites: A minimum grade of "C" in MGNT 3130, MGNT 3334, and BUSA 3131.

**TO: MGNT 4338 - Staffing, Training, and Development**

Prerequisites: A minimum grade of "C" in MGNT 3130 and MGNT 3334.

**JUSTIFICATION:**

Staffing, Training, & Development does not make very heavy use of statistical analysis. It is based more on practical application of theoretical concepts. Hence, requiring students to have done the Statistics class (BUSA 3131) prior to enrollment in Staffing, Training, & Development will not prove beneficial.

***A Higgins/L. Smith motion to approve these course revisions was passed unanimously.***

**Program Revision**

**B.B.A. Management**

**JUSTIFICATION:**

A strategic review of the Management major was conducted, focusing on the competencies needed by Management majors upon graduation. Information regarding such competencies was gathered from the Management faculty, from regional employers of our students, from national surveys on this topic, from articles in popular business media (e.g., the Wall Street Journal), and from articles in discipline-specific pedagogical journals (i.e., The Academy of Management journal of Learning and Education). All of these sources provided support for including in the Management curriculum a leadership course that is strongly oriented toward enhancing leadership skills.

***A Higgins/Frost motion to approve this program revision was passed unanimously.***

#### **XIV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

*Dr. Olivia Edenfield presented the following agenda items for the College of Liberal Arts and Sciences Dean's Office.*

➤ **Dean's Office**

**Course Revision**

**FROM: HUMN 2322 - Humanities II**  
Prerequisite: HUMN 2321.

**TO: HUMN 2322 - Humanities II**  
Prerequisite: None.

**JUSTIFICATION:**

Removing Humanities I as a prerequisite for Humanities II will allow maximum enrollment for both fall and spring semesters

***A Higgins/Greca motion to approve this course revision was passed unanimously.***

**Program Revision**

**B.G.S. General Studies**

**JUSTIFICATION:**

Elective hours updated to 6-9 to allow for flexibility in minor and concentrations.

***A R. Smith/L. Smith motion to approve this program revision was passed unanimously.***

➤ **Africana Studies**

*Dr. Olivia Edenfield presented the following agenda items for the Center of Africana Studies.*

**Course Deletion**

**AAST 5330 - Afro-Hispanic Culture**

**JUSTIFICATION:**

SPAN/WGST 5235, SPAN/AAST 5330: With our reorganization of courses, these courses are no longer necessary, since their topics are included in other courses with broader topics. These courses were all too narrow for us to teach with regularity, and in some cases the faculty who taught them are no longer with us.

***A Morris/R. Smith motion to approve this course deletion was passed unanimously.***

**Program Revision**

**Africana Studies Minor**

**JUSTIFICATION:**

SPAN 5330 no longer exists, and thus needs to be removed from the program page.

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

➤ **American Studies**

*Dr. Olivia Edenfield presented the following agenda item for the Center of American Studies.*

**Course Revision**

**FROM: AMST 3137 - History of Women in the U.S.**

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace.

**TO: AMST 3137 - Topics in U.S. Women's History**

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace. Topic varies. May be repeated for credit.

**JUSTIFICATION:**

American women's history is a dynamic and expanding field. Focusing on particular aspects of women's historical experience will enable students to explore selected topics in a depth that is not possible under the current description. It will also better serve the needs of History majors and Women's and Gender Studies minors by allowing the Department to offer a greater variety of subject matter without adding new courses to the catalog.

***A Morris/R. Smith motion to approve this course revision was passed unanimously.***

**Program Revision**

**American Studies Minor**

**JUSTIFICATION:**

Changing course title.

***A Moore/R. Smith motion to approve this program revision was passed unanimously.***

➤ **Department of Art**

*Dr. Patricia Carter presented the following agenda item for the Department of Art.*

**New Courses**

**ART 2000 - Advanced Placement Studio**

This course is designed to award Advance Placement credits to High School students' portfolio scoring 4 and above in drawing 2D-Design and 3D Design. Credits will be given upon the completion of a portfolio review. Prerequisite: Permission of instructor. 3 credit hours.

**JUSTIFICATION:**

This course is designed to award Advance Placement credits to High School students' portfolio scoring 4 and above in drawing 2D-Design and 3D Design. Credits will be given upon the completion of a portfolio review.

**ART 3231 - Modern Art History**

This course examines the radical changes that occurred in Western painting, sculpture, photography, architecture and design from the beginning of

Modernism in the 19th century through the early and late twentieth century. The approach will be lively and broad, utilizing ideas from diverse disciplines including theology, philosophy, literature, music, fashion design, politics, economics, sociology, psychology, the history of technology, and physics. Some of the most culturally significant artists, movements, and masterpieces of modern art will be addressed in readings, lectures, videos, and discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**

Elective to fulfill required upper division course work (9 hours) in art history for BA in Art History, BA in Studio Art, BFA Bachelor of Fine Art degree programs.

**ART 3251 - Dada and Surrealism Art History**

This course will examine the profound and lasting contributions made by Dada and Surrealist artists as well as other revolutionary modernists of the early 20th century who sought to escape the traditional and rational in art and thought. An analysis of topics (dada and performance; neo-dada; dada and surrealist women; surrealism and photography; dada, surrealism and ethnography; collage; and the impact of surrealism in the United States) will be analyzed to define progressive ideas, which led to the dismantling of previous standards and the rise of an anti-art spirit, which continues today in various guises. Primary documents will be consulted regularly in order to provide a wider appreciation of the variety of Dada and Surrealist media (e.g. literature, film, theater, typography). The format for this course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**

Elective to fulfill required upper division course work (9 hours) in art history for BA in Art History, BA in Studio Art, BFA Bachelor of Fine Art degree programs.

**ART 3261 - Italian Mannerism Art History**

This course will address the visual arts of Italy created during the late Renaissance, typically known as the Mannerist period. The class will primarily cover painting, and sculpture, with the inclusion of some architectural works. The course will begin by establishing the artistic traditions of the High Renaissance era to examine Mannerist innovations and shifts in style and aesthetics as well as the maintenance, in some instances, of High Renaissance ideals. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532. 3 credit hours.

**JUSTIFICATION:**

Elective to fulfill required upper division course work (9 hours) in art history for BA in Art History, BA in Studio Art, BFA Bachelor of Fine Art degree programs.

**ART 3282 - Pre-Colombian Art History**

This survey introduces students to the art produced by the cultures of Mesoamerica up to the time of contact with European cultures; from the earliest traditions of Olmec ceramic sculpture to the spectacular Mayan architecture and awe-inspiring stone carvings of the Aztecs. Sacred architecture, precious stone and metal sculpture, basalt carving traditions, mural paintings and works of art on paper are examined with a consideration to both form and context. The format for this course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532. 3 credit hours

**JUSTIFICATION:**

Elective to fulfill required upper division course work (9 hours) in art history for BA in Art History, BA in Studio Art, BFA Bachelor of Fine Art degree programs.



**ART 3377 - Graphic Design Art History**

This course is a survey of the history of graphic design communications from prehistory to the present, and will evaluate the impact of culture and technology on the development of graphic design in different historical contexts. Content includes the relation of art and graphic design, techniques of graphic representation, current trends, and the importance of graphic communication in contemporary society. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**

Elective to fulfill required upper division course work (9 hours) in art history for BA in Art History, BA in Studio Art, BFA Bachelor of Fine Art degree programs.

**ART 4276 - Art Theory and Criticism**

This course will explore selected themes and issues in contemporary theory and criticism as they impact the ways in which art is produced, viewed, and written about today. This course will provide students with the practical knowledge and skills to comprehend and critically evaluate the vast body of theory and criticisms currently being written on the arts and to critically examine their own experience and perspectives on art education and the practice of art. Topics include formalism, gender and identity, otherness, realism and ideology, semiotics, representation, the gaze, surveillance, and power. The format of the course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532. 3 credit hours.

**JUSTIFICATION:**

Elective to fulfill required upper division course work (9 hours) in art history for BA in Art History, BA in Studio Art, BFA Bachelor of Fine Art degree programs.

**ART 4999 - BFA Portfolio and Exhibition**

Portfolio development and exhibition experience for senior BFA studio students. Prerequisite: Last semester in degree program. 3 credit hours.

**JUSTIFICATION:**

This course is the capstone evaluation and professional preparation course for students in the BFA studio degree program. This course will replace the multiple discipline specific courses we propose to delete this year such as "Senior Exhibition in Ceramics, Senior Exhibition in Painting, etc."

***A R. Smith/Morris motion to approve these new courses was passed unanimously.***

**Course Deletions**

**ART 3134 - Art for the General Classroom Teacher P-8**

**ART 3135 - Art Teacher P-5**

**ART 3136 - Art Methods for the Art Class Teacher 6-12**

**ART 4790 - Practicum in Art Education**

**JUSTIFICATION:**

Undergraduate Art Education Degree Program (BSED) no longer offered; degree was deactivated and terminated.

***A Higgins/L. Smith motion to approve these course deletions was passed unanimously.***

**ART 3335 - Photography III**

**ART 3336 - Photography IV**

**ART 3337 - Enameling**

**ART 3490 - Problems in Printmaking**

**ART 4190 - Problems in Drawing**

**ART 4191 - Problems in Painting**

**ART 4230 - Kiln Building**  
**ART 4231 - Glaze Calculation**  
**ART 4290 - Problems in Ceramics**  
**ART 4291 - Problems in Sculpture**  
**ART 4391 - Problems in Photography**  
**ART 4392 - Problems in Jewelry**  
**ART 4473 - Senior Painting Exhibition**  
**ART 4490 - Problems in Printmaking**  
**ART 4731 - Senior Ceramics Exhibition**  
**ART 4732 - Senior Drawing Exhibition**  
**ART 4733 - Senior Painting Exhibition**  
**ART 4734 - Senior Photography Exhibition**  
**ART 4735 - Senior Printmaking Exhibition**  
**ART 4736 - Senior Sculpture Exhibition**

*JUSTIFICATION:*

Classes no longer taught in BFA degree programs.

***A Higgins/L. Smith motion to approve these course deletions was passed unanimously.***

**Course Revisions**

**FROM: ART 1135 - Painting I**

An introduction to oil and/or acrylic painting through a variety of studio experiences. This course is designed to familiarize students with skills necessary for creating a painting. Emphasis is placed on technical competence with the media, mixing color, value, and composition. Equally stressed are iconographic concepts such as symbolic use of color, marks and form to increase expressionistic content within a work of art. Direct observation is utilized. Prerequisite: None.

**TO: ART 1135 - Painting I**

An introduction to painting through a variety of studio experiences. This course is designed to familiarize students with skills necessary for creating a painting. Emphasis is placed on technical competence using paint media, mixing color, mixing color values, and composition. Also stressed are concepts such as symbolic use of color, marks and form to increase expressionistic content within a work of art. Direct observation is utilized. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

*JUSTIFICATION:*

Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major.

**FROM: ART 1230 - Ceramics I**

Prerequisite: None.

**TO: ART 1230 - Ceramics I**

Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

*JUSTIFICATION:*

Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major.

**FROM: ART 1235 - Sculpture I**

Prerequisite: ART 1030 or permission of instructor.

**TO: ART 1235 - Sculpture I**

Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

*JUSTIFICATION:*

Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major.

**FROM: ART 1236 - Jewelry I**

Prerequisite: ART 1030.

**TO: ART 1236 - Jewelry & Metalsmithing I**

Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

*JUSTIFICATION:*

1. Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major. 2. Title change to reflect breadth in discipline.

**FROM: ART 1335 - Photography I**

Prerequisite: None.

**TO: ART 1335 - Photography I**

Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

*JUSTIFICATION:*

Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major.

**FROM: ART 1430 - Printmaking I**

A brief overview of all printing processes with focus on relief and intaglio. Emphasis will be placed on understanding the printmaking process within a historical and critical context. Prerequisite: ART 1020.

**TO: ART 1430 - Print, Paper, Book Arts I**

Overview of all printing processes including relief, intaglio, serigraphy, and lithography, as well as, an introduction to eastern and western papermaking and bookbinding structures. Conceptual emphasis encourages growth of student's personal content and development as an artist within parameters of assigned concept. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

*JUSTIFICATION:*

1. Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major. 2. Title change to reflect breadth of comprehensive course. 3. Description change to reflect added components of course.

**FROM: ART 2233 - Computer Graphics**

Prerequisite: None.

**TO: ART 2233 - Computer Graphics**

Prerequisites: A minimum grade of "C" in ART 1010 and ART 1020

*JUSTIFICATION:*

Drawing I and 2D Design required pre-requisites.

**FROM: ART 2236 - Jewelry II**

Prerequisite: ART 1236.

**TO: ART 2236 - Jewelry & Metalsmithing II**

Prerequisite: A minimum grade of "C" in ART 1236.

*JUSTIFICATION:*

Title change to reflect breadth in discipline.

**FROM: ART 2330 - Typography I**

Prerequisites: ART 1010 and ART 1020.

**TO: ART 2330 - Typography I**

Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, ART 2532, GCM 1321, and GCM 1411.

*JUSTIFICATION:*

1. Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major. This class is only for declared BFA Art Majors with concentration in Graphic Design. 2. change pre req to desktop publishing lab to integrate professional printing practices early in curriculum.

**FROM: ART 2331 - Graphic Design I**

Prerequisites: ART 1010 and ART 1020.

**TO: ART 2331 - Visual Thinking in Graphic Design**

Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, ART 2532, GCM 1321, and GCM 1411.

*JUSTIFICATION:*

1. Add all Area F Foundations courses in major as pre-requisites for level I studio courses in the major. This class is only for declared BFA Art Majors with concentration in Graphic Design. 2. change pre req to desktop publishing lab to integrate professional printing practices early in curriculum. 3. Title change to reflect contemporary terminology.

**FROM: ART 2430 - Printmaking II**

Intermediate study of printmaking focusing on the planographic and serigraphic print processes. Emphasis will be placed on understanding the printmaking process within a historical and critical context.

**TO: ART 2430 - Print, Paper, Book Arts II**

Multiple color, reduction, digital integration, and mixed-media technical applications for all printing processes will expand students ability to further their personal conceptual direction, as will resolving problems of delivery intention, to include both the fine art print and printed public commodity. Students will examine the presence of their print imagery and delivery, within the historical and critical context of printmaking and the powerful democratic ability of the printed image. Bookbinding and Papermaking techniques will employ advanced historical/global forms/skills, that will foster the intimate experience and powerful self-reflection when viewing imagery and content via the artist's book.

*JUSTIFICATION:*

Title change to reflect breadth of concentration.

**FROM: ART 3236 - Jewelry III**

**TO: ART 3236 - Jewelry & Metalsmithing III**

*JUSTIFICATION:*

Title change to reflect breadth of concentration.

**FROM: ART 3330 - Packaging Design**

A study of various aspects of packaging design. Creative solutions to a diverse range of packaging design problems will be explored, along with study of practical and technical demands specific to three dimensional design.

Prerequisite: ART 2331.

**TO: ART 3330 - New Media Design**

A study of the various aspects of new media design, specifically how formal aesthetic and concept is integrated with motion, sequence, duration, time and sound. Visual solutions will take shape in a non-print format that investigates how a user experiences new media differently than traditional media.

Prerequisites: A minimum grade of "C" in ART 2330 and ART 2331.

*JUSTIFICATION:*

1. Title change to reflect contemporary terminology. 2. Course description changed to reflect breadth of course.

**FROM: ART 3331 - Graphic Design II**

- Prerequisites: ART 2330 and ART 2331.
- TO: ART 3331 - Graphic Design Methods**  
Prerequisites: A minimum grade of "C" in ART 2330 and ART 2331.
- JUSTIFICATION:*  
Title change to reflect contemporary terminology.
- FROM: ART 3333 - Corporate Identity**  
Prerequisite: ART 3331.
- TO: ART 3333 - Design Systems**  
Prerequisites: A minimum grade of "C" in ART 3330 and ART 3331.
- JUSTIFICATION:*  
Title change to reflect contemporary terminology. Prerequisites are being updated.
- FROM: ART 3430 - Printmaking III**  
Advanced instruction in various printing processes with emphasis on one process. Students are encouraged to develop their own form of individual expression and critical understanding within the visual language of printmaking.  
Prerequisite: ART 2430.
- TO: ART 3430 - Print, Paper, Book Arts III**  
Continued exploration of print/paper/book arts processes, student artists will develop a body of work advancing their portfolio, including futhering individual style, concept development, and print, paper, book arts skills. Prerequisite: A minimum grade of "C" in ART 2430.
- JUSTIFICATION:*  
Title change to reflect breadth of comprehensive course.
- FROM: ART 4381 - Graphic Design III**  
An advanced level course focusing on advertising design. Various types of advertisement problems will be explored, including magazines, catalogs, brochures, and newspapers as well as electronic advertising designed for the web. Students will explore marketing related issues and learn to develop visual design which effectively communicates a client's desired message.  
Prerequisites: ART 3331 and ART 3338..
- TO: ART 4381 - Graphic Design Theories**  
An advanced level course that investigates in-depth theoretical and practical issues concerning the design profession, meaningful communication, ethics, and user-experience through the synthesis of visual and verbal solutions.  
Prerequisites: A minimum grade of "C" in ART 3330 and ART 3331.
- JUSTIFICATION:*  
Title change to reflect contemporary terminology. Catalog description change to reflect breadth of course.
- FROM: ART 4590 - Problems in Art**  
Individual research in a specific area of art. Prerequisite: None.
- TO: ART 4590 - Selected Topics in Art**  
Studio experiences to further students' artistic development in varied, unique processes and approaches. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.
- JUSTIFICATION:*  
Title change to reflect university standard curriculum language.
- FROM: ART 4631 - Art History Seminar**  
Not Repeatable. Prerequisite: None.
- TO: ART 4631 - Art History Seminar**

Repeatable for credit. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

*JUSTIFICATION:*

1. Add prerequisite of foundation art history courses, ART 2531 and ART 2532 as required prior to advance level art history course. 2. Course is repeatable, is used as selected topics umbrella course.

**FROM: ART 4889 - Portfolio Design**

Prerequisite: ART 4381.

**TO: ART 4889 - Graphic Design Portfolio**

Prerequisites: A minimum grade of "C" in ART 3334 and ART 4381.

*JUSTIFICATION:*

Title change to reflect contemporary terminology. Prerequisites are changing.

***A Warren/Greca motion to approve these course revisions was passed unanimously.***

**Program Revisions**

**B.A. Art (Concentration in Art History)**

*JUSTIFICATION:*

Addition of revisions and new courses on program page.

**B.A. Art (Concentration in Studio)**

*JUSTIFICATION:*

Addition of revisions and new courses on program page.

**B.F.A. Art (Concentration in Drawing)**

*JUSTIFICATION:*

Degree Names changed to represent consolidation of similar disciplines into collaborative degree providing technical breadth, professional preparation for students; program page changes include new courses, revised titles, deleted courses.

**B.F.A. Art (Concentration in Ceramics)**

*JUSTIFICATION:*

Degree Names changed to represent consolidation of similar disciplines into collaborative degree providing technical breadth, professional preparation for students; program page changes include new courses, revised titles, deleted courses.

**B.F.A. Art (Concentration in Jewelry and Metalsmithing)**

*JUSTIFICATION:*

Specific two-dimensional and three-dimensional degree disciplines consolidated into collaborative BFA 2D or BFA 3D degrees to provide technical breadth, and further students' professional preparation.

**B.F.A. Art (Concentration in Painting)**

*JUSTIFICATION:*

Specific two-dimensional and three-dimensional degree disciplines consolidated into collaborative BFA 2D or BFA 3D degrees to provide technical breadth, and further students' professional preparation.

**B.F.A. Art (Concentration in Photography and Digital Imaging)**

*JUSTIFICATION:*

Specific two-dimensional and three-dimensional degree disciplines consolidated into collaborative BFA 2D or BFA 3D degrees to provide technical breadth, and further students' professional preparation.

**B.F.A. Art (Concentration in Printmaking, Paper and Book Arts)**

*JUSTIFICATION:*

Specific two-dimensional and three-dimensional degree disciplines consolidated into collaborative BFA 2D or BFA 3D degrees to provide technical breadth, and further students' professional preparation.

**B.F.A. Art (Concentration in Sculpture)**

*JUSTIFICATION:*

Specific two-dimensional and three-dimensional degree disciplines consolidated into collaborative BFA 2D or BFA 3D degrees to provide technical breadth, and further students' professional preparation.

**B.F.A. Art (Concentration in Graphic Design)**

*JUSTIFICATION:*

Degree Names changed to represent consolidation of similar disciplines into collaborative degree providing technical breadth, professional preparation for students; program page changes include new courses, revised titles, deleted courses.

**B.S.Graph.Com. Graphic Communications Management**

*JUSTIFICATION:*

Error in catalog describing number of hours in major due to incorrect program page changes made in FY09.

**Minor Art (Art History)**

*JUSTIFICATION:*

Deletion of pre-requisites, ART 2531 and ART 2532, that should be counted as courses in the minor.

**Minor Art (Studio)**

*JUSTIFICATION:*

Deletion of pre-requisite requirement, ART 1010, ART 1020 and ART 1030, to be counted as courses required in the minor; remaining 2 courses must be taken from the list provided of level one courses. \*Existing minor was too restrictive due to course rotation/sequencing of courses that were pre-requisites of one another; students had great difficulty progressing through the minor.

**Minor Art (Studio/Graphic Design)**

*JUSTIFICATION:*

Designate art minor studio track created specifically for BS Graphic Communications Management majors in the department of art. This minor better prepares the BS GCM student for their profession by gaining comprehension of graphic design conceptual development, goals of the designer, and language of design used by the graphic designer. Similarly, BFA graphic design majors are encouraged to complete a minor in GCM to gain greater comprehension of the capabilities and limitations the graphics manager employs when disseminating design imagery for mass consumption.

***A R. Smith/Higgins motion to approve these program revisions was passed unanimously.***

➤ **Department of Communication Arts**

*Dr. Reed Smith presented the following agenda items for the Department of Communication Arts.*

**New Courses**

**MMC 3830 - Multimedia Sound Design**

Examines audio production, psychoacoustics, sound theory and voice manipulation to expand perception and imagination in the creation of sound tracks for film and video production projects. Students utilize audio production equipment to compose a story, develop characters and create emotion through skillful creation of the sound track. Prerequisite: A minimum grade of "C" of MMC 2332. 3 credit hours.

**JUSTIFICATION:**

With the conversion of the Broadcasting programs to the Multimedia Communication programs, and the beginning of Digital Film Production as one of the major's tracks, this course is needed to serve a broader audience of students in the divergent media program and in the IT program with MMC as a second track. The existing audio production course (MMC 3331), has a focus on radio production and announcing. This new audio course is needed to serve students who have no interest in working in radio or announcing. The new course will focus on audio production for film, the Internet and television applications.

**THEA 1250 - Introduction to Production Concepts**

Students will be introduced to script analysis and concept development through a combination of lecture, analysis and group work. Three distinct genres will be used for script analysis: Shakespeare, Realism, and Non-realism. Students will work in collaborative groups to develop conceptual approaches to the individual scripts from the perspective of director and designer. 3 credit hours.

**JUSTIFICATION:**

As part of the pre-accreditation self study and pre-accreditation review, the need for a class focusing on script analysis and concept development became apparent. This course would serve to lay a foundation for both the Play Directing and Design courses in Theatre.

***A R. Smith/L. Smith motion to approve these new courses was passed unanimously.***

**Course Deletion**

**BRCT 4793 - Broadcast Internship**

**JUSTIFICATION:**

This course will no longer be offered because of accreditation limits to internship hours.

***A R. Smith/Greca motion to approve this course deletion was passed unanimously.***

**Course Revisions**

**FROM: COMS 4336 - Advanced Performance Studies**

Presents performance techniques relevant to scripting and staging of presentational ensemble and solo performance. Emphasizes performance as a language act.

**TO: COMS 4336 - Performance, Culture, Communication**

Presents performance techniques relevant to scripting and staging of presentational ensemble and solo performance. Emphasizes performance as a communicative act in social and cultural contexts. Introduces personal narrative construction and oral history interviewing as primary research methods.

**JUSTIFICATION:**



Name and description change is requested to better reflect current trend in the program and the field.

**FROM: FILM 2531 - Introduction to Screenwriting**  
Prerequisites: A minimum grade of "C" in ENGL 1102; and FILM 2331 or ENGL 2434.

**TO: FILM 2531 - Introduction to Screenwriting**  
Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160; and FILM 2331 or ENGL 2434.

*JUSTIFICATION:*

Pre-req change is to address the new ENGL 1160 course students may take in place of the 1101/1102 sequence.

**FROM: BRCT 3434 - Introduction to Digital Filmmaking**  
Prerequisite: A minimum grade of "C" in FILM 2331.

**TO: MMC 3434 - Introduction to Digital Filmmaking**  
Prerequisite: A minimum grade of "C" in FILM 2331 and FILM 2531 or WRIT 2531.

*JUSTIFICATION:*

Prefix change from BRCT to MMC is to (1) keep consistency in the production area of the Communication Arts Department as it changes from BRCT to MMC to address the program shifts to multimedia production and (2) to delineate digital filmmaking production courses from the established film studies minor courses.

**FROM: MMC 4791 - Broadcast Internship**  
**TO: MMC 4791 - Multimedia Communication Internship**

*JUSTIFICATION:*

Course title needs to be updated to reflect new major title MMC: Multimedia Communication.

**FROM: THEA 3334 - Sound Design for the Theatre**  
Prerequisite: Permission of instructor.

**TO: THEA 3334 - Sound Design for the Theatre**  
Prerequisite: A minimum grade of "C" in THEA 1250 and THEA 2332 or permission of instructor.

*JUSTIFICATION:*

We are adding pre-requisite to this class to align with the accreditation guidelines of the National Association of Schools of Theatre (N.A.S.T.).

**FROM: THEA 3337 - Play Directing**  
Prerequisite: Permission of instructor.

**TO: THEA 3337 - Play Directing**  
Prerequisite: A minimum grade of "C" in THEA 1250 and THEA 2333 or permission of instructor.

*JUSTIFICATION:*

We are adding a new course as a pre-requisite to this class to align with the accreditation guidelines of the National Association of Schools of Theatre (N.A.S.T.).

**FROM: THEA 4335 - Scene Design**  
Prerequisite: THEA 2332 or permission of instructor.

**TO: THEA 4335 - Scene Design**  
Prerequisite: A minimum grade of "C" in THEA 1250 and THEA 2333 or permission of instructor.

*JUSTIFICATION:*

We are adding a new course as a pre-requisite to this class to align with the accreditation guidelines of the National Association of Schools of Theatre (N.A.S.T.).

**FROM: THEA 4336 - Lighting Design**

Prerequisite: THEA 2332 or permission of instructor.

**TO: THEA 4336 - Lighting Design**

Prerequisite: A minimum grade of "C" in THEA 1250 and THEA 2333 or permission of instructor.

*JUSTIFICATION:*

We are adding a new course as a pre-requisite to this class to align with the accreditation guidelines of the National Association of Schools of Theatre (N.A.S.T.).

**FROM: THEA 4337 - Costume Design**

Prerequisite: THEA 2332 or permission of instructor.

**TO: THEA 4337 - Costume Design**

Prerequisite: A minimum grade of "C" in THEA 1250 and THEA 2333 or permission of instructor.

*JUSTIFICATION:*

We are adding a new course as a pre-requisite to this class to align with the accreditation guidelines of the National Association of Schools of Theatre (N.A.S.T.).

***A R. Smith/Higgins motion to approve these course revisions was passed unanimously.***

**Selected Topics Announcements**

**COMS 3030 - Performance, Culture, Communication**

*JUSTIFICATION:*

The course approaches communication and performance theory and practice from a humanistic and critical perspective. The course investigates communicative action in specific cultural contexts of personal and cultural performances of identity in everyday life, ceremony and ritual. Specific skill sets will be introduced and mastered, particularly in developing personal narratives in conjunction with the primary research techniques of oral history interviewing and performance. The course will culminate in a public, staged performance event based on materials students develop throughout the semester. All students are expected to contribute substantially to the staged performance, although all students are not required to perform on stage.

**FILM 3030 - Queer Cinema**

*JUSTIFICATION:*

This course will address the history of GBLTQ representation in cinema through readings and screenings, including narrative and documentary films. Screenings will focus on the changes in representation from stereotypes in Classic Hollywood cinema through the large body of modern works addressing diversity of sexuality and gender more accurately. The course will also analyze developments from socio-cultural and economic perspectives. This course will serve as an elective in either the MMC Digital Filmmaking Emphasis or Film Studies Minor.

**PRCA 3030 - Social Media for Public Relations**

*JUSTIFICATION:*

In this course, we will explore emerging social media technologies and study their ethical application in contemporary PR practice. We will not only examine

these technologies from a theoretical perspective by reading scholarly research and writings from PR professionals, but we will also learn how to use and author content for such online PR 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.

***Selected Topics Announcements are for information only.***

### **Program Revisions**

#### **B.A. Communication Arts**

##### *JUSTIFICATION:*

Revised language regarding advisement and program admission criteria.

#### **B.A. Theatre**

##### *JUSTIFICATION:*

A single class in area F is being replaced to more closely follow the accreditation guidelines from the National Association of Schools of Theatre (N.A.S.T.). The class that has been replaced in area F has been added to the list of classes available for Theatre Electives.

#### **B.S. Communication Studies**

##### *JUSTIFICATION:*

Revised language regarding advisement and program admission criteria.  
Adjusted course title change.

#### **B.S. Journalism**

##### *JUSTIFICATION:*

Revision needed to align program with accreditation requirements as outlined by ACEJMC advance team. Changes also update advising status.

#### **B.S. Multimedia Communication, Digital Filmmaking Emphasis**

##### *JUSTIFICATION:*

This revision includes three changes: 1) eliminates the concentrations within the Digital Filmmaking emphasis in the Multimedia Communication major, for parsimony and for greater efficiency in course offerings; 2) adds MMC 3830, a new course within the major as an option; and, 3) adds language to the internship statement at the bottom of the program change to match the language of the other two areas of emphasis in the Multimedia Communication major.

#### **B.S. Multimedia Communication, Information Emphasis**

##### *JUSTIFICATION:*

This change adds a new audio production course that will provide majors with an alternative to taking an audio production course with an announcing element in it. The new course, MMC 3830, will consider sound track creation for film and video production programs. The new course will be available to students in all three of the MMC emphases. Additionally, language regarding the internship requirements has been revised at the bottom of the program page to be consistent with the language of the program page for the Production emphasis.

#### **B.S. Multimedia Communication, Production Emphasis**

##### *JUSTIFICATION:*

This change adds a new audio production course that will provide majors with an alternative to taking an audio production course with an announcing element in it. The new course, MMC 3830, will consider sound track creation for film and video production programs. The new course will be available to students in all

three of the MMC emphases. Revisions were also made to provide consistent language in regard to program and internship requirements.

### **B.S. Public Relations**

#### *JUSTIFICATION:*

Changes needed to correct course number in Area F and to update advising information.

### **Multimedia Communication Second Discipline**

#### *JUSTIFICATION:*

This change is the creation of a new audio production course that will provide second discipline students with an alternative to taking an audio production course with an announcing element in it. The new course will consider sound track creation for film and video production programs.

***A R. Smith/Moore motion to approve these program revisions was passed unanimously.***

## ➤ **Department of Foreign Languages**

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

### **New Course**

#### **SPAN 3339 - U.S. Latino Culture**

Focuses on improving linguistic and cultural proficiency within the context of US Latino cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisites: A minimum grade of "C" SPAN 2002 or SPAN 2060 or permission of instructor.

#### *JUSTIFICATION:*

We are in the process of trying to make our program more proficiency oriented. One of our students' principal barriers to improved proficiency is a shortage of 3000-level courses that specifically target the linguistic functions they need to work on. This course rounds out a group of three others that we have renumbered from the 4000-level to the 3000-level in an attempt to provide a series of content-based culture courses in which the students can develop their advanced-level proficiency skills. We currently have no culture course on the US Latinos. Outside of Mexico, one can argue that the most influential Spanish-speaking country is the USA. This course is an attempt to rectify our current gap.

***A Higgins/L. Smith motion to approve this new course was passed unanimously.***

### **Course Deletions**

**SPAN 4232 - Spanish American Literature II**

**SPAN 4436 - 20<sup>th</sup> Century Spanish American Literature**

**SPAN 4431 - 18<sup>th</sup>-19<sup>th</sup> Century Culture in Spain**

**SPAN 4432 - 20<sup>th</sup>-21<sup>st</sup> Century Culture in Spain**

**SPAN 4433 - Golden Age Prose and Poetry**

**SPAN 4434 - Golden Age Drama**

**SPAN 4234 - Peninsular Literature II**

**SPAN 5235 - Spanish American Women Writers**

**SPAN 5330 - Afro-Hispanic Culture**

#### *JUSTIFICATION:*

Upon changing the title of SPAN 4231 from "Spanish American Literature I" to "Spanish American Life, Literature, and Thought," SPAN 4436/LAST 4436 and SPAN 4232 are no longer needed. The new title encompasses and expands on the old titles and makes the course more appealing to students. Upon changing the title of SPAN 4233 from "Peninsular Literature I" to "Peninsular Life, Literature, and Thought," SPAN 4234, 4431, 4432, 4433, and 4434 are no longer needed. The new title encompasses and expands on the old titles and makes the course more appealing to students. SPAN/WGST 5235, SPAN/AAST 5330: With our reorganization of courses, these courses are no longer necessary, since their topics are included in other courses with broader topics. These courses were all too narrow for us to teach with regularity, and in some cases the faculty who taught them are no longer with us. LAST 4331 should have been deleted in 2003 but for some reason was not.

***A R. Smith/Morris motion to approve these course deletions was passed unanimously.***

### **Course Revisions**

**FROM: SPAN 3130 - Conversation**

Provides oral practice in Spanish using authentic communicative activities.  
Prerequisites: SPAN 2002.

**TO: SPAN 3130 - Conversation**

Provides practice in listening, writing, reading, and speaking skills, with a focus upon speaking, using authentic cultural materials. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

***JUSTIFICATION:***

New description reflects more accurately the nature of the class. Prereq change recognizes the completion of SPAN 2060 for entry.

**FROM: SPAN 3131 - Spanish Grammar and Composition**

A thorough study of Spanish grammar. Practice in writing short compositions.

**TO: SPAN 3131 - Spanish Grammar and Composition**

Provides practice in listening, speaking, reading, and writing skills, with a focus upon writing, using authentic cultural materials.

***JUSTIFICATION:***

New description reflects more accurately the nature of the class.

**FROM: SPAN 3630 - Introduction to Hispanic Literature**

Prerequisite: A minimum grade of "C" in SPAN 3130 and one other 3000 level course or permission of instructor.

**TO: SPAN 3630 - Introduction to Hispanic Literature**

Prerequisite: A minimum grade of "C" in SPAN 3131 and one other 3000 level course or permission of instructor.

***JUSTIFICATION:***

New prerequisite ensures that students come better prepared for the linguistic challenges of SPAN 3630.

**FROM: SPAN 4130 - Advanced and Applied Conversation**

Builds on oral skills with activities designed to be applied to more complex communicative tasks, including negotiating, supporting opinions, and solving problems.

**TO: SPAN 4130 - Advanced and Applied Conversation**

Builds on writing, reading, listening, and oral skills, using authentic cultural materials. Focus on speaking and the acquisition of advanced grammatical concepts appropriate for more complex communicative tasks, including stating and supporting opinions, hypothesizing, and speaking in the abstract in linked-paragraph discourse.

*JUSTIFICATION:*

New description reflects more accurately the nature of the course.

**FROM: SPAN 4131 - Spanish Stylistics**

Students will study models of effective and elegant writing in Spanish for improvement of their own writing. Additional study of more sophisticated levels of expression and vocabulary.

**TO: SPAN 4131 - Spanish Stylistics**

Builds on writing, reading, listening, and oral skills, using authentic cultural materials. Focus on writing and the acquisition of advanced grammatical concepts appropriate for more complex communicative tasks, including stating and supporting opinions, hypothesizing, and writing in the abstract in linked-paragraph discourse.

*JUSTIFICATION:*

New description reflects more accurately the nature of the course.

**FROM: SPAN 4231 - Spanish American Literature I**

Introduction to the literature of Spanish America from the end of the 19th Century to the present. Study of representative authors, their themes and their significance for the development of the literary period. Not repeatable for credit.

**TO: SPAN 4231 - Spanish American Life, Literature, and Thought**

An exploration of the life, literature, and thought of Spanish America, with focus on building advanced-level proficiency in writing, listening, reading, and speaking. Repeatable for credit.

*JUSTIFICATION:*

New title and description reflect more accurately the nature of the course; opens the course up to reflect the current trends in proficiency-oriented instruction; removes the titular suggestion that the course will only about literature and about a specific period. May be repeated for credit with permission of advisor.

**FROM: SPAN 4233 - Peninsular Literature I**

The study of authors and readings, with special attention given to the literary movements and historical context, from the Middle Ages to the seventeenth century. Not repeatable for credit.

**TO: SPAN 4233 - Peninsular Life, Literature, and Thought**

An exploration of the life, literature, and thought of Spain, with focus on building advanced-level proficiency in writing, listening, reading, and speaking. Repeatable for credit.

*JUSTIFICATION:*

New title and description reflect more accurately the nature of the course; opens the course up to reflect the current trends in proficiency-oriented instruction; removes the titular suggestion that the course will only about literature and about a specific period. May be repeated for credit with permission of advisor.

**FROM: SPAN 4530 - Advanced Spanish for the Professions**

An advanced level of Spanish vocabulary and discourse related to functional business areas and situational practice for success in the Spanish speaking business world.

**TO: SPAN 4530 - Advanced Spanish for the Professions**

This course incorporates authentic cultural materials and situational practice as students explore a wide-range of advanced-level Spanish content and discourse related to professions.

*JUSTIFICATION:*

New description describes more accurately the course's content.

**FROM: SPAN 4533 - Business through Literature**

Reading in the social, economic and political changes of the Hispanic world through essays, novels, plays, short stories, and poems.

**TO: SPAN 4533 - Hispanic Business Through Literature and Culture**  
Study of authentic cultural materials that demonstrate the influence of social, economic, and political thought on business and professional practices in the Hispanic world.

*JUSTIFICATION:*

New description reflects more accurately the content of the course.

**FROM: SPAN 4635 - Capstone Course for Spanish Majors**  
In this course, proficiency skills (speaking, listening, writing, reading) are refined as depth and nuance are added to the understanding of Hispanic history, literature, culture, and contemporary events through an in-depth study of a particular topic.

**TO: SPAN 4635 - Transatlantic Studies**  
In this course, proficiency skills (speaking, listening, writing, reading) are refined as depth and nuance are added to the understanding of Hispanic history, literature, culture, and contemporary events through an in-depth study of a particular topic that spans the Spanish-speaking world temporally and geographically.

*JUSTIFICATION:*

New title is more appealing to a broader audience; new description reflects more accurately the content of the course.

**FROM: SPAN 5230 - Medieval Spanish History**  
Study of representative authors and their works through the 15<sup>th</sup> century. Graduate Students will be assigned extra work that undergraduates will not be required to do. Not repeatable for credit.

**TO: SPAN 5230 - Studies in Hispanic History**  
Practice of Superior-level Spanish-proficiency skills through the examination of the history of the Spanish-speaking world. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Repeatable for credit.

*JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

**FROM: SPAN 5232 - Literature of Hispanic Minorities**  
Acquaints students with the representation of various minority groups in Hispanic society as represented in literature. Emphasis on ethnicity, cultural traditions, and their relation to historical and political events. Representative narrative works and poetry. Graduate students will be assigned extra work that undergraduates will not be required to do. Not repeatable for credit.

**TO: SPAN 5232 - Studies in Hispanic Societies**  
Practice of Superior-level Spanish-proficiency skills through the examination of the societies of the Spanish-speaking world, with particular focus on the various minority groups. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Repeatable for credit.

*JUSTIFICATION:*

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible

approach to the course content. Course repeatable for credit with advisor approval.

**FROM: SPAN 5234 - Peninsular Women Writers**

This course explores literary works (prose, poetry, drama) by women in Spain. Analyzes selected works as individual literary creations, and also situates them in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students will be assigned extra work that undergraduates will not be required to do. Not repeatable for credit.

**TO: SPAN 5234 - Studies in Hispanic Literature**

Practice of Superior-level Spanish-proficiency skills through the examination of the literatures of the Spanish-speaking world. Situates works in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Repeatable for credit.

**JUSTIFICATION:**

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

**FROM: SPAN 5332 - Hispanic Culture through Cinema**

This course will provide knowledge of Hispanic culture through films from Spain and Spanish America and will focus on Hispanic culture with discussion of a variety of themes, including traditions and customs, history, women's roles, marginalized individuals, and the search for identity. Graduate students will be assigned extra work that undergraduates will not be required to do. Not repeatable for credit.

**TO: SPAN 5332 - Studies in Hispanic Film**

Practice of Superior-level Spanish-proficiency skills through study of the films of the Spanish-speaking world. Situates works in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Repeatable for credit.

**JUSTIFICATION:**

New title is more appealing to a broader audience and better fits with the proficiency-orientation of our department; new description permits a more flexible approach to the course content. Course repeatable for credit with advisor approval.

***A Greca/Warren motion to approve these course revisions was passed unanimously.***

**Selected Topics Announcements**

**SPAN 3030 - The Concept of Love and Death in Hispanic Culture**

**JUSTIFICATION:**

This course will allow the instructor to use the content of the Concept of Love and Death in Hispanic Culture to have students practice Spanish speaking, listening, reading, and writing at the advanced level. Course conducted entirely in Spanish.

**SPAN 3030 - Spain through the Artists' Eyes**

**JUSTIFICATION:**



This course will allow the instructor to use the content of Spanish art to have students practice Spanish speaking, listening, reading, and writing at the advanced level. Although we often refer to art in all advanced courses, this course will explore Spain through art while building the students linguistic proficiency. Course conducted entirely in Spanish.

### **SPAN 3030 - US Latino Culture**

#### *JUSTIFICATION:*

This is a course that we have submitted for inclusion in our regular course offerings starting Fall 2010 as a part of our 3000-level culture-based advanced-proficiency series. We plan to offer it this summer as a Special Topics. We have had similar courses in the past which have been successful. As with all SPAN courses, the entire course is in Spanish.

***Selected Topics Announcements are for information only.***

### **Program Revisions**

#### **B.A. Modern Languages**

#### *JUSTIFICATION:*

In the revision to the program passed in 2008-09, several mistakes persisted from previous catalogs; also, the credit hours needed adjusting; finally, some slight changes in wording were needed. Added an overview page to the major, with information that will help advisors across the university place students appropriately (Ann and Tiffany: please note that this entire page is new and that I did not bold and italicize it in order for you to see the formatted bolding). No changes have been made to requirements.

#### **Spanish Second Discipline**

#### *JUSTIFICATION:*

Our new proficiency-oriented focus in Foreign Languages obviates the need for specific courses; student may take any of a number of courses at a particular level to achieve the same goal.

#### **Spanish for Business Minor**

#### *JUSTIFICATION:*

We are changing the courses listed to reflect the courses that we actually have in the program.

***A Warren/Moore motion to approve these program revisions was passed unanimously.***

### ➤ **Department of History**

*Dr. Olivia Carr Edenfield presented the following agenda items for the Department of History.*

#### **Course Revision**

#### **FROM: HIST 3137 - History of Women in the U.S.**

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace.

#### **TO: HIST 3137 - Topics in U.S. Women's History**

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace. Topic varies. May be repeated for credit.

**JUSTIFICATION:**

American women's history is a dynamic and expanding field. Focusing on particular aspects of women's historical experience will enable students to explore selected topics in a depth that is not possible under the current description. It will also better serve the needs of History majors and Women's and Gender Studies minors by allowing the Department to offer a greater variety of subject matter without adding new courses to the catalog.

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

**Selected Topics Announcements**

**HIST 3030 - American Revolution, 1763-1799**

**JUSTIFICATION:**

We have not had a course in the American Revolution since 2006-2007. This course is needed for our majors to fill out coverage for our upper level undergraduate majors.

**HIST 3030 - The US West**

**JUSTIFICATION:**

The lectures in this course are designed to provide students with a basic understanding of the major themes in the history of that part of North America that became the US West from European contact to the present, with emphasis upon the 19<sup>th</sup> and 20<sup>th</sup> centuries. Themes considered will include the frontier thesis, place and regionalism, American Indians, natural and social landscapes in the West, western developments in relation to gender, race/ethnicity, and class, religion in the West, and the mythic West.

**HIST 3030 - History of Modern Mexico**

**JUSTIFICATION:**

The department of history is offering the History of Modern Mexico to meet student demand for a course specifically about modern Mexico. Laura Shelton, a tenure-track member of the Dept of History, is a specialist of modern Mexican history. This course will introduce students to the major trends, problems and forces that have shaped current-day Mexico since the late colonial period. The course will emphasize a series of themes: 1)The integration of Mexico into global economies at various moments of its history, 2)The emergence of political systems centered on nation-states and problems of political instability, 3)Conflicts between competing economic and political agendas by different ethnic and class groups as well as between men and women since the late colonial period, 4)The influence of international relations and developments on the Mexican economy and political affairs, and 5)the significance of historical memory, religion, culture and race in the expression of nationalist projects. The course will emphasize diversity within Mexico in terms of population, environment, culture, and language. The course will also stress the similarities in the social, political and economic trajectories of Mexico compared to other Latin American nations in order to underscore the historical patterns that characterize the region.

***Selected Topics Announcements are for information only.***

**Program Revision**

**B.A. History**

**JUSTIFICATION:**

Changing Course Title and Course Catalog Description. Course Revision Forms have been submitted.

***A Greca/Higgins motion to approve this program revision was passed unanimously.***

➤ **Department of Psychology**

*Dr. John Murray presented the following agenda items for the Department of Psychology.*

**Course Revision**

**FROM: PSYC 5530 - History and Systems**

Prerequisites: A minimum grade of "C" in PSYC 3141 and 17 hours of psychology course credit.

**TO: PSYC 5530 - History and Systems**

Prerequisite: 17 hours of psychology course credit.

**JUSTIFICATION:**

We have discovered that having Psychology 3141 as a prerequisite has been an impediment for students enrolling in this course. We have dropped that prerequisite.

***A Higgins/L. Smith motion to approve this course revision was passed unanimously.***

➤ **Department of Sociology and Anthropology**

*Dr. Olivia Carr Edenfield presented the following agenda items for the Department of Sociology and Anthropology.*

**Selected Topics Announcement**

**SOCI 5094 - Deviance and Youth Subculture**

**JUSTIFICATION:**

We are taking advantage of specialized knowledge on one of our instructors to see if there is interest in this topic.

***Selected Topics Announcements are for information only.***

➤ **Women's and Gender Studies**

*Dr. Olivia Carr Edenfield presented the following agenda items for the Department of Women's and Gender Studies.*

**Course Deletion**

**WGST 5235 - Spanish American Women Writers**

**JUSTIFICATION:**

SPAN/WGST 5235, SPAN/AAST 5330: With our reorganization of courses, these courses are no longer necessary, since their topics are included in other courses with broader topics. These courses were all too narrow for us to teach with regularity, and in some cases the faculty who taught them are no longer with us.

***A R. Smith/L. Smith motion to approve this course deletion was passed unanimously.***

**Course Revision**

**FROM: WGST 3137 - History of Women in the U.S.**

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace.

**TO: WGST 3137 - Topics in U.S. Women's History**

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace. Topic varies. May be repeated for credit.

**JUSTIFICATION:**

American women's history is a dynamic and expanding field. Focusing on particular aspects of women's historical experience will enable students to explore selected topics in a depth that is not possible under the current description. It will also better serve the needs of History majors and Women's and Gender Studies minors by allowing the Department to offer a greater variety of subject matter without adding new courses to the catalog.

***A R. Smith/L. Smith motion to approve this course revision was passed unanimously.***

**Program Revisions**

**Women's and Gender Studies Concentration**

**JUSTIFICATION:**

SPAN 5235 and WGST 5235 no longer exist.

**Women's and Gender Studies Minor**

**JUSTIFICATION:**

SPAN 5235 and WGST 5235 no longer exist.

***A R. Smith/L. Smith motion to approve these program revisions was passed unanimously.***

➤ **Department of Writing and Linguistics**

*Dr. Randall McClure presented the following agenda items for the Department of Writing and Linguistics.*

**New Course**

**WRIT 2230 - Careers in Writing and Linguistics**

This course focuses on the broad employment opportunities available in the field of writing and linguistics, provides students with an understanding of their realistic options, and presents criteria for planning a focused job search in the field. This course situates an individual career search in a larger framework that addresses the economic, cultural, and social changes that have resulted in major shifts in the field. 3 credit hours.

**JUSTIFICATION:**

This course will be an option for students in Area F. The course is needed to provide students with information on and more importantly exposure to careers and employment settings common to graduates with a BA in Writing and Linguistics. This course focuses on the broad employment opportunities available in the field of writing and linguistics, provides students with an understanding of their realistic options, and presents criteria for planning a focused job search in the field. Most importantly, this course situates an individual career search in a larger framework that addresses the economic, cultural, and social changes that have resulted in major shifts in the field.

***A Warren/L. Smith motion to approve this new course was passed unanimously.***

**Course Deletions**

**LING 4335 - Linguistic Analysis**

**JUSTIFICATION:**

The course has not fit the subject area's vision for several years.

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

**WRIT 5631 - Writing Crime Fiction**

**JUSTIFICATION:**

This course is being deleted because it has not made for some time. The graduate section is also being deleted.

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

**Selected Topics Announcement**

**WRIT 5030 - Teaching English Abroad**

**JUSTIFICATION:**

This course has been designed to meet student requests for preparation in teaching English in other countries. The course offers basic preparation for teaching English abroad in which students research countries of interest and teaching opportunities there and consider the cultural context of teaching English in another country, appropriate teaching styles and approaches, international students' motivation for learning English, and aspects of English that pose difficulties for non-native speakers. The course also offers chances to review and try out a range of teaching materials and techniques.

***Selected Topics Announcements are for information only.***

**Program Revisions**

**B.A. Writing and Linguistics (Concentration in Linguistics)**

**JUSTIFICATION:**

The B.A. in Writing and Linguistics is being consolidated to eliminate its concentrations. The Concentration in Linguistics is to be deleted from the catalog.

**B.A. Writing and Linguistics (Concentration in Professional and Technical Writing)**

**JUSTIFICATION:**

B.A. in Writing and Linguistics is being consolidated to eliminate its concentrations. The Concentration in Professional and Technical Writing is to be deleted from the catalog.

**B.A. Writing and Linguistics (Concentration in Writing Studies)**

**JUSTIFICATION:**

B.A. in Writing and Linguistics is being consolidated to eliminate its concentrations. The Concentration in Writing Studies is to be deleted from the catalog.

**B.A. Writing and Linguistics (with Creative Writing Concentration deleted)**

**JUSTIFICATION:**

The Department of Writing and Linguistics is reconfiguring the major to eliminate the concentrations in Creative Writing, Linguistics, Professional and Technical Writing, and Writing Studies. The revision will create a more general program in Writing and Linguistics.

***A L. Smith/R. Smith motion to approve these program revisions was passed unanimously.***

**XV. JIANN-PING HSU COLLEGE OF PUBLIC HEALTH**

*Dr. Charles Hardy presented the following agenda item for the Jiann-Ping Hsu College of Public Health.*

**New Courses**

**PUBH 4090 - Selected Topics in Public Health**

Allows the student the opportunity to receive specialized and/or focused instruction in a public health topic not generally offered by the college.  
Prerequisite: Permission of instructor. 1-3 credit hours.

**JUSTIFICATION:**

This course meets College goals and objectives developing undergraduate experiences in the general area of Public Health. From time to time there is an opportunity for in-depth and /or specialized learning experience in the field of Public Health. Selected topics provides this opportunity. Variable credit 1-3 credit hours.

**PUBH 4890 - Directed Individual Study**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor. 1-3 credit hours.

**JUSTIFICATION:**

This course meets the College goals and objectives by providing undergraduate students an opportunity to investigate an area of interest under the directions of a faculty member. A directed individual study allows the student to work one-on-one with a faculty member to explore a topic of interest on a focused manner. Variable credit 1-3 credit hours.

***A Higgins/Greca motion to approve these new courses was passed unanimously.***

## **XVI. COLLEGE OF HEALTH AND HUMAN SCIENCES**

*Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.*

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

**CHFD 3131- Birth to 5 Methods**

This course focuses on the developmental characteristics of young children 6 weeks to five years and how to apply child development theory, research, and teaching methods to children in group care. The whole child approach and understanding of developmentally appropriate practices serve as the framework for observation and interaction in the NAEYC accredited Child Development Center. Students will complete observations in a preschool classroom and an infant or toddler classroom. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137. 3 credit hours.

**JUSTIFICATION:**

Required for the major. Will be the only required hands-on Child Development Center (CDC) lab course for all CHFD students.

**CHFD 3138 - Early and Middle Adulthood Development**

Emphasis on understanding the process of early and middle adulthood development. A firm grounding in the concepts, facts, theories, and current issues in research on early and middle adulthood development will be provided. Topics include appropriate research methods, theories of adult development, physical growth, cognitive development, personality development, and social/relationship development during early and middle adulthood. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137. 3 credit hours.

**JUSTIFICATION:**

This new course fills a gap in our curriculum, the ages of 20 to age 60. Students need to understand the research and theory associated with middle and adult development. . Students will be required to take this course as a CHFD major course and this course aims to help students learn the whole lifespan development of individuals. This course covers how adults in contemporary

society develop/experience/change/go through physical, cognitive, and psychosocial development.

### **FACS 3131 - Diversity in Human Development**

This course helps students understand the variability in human development. Students will examine differences in family structure, race, ethnicity, gender and class. Students will be encouraged to examine their racial/ethnic/cultural identities to develop greater awareness of how "culture of origin" impacts their work in much the same way that the family of origin does. Student will be challenged to think critically while seeking to understanding similarities and differences among people. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137. 3 credit hours.

#### **JUSTIFICATION:**

Our current CHFD curriculum touches on the diversity of human development in several courses but as South Georgia and the United States becomes more diverse, students need to more indepth understanding of race, gender, class, and cultural diversity. CHFD students need to understand differences in development to work with children in families in all three of our emphasis areas: child development, child life, and family services.

### **FACS 4132 - Sexuality in Human Development**

This course is intended for students entering into professions whose work may bring them into contact with issues associated with human sexuality. It is designed to inform students about contemporary sexual issues and to help them become aware of how their personal values and beliefs may interfere with their work. Class sessions will focus on providing theory, knowledge, and research in sexual behaviors, sexual issues, and introduce students to educational and therapeutic interventions. Class sessions will be a combination of lecture and discussion. Course content will include cross-cultural perspectives on sexual behavior and contemporary society, current and controversial issues in sexuality, sex education, and the effects of economics, class, public policy, and the political climate on expression of human sexuality. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137. 3 credit hours.

#### **JUSTIFICATION:**

This course will provide students with knowledge about sexuality in a relational context. The social, cultural, historical and moral contexts of sex and love will also be explored. Students will be encouraged to examine their own personal values and beliefs and determine how these perceptions may influence their work with children and families. Because one's attitudes and beliefs influence one's professional competence, ethics, and integrity, students need to understand how their sexual value system may influence their understanding of others.

***A Warren/Higgins motion to approve these new courses was passed unanimously.***

### **Course Deletions**

**CHFD 3130 - Research Methods in Child and Family Development**

**CHFD 3132 - Prenatal, Infant, and Toddler Development**

#### **JUSTIFICATION:**

CHFD 3130 - Students were given a choice between CHFD 3130 and CHFD 4136. We did not have enough interest/enrollment to justify continuation of course. Research method content will be added to CHFD 2135 and CHFD 2134. CHFD 3132 - Course is being re-designed to create one lab course combining the old CHFD 3132 and CHFD 2135. This will better utilize current faculty and growth of major.

***A Moore/Greca motion to approve these course deletions was passed unanimously.***

**Course Revisions**

**FROM: CHFD 2135 - Child Development**

A study of the developmental characteristics of young children ages 3 to 6, using a whole child approach. Reviews research, theory, and practice that contribute to a developmentally appropriate experience for children in a quality group setting. Observation and interaction at the Child Development Center required. Lecture/Lab with hours from 0-2.

**TO: CHFD 2135 - Child Development**

Emphasis on development from conception through the first six years of life. This course reviews research, theory, and practice that contribute to a developmentally appropriate experience for the young child in a quality group setting, utilizing the whole child approach. Lecture only with 3 hours.

***JUSTIFICATION:***

Changing the course from a laboratory to a lecture mode will better utilize facilities and faculty resources as the program continues to grow. This will force the schedule type to change.

**FROM: CHFD 3135 - Middle Child and Adolescence**

Prerequisites: A minimum grade of "C" in CHFD 2134 and CHFD 2135.

**TO: CHFD 3135 - Middle Child and Adolescence**

Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3137.

***JUSTIFICATION:***

Newly added course in Area F is now included in prerequisites for this course.

**FROM: CHFD 3137 - Children in Hospitals**

Prerequisite: Permission of instructor.

**TO: CHFD 3137 - Children in Hospitals**

Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3137 or permission of instructor for other majors.

***JUSTIFICATION:***

Course needs prerequisites in order for students to matriculate correctly through the curriculum.

**FROM: CHFD 4130 - Administration of Programs for Children and Families**

Prerequisites: A minimum grade of "C" in CHFD 2130, CHFD 2134, and CHFD 2135.

**TO: CHFD 4130 - Administration of Programs for Children and Families**

Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131.

***JUSTIFICATION:***

The revised prerequisites will be more accurate with program revisions.

**FROM: CHFD 4131 - Teaching Preschool**

Prerequisites: A minimum grade of "C" in CHFD 2134 and CHFD 2135.

**TO: CHFD 4131 - Teaching Preschool**

Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3131.

***JUSTIFICATION:***

More accurate progression in revised program.

**FROM: CHFD 4134 - Family Life Education**

Prerequisite: A minimum grade of "C" in CHFD 2134.

**TO: CHFD 4134 - Family Life Education**



Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3138.

*JUSTIFICATION:*

More accurate progression in revised program.

**FROM: CHFD 4135 - Parenting: Family Child Interaction**

Prerequisites: A minimum grade of "C" in CHFD 2134 and CHFD 2135.

**TO: CHFD 3139 - Parenting: Family Child Interaction**

Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137.

*JUSTIFICATION:*

We want all required CHFD core to be 3000 level. This course is part of the CHFD core.

**FROM: CHFD 4136 - Assessment of Children**

Prerequisites: A minimum grade of "C" in CHFD 2134, and CHFD 2135.

Corequisite: CHFD 3132.

**TO: CHFD 4136 - Assessment of Children**

Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131. Corequisite: None.

*JUSTIFICATION:*

More accurate progression in revised program. Corequisite no longer necessary.

**FROM: CHFD 4790 - Student Teaching/Internship**

Supervised experience in Child and Family Development which requires the student to employ the knowledge base acquired. Site is selected by the student and must be approved by the student's academic advisor. Students enrolled in the program must agree to abide by the regulations governing all employees of the sponsor. Grading will be on a satisfactory/unsatisfactory mode. Students will work full-time for the entire semester while enrolled in the internship program. Students seeking Birth-to-Five certification will complete student teaching in lieu of the internship. It 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. The student teacher will be responsible for assuming the full responsibilities of the teacher for a minimum of fifteen days. Prerequisites: A minimum grade of "C" in CHFD 3132, CHFD 3134, CHFD 3135, CHFD 3136, CHFD 4130, CHFD 4138, CHFD 3130 or CHFD 4136, and CHFD 4134 or CHFD 4137; 15 semester hours of guided electives; senior status, 2.0 GPA and approval of instructor. For student teachers, prerequisites are completion of teaching field, professional education courses, and admission to the Student Teaching Program.

**TO: CHFD 4790 - Internship in Child and Family Development**

Supervised experience in Child and Family Development which requires the student to employ the knowledge base acquired. Site is selected by the student and must be approved by the student's academic advisor. Students enrolled in the program must agree to abide by the regulations governing all employees of the sponsor. Grading will be on a satisfactory/unsatisfactory mode. Students will work full-time for the entire semester while enrolled in the internship program. Prerequisites: Completion of Area F, the Child Development Core, the selected emphasis area, and guided major electives with a grade of "C" or better. Students must have a 2.25 total institution GPA to apply for Child and Family Development Internship (CHFD 4790). Students who do not meet the 2.25 GPA requirements may complete twelve (12) hours approved course work as substitute for the internship with the approval of the area coordinator.

*JUSTIFICATION:*

Due to change in overall CHFD curriculum.

**FROM: FACS 4138 - Professional Development**  
A study of the unique and complex nature of communication within the family with specific application to careers in family and consumer sciences. Involves discussion of current issues and topics with a focus on professional ethics, professional employment opportunities, internships, development and growth, and current research themes within the profession.

**TO: FACS 4138 - Professional Development**  
This course addresses essential family and workplace communication skills and ethical practice in family and consumer science careers. An emphasis is placed on oral and written communication skills, interviewing, job and internship placement, employment laws, ethical code analysis and application, and professionalism. FACS 4138 can only be taken after completion of all CHFD 3000 level courses.

*JUSTIFICATION:*

We want to add professional ethics to the course content. Topics will include: Time Management, Business Letters & Resumes, Dressing for the Interview, Essential Interviewing Skills, Impression Management, Types & Styles of Interviews, Preparing for the CHFD Internship, Internship/Job Search Skills, Conflict Resolution  
Employment Laws, NAEYC Ethical Code, Ethical principles of confidentiality, informed consent, boundaries, power, ethical conflicts, ethics and the law.

**FROM: FACS 4238 - Child Life Practicum**  
Prerequisites: A minimum grade of "B" in CHFD 4137 and a minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3132.

**TO: FACS 4238 - Child Life Practicum**  
Prerequisites: A minimum grade of "B" in CHFD 3137 and a minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 4131.

*JUSTIFICATION:*

Course number changes, course deletions and new courses necessitated prerequisite changes.

**FROM: RECR 3135 - Therapeutic Recreation Practice Concepts**  
Prerequisite: Complete of Area F.

**TO: RECR 3135 - Therapeutic Recreation Practice Concepts**  
Prerequisite: None.

*JUSTIFICATION:*

No prerequisites necessary; will assist students in progression to graduation.

**FROM: RECR 3230 - Adventure Recreation**  
Prerequisite: Complete of Area F.

**TO: RECR 3230 - Adventure Recreation**  
Prerequisite: None.

*JUSTIFICATION:*

No prerequisites necessary; will assist students in progression to graduation.

**FROM: RECR 3235 - Introduction to Natural and Cultural Resource Management**  
Prerequisite: Complete of Area F.

**TO: RECR 3235 - Introduction to Natural and Cultural Resource Management**  
Prerequisite: None.

*JUSTIFICATION:*

No prerequisites necessary; will assist students in progression to graduation.

- FROM: RECR 3236 - Planning Recreation Areas and Facilities**  
Prerequisite: Complete of Area F.
- TO: RECR 3236 - Planning Recreation Areas and Facilities**  
Prerequisite: None.
- JUSTIFICATION:*  
No prerequisites necessary; will assist students in progression to graduation.
- FROM: RECR 3335 - Dynamics of Tourism**  
Prerequisite: Complete of Area F.
- TO: RECR 3335 - Dynamics of Tourism**  
Prerequisite: None.
- JUSTIFICATION:*  
No prerequisites necessary; will assist students in progression to graduation.
- FROM: RECR 3337 - International Tourism**  
Prerequisite: Complete of Area F.
- TO: RECR 3337 - International Tourism**  
Prerequisite: None.
- JUSTIFICATION:*  
No prerequisites necessary; will assist students in progression to graduation.
- FROM: RECR 3430 - Conference and Event Planning**  
Prerequisite: Complete of Area F.
- TO: RECR 3430 - Conference and Event Planning**  
Prerequisite: None.
- JUSTIFICATION:*  
No prerequisites necessary; will assist students in progression to graduation.
- FROM: RECR 3530 - Attraction and Tourism Management Consortium**  
Prerequisite: Complete of Area F.
- TO: RECR 3530 - Attraction and Tourism Management Consortium**  
Prerequisite: None.
- JUSTIFICATION:*  
No prerequisites necessary; will assist students in progression to graduation.
- FROM: RECR 4130 - Assessment and Documentation in Therapeutic Recreation**  
Prerequisite: Complete of Area F.
- TO: RECR 4130 - Assessment and Documentation in Therapeutic Recreation**  
Prerequisite: None.
- JUSTIFICATION:*  
No prerequisites necessary; will assist students in progression to graduation.
- FROM: RECR 4135 - Therapeutic Recreation Intervention Techniques**  
Prerequisites: Completion of Area F requirements and EDUF 2230.
- TO: RECR 4135 - Therapeutic Recreation Intervention Techniques**  
Prerequisite: None.
- JUSTIFICATION:*  
No prerequisites necessary; will assist students in progression to graduation.
- FROM: RECR 4230 - Resource Management and Interpretation**  
Prerequisite: Complete of Area F.
- TO: RECR 4230 - Resource Management and Interpretation**  
Prerequisite: None.

*JUSTIFICATION:*

No prerequisites necessary; will assist students in progression to graduation.

**FROM: RECR 4430 - Financial and Legal Dimensions of Recreation**

Prerequisite: None.

**TO: RECR 4430 - Financial and Legal Dimensions of Recreation**

Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530.

*JUSTIFICATION:*

Will assist students in progression to graduation.

**FROM: RECR 4530 - Marketing Recreation Services**

Prerequisite: None.

**TO: RECR 4530 - Marketing Recreation Services**

Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530.

*JUSTIFICATION:*

Will assist students in progression to graduation.

**FROM: RECR 4536 - Evaluation and Research**

Prerequisite: None.

**TO: RECR 4536 - Evaluation and Research**

Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530.

*JUSTIFICATION:*

Will assist students in progression to graduation.

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

**Revised Programs**

**B.S. Child and Family Development**

*JUSTIFICATION:*

Changes necessary due to the ever-changing make-up and needs of families and children in the U.S. Also, this revision will better utilize existing faculty in the program.

***A R. Smith/Higgins motion to TABLE this program revision was passed unanimously.***

**Child Development Minor**

*JUSTIFICATION:*

Changes reflect changes in Child Development program.

**B.S. Hotel and Restaurant Management**

*JUSTIFICATION:*

To broaden the educational opportunities for HRM students in their undergraduate program. In addition, these two changes will allow more flexibility in progression to graduation.

***A Moore/Warren motion to approve these program revisions was passed unanimously.***

➤ **Department of Health and Kinesiology**

**Selected Topics**

**HLTH 4099S - Introduction to International Nutrition: Over the Tuscan Stove**

*JUSTIFICATION:*

This course will provide Georgia Southern University undergraduates with the opportunity for a Study Abroad program to Italy to examine the historic, cultural, and scientific factors of the Italian lifestyle which influence diet and disease.

## **HLTH 4099S - The Mediterranean Diet: Over the Tuscan Stove**

### **JUSTIFICATION:**

This course will provide Georgia Southern University undergraduates with the opportunity for a combined Study Abroad to Italy and in-depth seminar course to examine the historic, cultural, and scientific factors of the Mediterranean Diet.

***Selected Topics Announcements are for information only.***

## **XVII. COLLEGE OF INFORMATION TECHNOLOGY**

*Dr. Ardian Greca presented the following agenda item for the College of Information Technology.*

### **➤ Department of Computer Science**

#### **New Courses**

#### **CSCI 5235 - Human Computer Interaction**

Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things as user requirements gathering and usability testing. Prerequisite: A minimum grade of "C" in CSCI 3230 or permission of instructor. 3 credit hours.

#### **JUSTIFICATION:**

This course will act as one of the three CSCI 5XXX required elective courses, as a part of the proposed Software Engineering certificate, and as part of the proposed Game Programming certificate.

#### **CSCI 5439 - Game Programming**

An introduction to game design and development including game physics, using game engines, using AI in games, creating multi-threaded games, and creating networked games. Prerequisites: A minimum grade of "C" in CSCI 5332 and CSCI 5437 or permission of instructor. 3 credit hours.

#### **JUSTIFICATION:**

This course will act as one of the three CSCI 5XXX required elective courses, as a part of the proposed Game Programming certificate

#### **CSCI 5534 - Software Testing and Quality Assurance**

Basic concepts of broadband networks including an introduction to broadband networks, principles and systems. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis. Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in CSCI 5332 or permission of instructor. 3 credit hours.

#### **JUSTIFICATION:**

This course will act as one of the three CSCI 5XXX required elective courses and as a part of the proposed CS Broadband and Mobile Systems certificate.

#### **CSCI 5537 - Broadband Networks**

Basic concepts of optical networks will be explored including a summary of fundamental mechanisms and recent developments and deployments of optical networks and the network and software architecture to implement optical networks designed to transport IP traffic. Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in CSCI 5332 or permission of instructor. 3 credit hours.

#### **JUSTIFICATION:**

This course will act as one of the three CSCI 5XXX required elective courses and as a part of the proposed CS Broadband and Mobile Systems certificate.

**CSCI 5539 - Optical Networks**

Essential concepts and technology for software systems quality assurance and testing. Course covers software testing and the quality assurance body of knowledge including theory, models and methods, as well as contemporary standards and tools. Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in CSCI 5535 or permission of instructor. 3 credit hours.

*JUSTIFICATION:*

This course will act as one of the three CSCI 5XXX required elective courses and as a part of the proposed CS Software Engineering certificate.

*A Greca/Frost motion to approve these new courses was passed unanimously.*

**Course Deletions**

**CSCI 2230 - C++ Programming**

**CSCI 5232 - Operating Systems**

**CSCI 5234 - Parallel Processing**

**CSCI 5434 - Theory of Programming Languages**

*JUSTIFICATION:*

These courses have not been taught in over five years.

*A Greca/Higgins motion to approve these course deletions was passed unanimously.*

**Course Revision**

**FROM: CSCI 5332 - Data Communications and Networking**

Fundamental concepts of data communications including architecture models, protocol suites, network programming, signal and data transmissions, error detection, and performance analysis. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in CSCI 3232, CSCI 5331/5331G, and STAT 2231.

**TO: CSCI 5332 - Data Communications and Networking**

Fundamental concepts of data communications including architecture models, protocol suites, network programming, signal and data transmissions, error detection, and performance analysis. Prerequisites: A minimum grade of "C" in CSCI 3232 and MATH 2231.

*JUSTIFICATION:*

Data Communications is a pre-requisite course for many 5XXX CS courses. The CS department decided that this course should be offered earlier in the CS curriculum. It was felt that the CSCI 5331 prerequisite (Computer Architecture) was not necessary to effectively teach network architectures and protocols. The graduate course (5332G) is going to be moved to a 7XXX course as prescribed by the graduate school.

*A Greca/L. Smith motion to approve this course revision was passed unanimously.*

**Revised Program**

**B.S. Computer Science**

*JUSTIFICATION:*

Dropping courses that have not been taught in many years, adding popular 5XXX elective courses that have been taught in the past as CSCI 5090 courses and adding four new embedded certificates (no BOR approval required)

***A Greca/Higgins motion to approve this program revision was passed unanimously.***

➤ **Department of Information Technology**

**Course Revisions**

**FROM: IT 3233 - DB Design & Implementation**

Prerequisites: A minimum grade of "C" in CSCI 1236 and IT 2333.

**TO: IT 3233 - DB Design & Implementation**

Prerequisites: A minimum grade of "C" in CSCI 1236, IT 2333, and MATH 2130.

**JUSTIFICATION:**

This change is required for ABET accreditation purposes.

**FROM: IT 3234 - Software Acquisition, Integration and Implementation**

Prerequisites: A minimum grade of "C" in IT 3233, and STAT 2231 or BUSA 3131.

**TO: IT 3234 - Systems Acquisition Integration and Implementation**

Prerequisites: A minimum grade of "C" in IT 3233, STAT 2231 or BUSA 3131, and MATH 1232.

**JUSTIFICATION:**

The name change is proposed in order to better reflect the content of the course. The prerequisite change is proposed in order to observe ABET requirements.

**FROM: WBIT 2000 - The Enterprise and IT**

Prerequisite: A minimum grade of "C" in WBIT 1100.

**TO: WBIT 2000 - The Enterprise and IT**

Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in WBIT 1100.

**JUSTIFICATION:**

Students will be able to take WBIT 1100 and WBIT 2000 at the same time. This was proposed and passed by the WebBSIT Operating board.

***A Greca/Higgins motion to approve these course revisions was passed unanimously.***

**Revised Programs**

**B.S.I.T. Information Technology**

**JUSTIFICATION:**

Changing the name of IT 3234 on the program page to reflect the course name change.

**IS/IT Minor**

**JUSTIFICATION:**

Changing the name of IT 3234 on the program page to reflect the course name change.

***A Greca/Higgins motion to approve these program revisions was passed unanimously.***

**XVIII. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**

*Dr. Shahnam Navaee presented the following agenda item for the Allen E. Paulson College of Science and Technology.*

➤ **Department of Biology**

Course Revisions

**FROM: BIOL 5144 - Advanced Cell Biology**

Examines the structure and physiology of cells and subcellular organelles. Topics include membrane transport, DNA RNA and protein synthesis, cellular respiration, the synthesis and function of macromolecules, the cell biology of neural and endocrine cells and the cellular biology of bioluminescence. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and two semesters of chemistry. 4 credit hours.

**TO: BIOL 5131 - Cell Biology**

Examines the structure and physiology of cells and subcellular organelles. Topics include the cell membrane and membrane transport, the extracellular matrix of the cell, the cell cytoskeleton, DNA structure and replication, transcription, translation and the regulation of gene expression. Graduate students will be given an extra assignment or an extra section on tests, as determined by the instructor, that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and two semesters of chemistry or permission of instructor. 3 credit hours.

*JUSTIFICATION:*

We do not currently possess equipment or other resources to teach an adequate laboratory for this course, therefore we propose that the lab portion of the existing course be dropped. The current catalog version of the course with lab has not been taught for at least 6 years, however, a lecture version of the course has been taught successfully as BIOL 5099 on three occasions during that period. The catalog needs to be changed to reflect the removal of the laboratory and the consequent reduction in credit hours. The credit hour change necessitates a course number change to the closest available number, BIOL 5131. Additionally, the name change reflects the fact that the material taught in this course is not "advanced" so this term is dropped in the course title. The prerequisites are altered as well to allow graduate students from other institutions to take the course with instructor permission for comparable pre-requisites.

**FROM: BIOL 5132 - Eukaryotic Molecular Genetics**

Examines aspects of inheritance of eukaryotes at the molecular, biochemical, cytological, organismic and population levels. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

**TO: BIOL 5132 - Molecular Genetics**

Examines aspects of inheritance of organisms at the molecular, biochemical, cytological, organismic and population levels. Graduate students will be given an extra assignment or additional section of questions on tests that undergraduates will not be required to complete.

*JUSTIFICATION:*

Current practice in the department is to teach both prokaryotic and eukaryotic genetics in the same course. This requires a modification of the title from "Eukaryotic Molecular Genetics" to "Molecular Genetics" to be inclusive of prokaryotes. The catalog description also needed modification to reflect the inclusion of all organisms, both prokaryotic and eukaryotic.

**FROM: BIOL 5239 - Neurobiology**

Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133. BIOL 5144, CHEM 1146 and PHYS 1112 recommended.

**TO: BIOL 5239 - Neurobiology**



Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. BIOL 5131, CHEM 1146, and PHYS 1112 are recommended.

**JUSTIFICATION:**

BIOL 3133 was left as a prerequisite in error with a curricular change in Biology in 2007. BIOL 5144 is being renumbered as BIOL 5131, therefore the prerequisites for this course must reflect that change.

**FROM: BIOL 5333 - Emerging Diseases**

Corequisite: BIOL 3130.

**TO: BIOL 5333 - Emerging Diseases**

Corequisite: None.

**JUSTIFICATION:**

BIOL 3130 was listed as a co-requisite by mistake. This course has no co-requisite.

***A Moore/Higgins motion to approve these course revisions was passed unanimously.***

**Revised Program**

**Biology Minor**

**JUSTIFICATION:**

We are revising to include the courses recommended for teachers seeking certification.

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

➤ **Department of Chemistry**

**New/Revised Programs**

**Chemistry Minor**

**JUSTIFICATION:**

The Minor in Chemistry was changed to remove courses no longer taught and to include the courses recommended for teachers seeking certification.

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

**B.S.Chem. Chemistry (ACS)**

**JUSTIFICATION:**

This revision to the program will provide students with a certified degree from the American Chemical Society in keeping with the new certification guidelines. Additional updates were also made to update the catalog page to curricular changes made within the department: CHEM 2030 (Principles of Chemistry Research) has replaced CHEM 2031 (Introduction to Chemical Research Methods), CHEM 4333 (Carbohydrate Chemistry) and CHEM 5531 (Bioinorganic Chemistry) are new courses previously taught as CHEM 3090 (Selected Topics), and CHEM 3610 (Junior Seminar) and CHEM 4611 (Senior Seminar) have been deleted as they are no longer taught. Also, since all chemistry degrees offered at GSU are now certified by the American Chemistry Society (previously only the B.S. degree was certified) it was decided to remove (ACS) from the degree name as it no longer reflects a unique aspect of the degree. Lastly, the Departmental Honors in Chemistry requirements were updated to reflect the department's current philosophy in that for a major to graduate with "honors" they should have a strong academic performance in science (3.5 GPA in major-required courses) and also some "capstone" experience that demonstrates their ability to understand and explain advanced scientific topics as set forth by the departmental Honors Committee (this will typically be experimental research or

literature review that is either submitted for journal publication or else presented at professional scientific conferences or a departmental seminars of faculty and students).

**B.S.Chem. Chemistry (Concentration in Biochemistry)**

**JUSTIFICATION:**

This new concentration in our BS degree program will provide students with a more focused degree and allow them to be more competitive in applying to post-baccalaureate programs and employment. This new concentration is also recognized and certified by the American Chemical Society. The Concentration in Biochemistry has reduced requirements in credit hours of chemistry courses but will require four biology courses not required in the standard BS degree: Principles of Biology I with lab (BIOL 2107/2107L), Principles of Biology II with lab (BIOL 2108/2108L) and two additional courses of students' choosing. It is expected that our majors with pre-professional school (Medical, Pharmacy, Dental, etc) ambitions will be most interested in the degree option. As these students already take enough biology course work to qualify for this degree option, it is not expected that this concentration will cause any burden to the current teaching demands. The new concentration has been discussed with and was approved by the Biology Department Chair.

**B.A. Chemistry (Concentration in Biochemistry)**

**JUSTIFICATION:**

This new concentration in our BA degree program will provide students with a more focused degree and allow them to be more competitive in applying to post-baccalaureate programs and employment. This new concentration is also recognized and certified by the American Chemical Society. The Concentration in Biochemistry has reduced requirements in credit hours of chemistry courses but will require three biology courses not required in the standard BA degree: Principles of Biology I with lab (BIOL 2107/2107L), Principles of Biology II with lab (BIOL 2108/2108L) and one additional course of students' choosing. It is expected that our majors with pre-professional school (Medical, Pharmacy, Dental, etc) ambitions will be most interested in the degree option. As these students already take enough biology course work to qualify for this degree option, it is not expected that this concentration will cause any burden to the current teaching demands. The new concentration has been discussed with and was approved by the Biology Department Chair.

***A R. Smith/Greca motion to approve these program revisions was passed unanimously.***

➤ **Department of Geology and Geography**

**Revised Programs**

**Geography Minor**

**JUSTIFICATION:**

The Minor in Geography was modified to include the courses recommended for individuals seeking teacher certification.

**Geology Minor**

**JUSTIFICATION:**

The Minor in Geology was modified to include the courses recommended for individuals seeking teacher certification.

***A Moore/Warren motion to approve these program revisions was passed unanimously.***

➤ **Department of Mechanical and Electrical Engineering**

**New Course**

**TMAE 5139 - Renewable Energy**

The design, operation, and environmental and socio-economic impact of renewable energy systems will be presented with an engineering emphasis. Additionally, cycle evaluation and analysis of the renewable energy systems, the efficiency and power output of renewable energy systems, their benefits and costs will be determined. Graduate students will be required to complete an additional design project that involves a class presentation with a more advanced technical analysis. Prerequisites: TMET 3232 and TMET 3233 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**

The proposed course, TMAE 5139, will serve as an undergraduate technical elective in Mechanical Engineering Technology or an introductory graduate course in the MS in Applied Engineering curriculum for students who have not previously taken the course as an undergraduate. The course has been offered twice at the 5000 level as a special topics course for both undergraduate and graduate students. The course has proven invaluable for introducing both the senior MET student and MSAE graduate student to the science of renewable energy. This is a combination lecture and supervised laboratory course on the theory and engineering applications of renewable energy. It builds on prerequisite knowledge of thermodynamics and heat transfer. It also complements COST's newly established research cluster in Renewable Energy and will serve our university mission by contributing to the strategic themes of academic distinction and technological advancement. The program faculty members would like to make the course a permanent addition to both undergraduate and graduate curricula which is the rationale for introducing the course at the 5000 level. At such a time that sufficient graduate student numbers exist within the Applied Engineering program, a stand alone graduate-level course will be introduced.

***A Warren/Higgins motion to approve this new course was passed unanimously.***

**Course Revision**

**FROM: TMET 3341 - Material Science**

Prerequisite: CHEM 1145.

**TO: TMET 3341 - Material Science**

Prerequisite: CHEM 1147.

**JUSTIFICATION:**

CHEM 1147 is a more appropriate pre-requisite for Mechanical Engineering Technology program and currently is a required course within the program. CHEM 1147 will replace CHEM 1145 as a pre-requisite for TMET 3341.

***A Warren/Higgins motion to approve this course revision was passed unanimously.***

**New/Revised Programs:**

**B.S.M.E.T. Mechanical Engineering Technology (General)**

**JUSTIFICATION:**

Expanding the list of acceptable senior technical electives to include the proposed course Renewable Energy (TMAE 5139).

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

➤ **Department of Physics**

### Revised Programs

#### Physics Minor

##### JUSTIFICATION:

The minor in physics was modified to include the courses recommended for individuals seeking teacher certification.

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

#### B.A. Physics

##### JUSTIFICATION:

The Physics Department has decided to revise its B.A. in Physics to make it attractive to those students desiring to teach high school science. Currently, the B.A. and B.S. programs in Physics are very similar. This has resulted in many students changing majors from a B.A. in Physics to a B.S. in Physics during the senior year. Thus, we have graduated very few students with B.A. in recent years. We seek to make the B.A. program desirable for future teachers interested in broad field science certification, while keeping our B.S. program attractive for those students desiring to continue on in graduate school. We have deleted Calculus III (MATH 2243) and Differential Equations (MATH 3230) as required courses and those upper level physics courses that required them as a prerequisite. We have added several Astronomy courses to expose students to the content necessary to teach Space Science courses at the high school level. In addition, in consultation with the College of Education, we have made the "preprofessional block" sequence of education courses required for the B.A. in Physics.

***A L. Smith/Moore motion to approve this program revision was passed unanimously.***

## **XIX. ADDENDUM**

### Core Curriculum Revision

#### Adding ENGL 1160 as an option

##### JUSTIFICATION:

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

***A Higgins/Warren motion to approve this core curriculum revision was passed unanimously.***

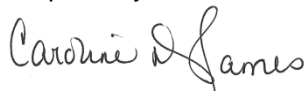
## **XX. OTHER BUSINESS**

- ***2011-2012 Undergraduate and Graduate Catalog - Dr. Amy Heaston notified the committee that the catalog will be split into two catalogs (Undergraduate and Graduate) beginning 2011-2012.***

## **XXI. ADJOURNMENT**

- ***There being no further business to come before the committee, a R. Smith/Greca motion to adjourn the meeting at 5:00 p.m. passed unanimously.***

Respectfully Submitted,



Caroline D. James

Recording Secretary

## **Summary of the Academic Advisory Council**

Chair: Gary Means, Acting Provost

The Academic Advisory Council met November 17, 2009.

Sarah Smith (Admissions) presented the application report thus far. Undergraduate applications for Spring 2010 are similar to 2009 for freshmen, but increased about 100 for transfer students there are further a considerable number of “incomplete” Spring transfer applications waiting Fall transcripts. Summer is similar to 2009 at this point (pretty early to tell there). Freshman applications are up about 150 with an increase of over 200 accepted students compared to a year ago. They started admitting students for EIP about the first of November; some students currently deferred for Fall may become EIP students for Summer admission upon completion of the EIP contract. Graduate admissions for Spring 2010 are down about 60 at this point; there is an increase in “pending” applications, however.

Open House will be November 21; they are expecting over 1,000 students. This event typically has a great “yield.” Further events include the Southern Scholars Showcase Dec. 4-5 and Scholar’s Day (Feb 26-27) for high ability students.

Mike Deal reviewed the enrollment reports. At this point, Spring enrollment is up 9.38% compared to last year; Summer is down about 2.2%, but based on last year, will increase during Spring Semester as students learn more about their academic progress. Graduation is December 11; we anticipate about the same number of graduates as last year (about 1300, including about 30 EdD’s.)

Steve Burrell briefed us in the Race and Ethnicity Project – to date, they have obtained responses from about 950 out of 4,500 employees. Deans were encouraged to ask faculty and staff to comply, as this is a federal government mandate and we need to show “due diligence.”

Steve also said over \$8 million was requested in Student Tech fee requests; about \$4 million is available. They plan to announce awards shortly after Thanksgiving. IT Services is working on initial steps to create an accreditation information system in advance of the mid-term SACS report due March 2011. They are trying to “keep it simple stupid.”

Windows 7 was briefly discussed. Steve said all equipment purchased within the past 2-1/2 years was done with that in mind. Right now, ITS is testing the system and it looks good. They plan a formal conversion strategy being developed in Spring. Further, Office 2010 will be coming soon...

Submitted by Pat Humphrey, Senate Librarian

**ACADEMIC ADVISORY COUNCIL MEETING WAS HELD JANUARY 11, 2010  
Henderson Library, Room 3213-A at 9:00 a.m.**

1. Admissions Update – Sarah Smith provided us with an Application Report and reminder of the Atlanta Reception Next Week
2. Registrar’s Office Update – Mike Deal
  - a. Enrollment Report- we are ahead in Spring enrollment over last year.
  - b. Distance Education Project  
Mr. Deal spoke about collecting data regarding technology use in courses so that students would know upon enrollment what technology demands are expected.
3. IT Services Update – Steve Burrell
  - a. Data Collection Update  
This data was data needed for our upcoming SACS accreditation visit.
4. Office of Strategic Research & Analysis – Jayne Perkins Brown
  - a. Enrollment Projection Model
  - b. Changes to OSRA Website  
The enrollment projection model was explained as to how the university might use such a model for planning.
5. Additional announcements-none
6. Adjournment

--Submitted by Michael Moore (substituting for Pat Humphrey)

**ACADEMIC ADVISORY COUNCIL MEETING FOR FEBRUARY 9, 2010 WAS  
CANCELLED.**

## ***Faculty Senate Librarian's Report, March 22, 2010***

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

### **Academic Standards Committee**

Chair: Stuart Tedders (CHHS)

#### Academic Standards Committee met on January 5, 2010

Present at this meeting were Simone Charles (COPH), Christine Draper (COE), Ardian Greca (CIT), John King (COBA), David Lowder (LIB), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH). Not attending the meeting on January 5<sup>th</sup> meeting were Wendy Dees (CHHS), Hyo-Joo Han (CIT), Scott Kersey (COST), Teri Melton (COE), Lowell Mooney (COBA), Connie Murphey (Financial Aid), Danette Wood (CHHS).

A total of 240 student appeals were received by the Registrars Office. Of the 240 appeals received, 17 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these students are automatically granted an appeal by the Registrar's Office. Additional academic standards committee policy states that students earning a 2.0 GPA or better for the previous two semesters are automatically readmitted. For this meeting, 93 appeals met this criterion and appeals for these students were automatically approved. The committee actually reviewed 130 appeals during the January 5<sup>th</sup> meeting. Only 2 appeals were approved by the academic standards committee. Among those appeals denied by the committee, 71 students submitted appeals to the Dean of their respective college. Among this group, 32 appeals were approved by the Dean of the College and 39 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

#### Academic Standards Committee met on January 7, 2010

Present at this meeting were Wendy Dees (CHHS), Christine Draper (COE), Ardian Greca (CIT), Scott Kersey (COST), John King (COBA), David Lowder (LIB), Teri Melton (COE), Lowell Mooney (COBA), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH), Danette Wood (CHHS). Not attending the meeting on January 7<sup>th</sup> meeting were Simone Charles (COPH), Hyo-Joo Han (CIT), Connie Murphey (Financial Aid).

Since the January 5<sup>th</sup> meeting, a total of 59 additional student appeals were received by the Registrars Office. Of the 59 appeals, 8 students were less than 10 quality points

away from a 2.0 GPA so they were automatically granted an appeal by the Registrar's Office. The committee actually reviewed 50 appeals and only 3 appeals were granted. Among those appeals denied by the committee, 24 students submitted appeals to the Dean of their respective college. Of these subsequent appeals, 11 were approved by the Dean of the College and 13 students were denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

### **Elections Committee**

Chair: Patricia Humphrey, Senate Librarian (COST)

### **Faculty Development Committee**

Chair: Fred Smith (LIB)

### **Faculty Research Committee**

Chair: Caren Town (CLASS)

## **Georgia Southern University Faculty Research Committee**

**January 26, 2010 – 12:00 Noon**

### **Minutes**

- I. The Faculty Research Committee was called to order at 12:00 Noon on January 26, 2010 by the Committee Chair, Dr. Caren Town.
- II. The committee voted to approve the agenda as read
  - A. Motion: Elaine Marshall
  - B. Second: Jackie Eastman
- III. The committee voted to approve the minutes of the 1-26-2010 meeting as read
  - A. Motion: Elaine Marshall
  - B. Second: Jackie Eastman
- IV. Roll Call
  - A. Present
    - i. Caren Town – CLASS
    - ii. Elaine Marshall – CHHS
    - iii. James Harris – CIT



- iv. Jackie Eastman - COBA
    - v. Sophie George – COST
    - vi. Robert Vogel – JPHCOPH
    - vii. Bob Fernekes – Library
    - viii. Ele Haynes – ORSSP
    - ix. Teri Melton - COE
  - B. Absent
    - i. Charles Patterson, AVP Research
- V. Fourteen completed applications were submitted to ORSSP by the 5 PM deadline on November 30. Committee members were assigned 2 candidates each to fully review and present to the committee. Presentations focused on assets and were not evaluative in nature.
  - A. Committee members provided a summary and asset review of their assigned candidates.
  - B. Following all 14 reports, the committee assessed the comparative submissions and independently separated the candidate pool into two groups.
  - C. The committee members unanimously voted to move 7 applicants forward to the next round of evaluation.
  - D. Review packets will be maintained in the ORSSP office room 2023, accessed through 2021 and will be available between 8AM and 5 PM, Monday through Friday. Committee members will make an effort to come to the office to fully evaluate the 7 group 1 candidates.
  - E. Applications will also be set up in the meeting room at 11:00 on Thursday, January 28, 2010 for committee review and evaluation.
  - F. The committee will be prepared to discuss all 7 applications with the intent to identify 2 recipients using the consensus method.
- VI. Calendaring of meetings –
  - A. The committee will reconvene on January 28, 2010 at 12:00 noon to narrow the second round applications for the Excellence in Research and Scholarship Award candidates.
    - i. January 28 - 12-1 PM (Excellence Selection)
  - B. Committee members will set the grant award meeting dates at the January 28 meeting.
- VII. Adjourn 1:15 PM

**Georgia Southern University Faculty Research Committee**

**January 28, 2010 – 12:00 Noon**

**Minutes**

- VIII. The Faculty Research Committee was called to order at 12:00 Noon on January 28, 2010 by the Committee Chair, Dr. Caren Town.

- IX. The committee voted to approve the agenda as read
  - A. Motion: Robert Fernekes
  - B. Second: Jackie Eastman
  
- X. The committee voted to approve the minutes of the 1-26-2010 meeting as read
  - A. Motion: Robert Fernekes
  - B. Second: Jackie Eastman
  
- XI. Roll Call
  - A. Present
    - i. Caren Town – CLASS
    - ii. Elaine Marshall – CHHS (Attending by Conference Call)
    - iii. James Harris – CIT
    - iv. Jackie Eastman - COBA
    - v. Sophie George – COST
    - vi. Robert Vogel – JPHCOPH
    - vii. Bob Fernekes – Library
    - viii. Ele Haynes – ORSSP
    - ix. Teri Melton - COE
  - B. Absent
    - i. Charles Patterson, AVP Research
  
- XII. Award for Excellence in Research and Scholarly Pursuit.
  - A. The committee convened to discuss the 7 candidate applications for the Award for Excellence in Research and Scholarship.
  - B. The application submissions have been available in Room 2021 for review. Applications were placed in the conference room 60 minutes prior to the meeting for final review.
  - C. The committee discussed the comparative merits of the 7 top candidates.
  - D. The chair then took a poll of the committee to provide their top 3 candidates for further discussion.
  - E. By independent vote, the committee unanimously agreed upon one top candidate for the award.
  - F. Three additional candidates were identified by committee members as one of their top choices. The committee narrowed the field to two top candidates by discussion.
  - G. The committee compared candidate qualifications and accomplishments. The committee acknowledged the challenge of comparing artistic product to research product.
  - H. The quality of scholarly journal publications, as judged by journal acceptance rates, citation of the publication in other works, and importance of the contribution to the field, was discussed at length.
  - I. The committee nominated the second award candidate based upon committee consensus. The committee also identified a runner-up candidate to be submitted should one of our top candidates leave university service prior to fulfilling the award requirements.
  - J. The Committee Chair will communicate the two top award candidates to the Provost.

- XIII.** Grant application review
- A. Ele demonstrated the new SharePoint site constructed to allow on line viewing of grant applications
  - B. Each member will review 8 grant applications and provide a short review summary, including comments in the form of proposal strengths and weaknesses. Recorded comments will be used to produce response letters for applicants.
  - C. Ele will assign 3 reviewers for each grant. Assignments and SharePoint links will be emailed to the committee for review.
- XIV.** Calendaring of meetings –
- A. The committee will reconvene on March 4, 2010 at 12:00 noon to present individual grant introductions.
  - B. The committee will meet on March 9, 2010 at 12:00 noon to complete presentations and create a short list of applications for full committee review
- XV.** Adjourned 1:15 PM

**Faculty Service Committee**

Chair: Stuart Tedders (CHHS)

Faculty Service Committee met on February 24, 2010

Voting members present at this meeting were Stuart Tedders, Cheryl Aashiem, Jonathan Harwell, Billur Kaymakcalan, Bob Lake, Morgan Miles, and Brent Wolfe. Non-voting members present were Amy Heaston and Tabitha Irvin. Not present at the February 24<sup>th</sup> meeting was Jorge Suazo.

Five faculty service proposals were received and discussed. Among these, three proposals were funded totaling \$4,668.53. Due to the limited number of proposals submitted and the availability of additional funds to support these proposals, committee consensus was to issue a third request for faculty service proposals. The deadline for submission will be March 22, 2010. Nominees for the Excellence in Service Award for the University were also discussed.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Faculty Service Committee

## Faculty Welfare Committee

Chair: Sonya Huber Humes (COST)

**Georgia Southern University**  
**Faculty Welfare Committee (FWC) of the Faculty Senate Meeting**  
**Herty Building—Room 1107**  
**9:00 – 9:50 AM**  
**February 24, 2010**  
**Minutes**

**Present:** June Alberto, Joan Ellen Broome, Ming Fang He, Laura Gunn, Sonya Huber (presiding), Cynthia Frost, Greg Harwood, Joe Ruhland; Amy Heaston, Associate Provost

**Business:**

Discussion	Action	Responsible Person/Comments
<p>In the absence of Ardian Greca., Greg Harwood took minutes of the meeting.</p> <p>Sonya Huber welcomed Associate Provost Amy Heaston to the meeting and thanked her for her willingness to help give us direction toward completing a satisfactory policy statement for Lecturers that can be placed in the Faculty Handbook.</p>		
<p>Amy Heaston noted several issues in the wording/content of the Lecturer policy and recommended that the policy avoid quoting exact wording from the BOR Manual, since it often changes, but rather it should cross-reference sections in the BOR Manual.</p> <p>She further pointed out that the current limit of 20% set by the BOR for the number of Lecturers at each institution does not refer to the entire Corps of Instruction, but the "FTE Corps," which is primarily undergraduate, and suggested that it was not necessary to include this language in the Handbook statement.</p>	<p>The committee agreed with this.</p>	
<p>Sonya expressed concern about the difficulty of evaluators, such as Department Chairs, interpreting the phrase "extraordinary value to the institution" required by the BOR Manual for promotion to Senior Lecturer.</p> <p>Dr. Heaston said that it meant that the person had "enhanced the mission of the program in question."</p>		
<p>A protracted discussion ensued over expectations for a Lecturer in the area of research.</p> <p>Dr. Heaston pointed out that there were several problems involved with listing scholarship as an expectation for Lecturers, particularly since the BOR statement allows for different missions at different institutions. Generally, Lecturers were expected to be "consumers" of scholarship rather than "producers," and she suggested that specific expectations from a particular Department in this area could be worked out between the Chair and the Lecturer in the process of establishing annual goals.</p> <p>Dr. Heaston suggested that the most useful language</p>	<p>The committee agreed with to incorporate this wording into the draft policy for promotion to Senior Lecturer.</p>	

<p>for promotion to Senior Lecturer might be: “noteworthy achievement in teaching and achievement in at least one of the following areas: service and/or professional growth and development.” She also suggested that there was no need to state that the Lecturer’s primary task was teaching, when that was already clearly understood.</p>		
<p>Ming Fang He suggested that the wording on expectations for teaching for the annual review be simply “show achievement in teaching.”</p>	<p>The committee agreed on this wording as best to avoid possible complications.</p>	
<p>Amy Heaston pointed out that it was useful for the Handbook to make clear distinctions between Lecturers and Professors. She also noted that there were a wide variety of possibilities along the continuum, including people such as clinical faculty, but that all were necessary and played an important role in furthering the mission of the institution</p>		
<p>Dr. Heaston referred to the Appeals Section of the policy, and asked why it contemplated the formation of a formal appeals committee when this doesn’t even happen in the professorial ranks for promotion and tenure. Anyone can ask to have their process reviewed if they are not satisfied. She suggested cross-referencing references to Appeal in the BOR Manual, and collapsing the Appeal Subsection back into the previous section.</p>	<p>The committee voted to delete the language referring to the formation of an appeals committee, and to include a shorter statement about the appeal process in the previous section..</p>	
<p>Greg Harwood pointed out the difficulty of Committee members trying to match the style and voice of the Handbook in writing this policy.</p>	<p>Amy Heaston said that the person in her office who deals with the Handbook could edit it to match the style, but didn’t know when would be the most appropriate point to do this.</p>	<p>Sonya will check with the SEC to see if they would prefer the draft be edited by the Associate Provost’s Office before or after it was presented for a vote in the Senate.</p>

Discussion	Action	Responsible Person/Comments
Since there is a problem with all members of the committee being available at any one time, the next meeting will be scheduled on a Tuesday morning to allow those members who have not been able to come during the past several meetings to attend.		Sonya will determine the date for the next meeting and send it to the committee.

Greg Harwood  
March 4, 2010

### Library Committee

Chair: Greg Harwood (CLASS)

Per Greg Harwood, there has been no meeting of this committee since the last Librarian's report. (Pat Humphrey, March 2, 2010)

### Graduate Committee

Chair: Bob Fernekes (LIB)

## GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Fernekes

Graduate Committee Meeting Date – February 11, 2010

- Present: Dr. Deborah Allen, CHHS; Dr. Richard Flynn, CLASS; Dr. Donna Fisher, COBA; Dr. Delores Liston, COE; Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Ardian Greca, CIT; Dr. Lisa Schulz, COE; Dr. Simone Charles, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Chris Kadlec, CIT; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Charles Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Mr. Toby Ziglar, Graduate Admissions; Dr. Phyllis Dallas, CLASS; Dr. Lance McBrayer, COST; Dr. Olivia Carr Edenfield, CLASS; Dr. Peggy Hargis, CLASS
- Absent: Dr. John Dyer, CIT; Dr. Jim McMillan, CHHS; Dr. Pat Walker, CLASS; Dr. Bill Yang, COBA; Dr. Jonathan Copeland, COST

#### I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, February 11, 2010 at 9:00 AM.

#### II. APPROVAL OF AGENDA

Dr. Lisa Schulz made a motion to un-table the College of Health and Human Sciences program revision and the Writing and Linguistics items that were tabled during the January 21<sup>st</sup> Graduate Committee Meeting. A second was provided by Dr. Donna Fisher. With no objections, the motion to un-table the items was approved.

#### III. NEW BUSINESS

## **A. 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**

#### New Courses:

POLS 7434 – Research Design and Methodology

#### *JUSTIFICATION:*

This course will be cross-listed with an existing course, SOCI 7434, and the new course in Anthropology, ANTH 7434 (Research Design and Methodology). It will include material that is of interest to a range of social scientists and to our students in the MA in Social Science degree program. Also, POLS 7434 will be rotated among qualified faculty in anthropology, sociology and political science and cross-listing it with sociology and anthropology will better reflect the interdisciplinary nature of the course.

POLS 7436 – Qualitative Research Methods

#### *JUSTIFICATION:*

This course will be cross-listed with an existing course, SOCI 7436, and the new course in Anthropology, ANTH 7436 (Qualitative Research Methods). It will include material that is of interest to a range of social scientists and to our students in the MA in Social Science degree program. For example, depending upon the interests/qualifications of the professor, the course will focus on one or more qualitative methods (e.g., ethnographic or archival methods, case studies, content analysis, participant observation or other innovative techniques.) Also, POLS 7436 will be rotated among qualified faculty in sociology, anthropology and political science and cross-listing it with sociology and political science will better reflect the interdisciplinary nature of the course.

POLS 7437 – Quantitative Analysis

#### *JUSTIFICATION:*

This course will be cross-listed with an existing course, SOCI 7437. It will include material that is of interest to a range of social scientists and to our students in the MA in Social Science degree program. Also, POLS 7437 will be rotated among qualified faculty in sociology and political science and cross-listing it with sociology will better reflect the interdisciplinary nature of the course.

POLS 7638 – Social Theory

#### *JUSTIFICATION:*

This course will be cross-listed with an existing course, SOCI 7638 Social Theory, and a new course in Anthropology, ANTH 7638. The addition of this course will address the need for additional 7000-level courses on the part of students in the Master of Arts in Social Sciences program who are emphasizing Political Science. Also, this course will be rotated among qualified faculty in sociology, anthropology, and political science thus better reflecting the interdisciplinary nature of the course.

### **Department of Sociology and Anthropology**

#### New Courses:

ANTH 7434 – Research Design and Methodology

#### *JUSTIFICATION:*

This course will be cross-listed with an existing course, SOCI 7434. It will include material that is of interest to a range of social scientists and to our students in the MA in Social Science degree program. Also, ANTH 7434 will be rotated among qualified faculty in anthropology, sociology and political science and cross-listing it with sociology and political science will better reflect the interdisciplinary nature of the course.

ANTH 7436 – Qualitative Research Methods

#### *JUSTIFICATION:*

This course will be cross-listed with an existing course, SOCI 7436, and POLS 7436 (Qualitative Research Methods). It will include material that is of interest to a range of social scientists and to our students in the MA in Social Science degree program. For example, depending upon the interests/qualifications of the professor, the course will focus on one or more qualitative methods (e.g., ethnographic or archival methods, case studies, content analysis, participant observation or other innovative techniques.) Also, ANTH 7436 will be rotated among qualified faculty in sociology, anthropology and political science and cross-listing it with sociology and political science will better reflect the interdisciplinary nature of the course.

ANTH 7638 – Social Theory

*JUSTIFICATION:*

This course will be cross-listed with an existing course, SOCI 7638 Social Theory, and a new course in Political Science, POLS 7638. The addition of this course will address the need for additional 7000-level courses on the part of students in the Master of Arts in Social Sciences program who are emphasizing Anthropology. Also, this course will be rotated among qualified faculty in sociology, anthropology, and political science thus better reflecting the interdisciplinary nature of the course.

Course Revisions:

SOCI 6434 – Research Design and Methodology

- Title change to SOCI 7434 – Research Design and Methodology

*JUSTIFICATION:*

We are revising the course number in order to appeal to wider audience of graduate students. The current course description did not reflect the breadth of the course.

SOCI 6435 – Sociological Quantitative Analysis

- Title change to SOCI 7437 – Quantitative Analysis

*JUSTIFICATION:*

We are revising the course number in order to appeal to wider audience of graduate students. The current course description did not reflect the breadth of the course.

SOCI 6436 – Qualitative Research Methods

- Title change to SOCI 7436 – Qualitative Research Methods

*JUSTIFICATION:*

We are revising the course number in order to appeal to wider audience of graduate students in the social sciences. The current course description did not reflect the breadth of the course.

SOCI 6637 – Social Theory

- Title change to SOCI 7638 – Social Theory

*JUSTIFICATION:*

We are revising the course number and cross-listing the existing course with Anthropology and Political Science in order to appeal to wider audience of graduate students within our MA in Social Science program. New course forms are being submitted for ANTH 7638 and POLS 7638. Currently, the sociology course in social theory is alternatively taught by an anthropologist and a sociologist. Once we add the POLS course we will rotate teaching Social Theory across three disciplines, thus better reflecting the interdisciplinary nature of the course.

**MOTION: Dr. Richard Flynn made a motion to approve the submissions from the College of Liberal Arts and Social Sciences. A second was made by Dr. Schulz. The motion to approve the New Courses, and Course Revisions was approved.**

Un-tabled Items:

*Dr. Phyllis Dallas presented the un-tabled items for the Department of Writing and Linguistics.*



**Department of Writing and Linguistics**

Course Deletion

WRIT 5631G – Writing Crime Fiction

*JUSTIFICATION:*

This course is being deleted because it has not made for some time. The undergraduate section is also being deleted.

**MOTION: Dr. Flynn made a motion to approve the submission from the Department of Writing and Linguistics. A second was made by Dr. Fisher. The motion to approve the Course Deletion was approved.**

Selected Topics Announcement

WRIT 5030G – Teaching English Abroad

*JUSTIFICATION:*

This course has been designed to meet student requests for preparation in teaching English in other countries. The course offers basic preparation for teaching English abroad in which students research countries of interest and teaching opportunities there and consider the cultural context of teaching English in another country, appropriate teaching styles and approaches, international students' motivation for learning English, and aspects of English that pose difficulties for non-native speakers. The course also offers chances to review and try out a range of teaching materials and techniques.

**No action was needed for the Selected Topics Announcement.**

**The Department of Writing and Linguistics items are below.**

Georgia Southern University

# Course Deletion Form

To:  Undergraduate Committee

(Date Format: 99/99/99) UC/GC Meeting Date

Graduate Committee

(Date Format: 99/99/99) Date Submitted

(Term Format: 200608) Proposed Effective Term

College: CLASS

Department Name: \_\_\_\_\_

Subject:	Number:	Full Course Title:	Is this course cross-listed with other courses?	Will the cross-listed course(s) be deleted? *(See Note Below)	Is this course listed on any program page(s)? *(See Note Below)
			Yes	Yes	No
			Drop-down	Drop-down	Drop-down
			Drop-down	Drop-down	Drop-down
			Drop-down	Drop-down	Drop-down
			Drop-down	Drop-down	Drop-down
			Drop-down	Drop-down	Drop-down
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			Drop-down	Drop-down	Drop-down
			Drop-down	Drop-down	Drop-down
			Drop-down	Drop-down	Drop-down

<b>REMARKS</b>	<b>And JUSTIFICATION: (Short summary)</b>

**\*If a cross-listed course is being deleted, each cross-listed course being deleted must be submitted for deletion. If a cross-listed course is not being deleted, a *Course Revision Form* and/or *New or Revised Program Form* must be submitted to ensure the course description(s) and program page(s) are updated correctly. NOTE: This form may be used if the course belongs to the department listed above. Otherwise, please contact the other Department(s) so a *Course Deletion form* can be submitted.**

**\*\*If a course is listed on a program page, a *New or Revised Program Form* must be submitted for each program on which the course is listed. NOTE: Please contact other Department(s)/ College(s) to inform them of the Course Deletion so they can submit revisions if necessary.**

# Multiple Course Deletions Approval Signature Form

## Deleted Courses

Course Subject(s) and Number(s): \_\_\_\_\_ G

## Approval Signatures

Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, Department Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Department/School Chairperson Date

TEC Review Not Required \_\_\_\_\_ (Initials of Dept./School Chair or TEC Chair)  
 Review Only (no action needed)  
 Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, TEC Executive Committee Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Director of University Honors Program Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, College Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Dean of the College Date

Recommend  
 Not Recommend \_\_\_\_\_  
Dean of the Graduate College Date  
(If Applicable)

Recommend  
 Not Recommend \_\_\_\_\_  
Chairperson, Senate Undergraduate/Graduate Committee Date

Recommend  
 Not Recommend \_\_\_\_\_  
Provost/Vice President for Academic Affairs Date  
(Final sign-off)

## Selected Topics Announcement Form

To:  Undergraduate Committee (Date Format: 99/99/99) UC/GC Meeting Date  
 Graduate Committee (Date Format: 99/99/99) Date Submitted  
(Date Format: 200608) Proposed Effective Term

College: CLASS Department Name: \_\_\_\_\_

1. Subject: \_\_\_\_\_ Number: \_\_\_\_\_ G  
Full Course Title: \_\_\_\_\_  
Abbreviated Course Title (max 30 characters): \_\_\_\_\_  
(Only abbreviate if Full Course Title is MORE than 30 characters)
2. Credit Hours: \_\_\_\_\_  
Billing Hours: \_\_\_\_\_  
Lecture/Seminar Contact Hours: \_\_\_\_\_  
Lab Contact Hours: \_\_\_\_\_  
Other Contact Hours: \_\_\_\_\_  
Total Contact Hours: \_\_\_\_\_  
Ratio of Contact Hours to Credit Hours: \_\_\_\_\_ : \_\_\_\_\_

NOTE: Signature page is NOT required for the Selected Topics Announcement Form

<b>REMARKS</b>	And <b>JUSTIFICATION:</b> (Short summary)

### B. College of Science and Technology

*Dr. Lance McBrayer presented the agenda items for the College of Science and Technology.*

#### Department of Biology

##### Course Revisions:

BIOL 5645G – Behavioral Ecology (credit hour)

##### JUSTIFICATIONS:

Currently, this course is listed in the catalog as 4-3-3, however, it is taught as a standard 3-hour lecture, 3-hour lab, 4-credit course. It should therefore be listed as 3-3-4.

BIOL XXXX- (prerequisite)

*(BIOL 3133 is to be removed as one of the prerequisites of the following listed courses)*

- BIOL 5099G – Selected Topics/Biology
- BIOL 5134G – Population/Quantitative Genetics
- BIOL 5140G – Bacteriology
- BIOL 5142G – Molecular Biotechniques
- BIOL 5144G – Advanced Cell Biology
- BIOL 5148G – Human Genetics
- BIOL 5230G – Comparative Animal Physiology
- BIOL 5239G – Neurobiology
- BIOL 5240G – Histology
- BIOL 5241G – Comparative Vertebrate Anatomy
- BIOL 5243G – Toxicology
- BIOL 5244G – Insect Physiology

BIOL 5245G – Ethophysiology of Insects  
BIOL 5246G – Human Pathophysiology  
BIOL 5247G – Endocrinology  
BIOL 5248G – Immunology  
BIOL 5333G – Emerging Diseases  
BIOL 5340G – Plant Pathology  
BIOL 5341G – Parasitology  
BIOL 5343G – Medical–Veterinary Entomology  
BIOL 5345G – Systematic Biology  
BIOL 5431G – Virology  
BIOL 5440G – Protozoology  
BIOL 5441G – Mycology  
BIOL 5442G – Entomology  
BIOL 5444G – Ichthyology  
BIOL 5445G – Herpetology  
BIOL 5446G – Ornithology  
BIOL 5448G – Mammalogy  
BIOL 5449G – Vertebrate Paleobiology  
BIOL 5530G – Wildlife Management  
BIOL 5534G – Conservation Biology  
BIOL 5537G – Biogeography  
BIOL 5541G – Tropical Marine Biology  
BIOL 5545G – The Biology of Plants

**JUSTIFICATIONS:**

BIOL 3133 is no longer required for Biology majors and is no longer a prerequisite for the attached list of graduate level Biology courses.

**MOTION: Dr. Flynn made a motion to approve the submissions from the Department of Biology. A second was made by Dr. Fisher. The motion to approve the Course Revisions was approved.**

**C. College of Information Technology**

*Dr. Ardian Greca presented the agenda items for the College of Information Technology.*

Course Deletions:

CSCI 5232G – Operating Systems  
CSCI 5234G – Parallel Processing  
CSCI 5434G – Theory of Programming Languages  
CSCI 7232 – Switching Theory  
CSCI 7330 – Advanced Operating Systems  
CSCI 7430 – Advanced Modeling and Simulation

**JUSTIFICATIONS:**

These courses have not been offered in the last five years

**MOTION: Dr. Greca made a motion to approve the submissions from the College of Information Technology. A second was made by Dr. Flynn. The motion to approve the Course Deletions was approved.**

**IV. OLD BUSINESS**

**A. College of Health and Human Sciences – Un-tabled Item**

*Dr. Deborah Allen presented the un-table agenda item for the College of Health and Human Sciences*

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

Revision of admission requirements for the M.S. in Sport Management

Dr. Charles Patterson shared that he and Dr. John Diebolt met with Dr. Sam Todd regarding the MS Sports Management program revision. He stated that Dr. Todd made revisions based on the Graduate Committee's recommendations in the January meeting.

**MOTION:** Mr. Jonathan Harwell made a motion to approve the MS in Sport Management Program Revision. A second was made by Dr. Flynn. The motion to approve the Program Revision was approved.

Revised Program pages are below:

Georgia Southern University	
<b>Proposed New or Revised Programs</b>	
To: <input type="checkbox"/> Undergraduate Committee	(Date Format: 99/99/99) UC/GC Meeting Date
<input checked="" type="checkbox"/> Graduate Committee	(Date Format: 99/99/99) Date Submitted
	(Term Format: 200608) Proposed Effective Term
	CIP Code
College Code: <u>16 - CHHS</u>	Department Code: _____ Department: _____

Current Name of Program (ex., B.S. Mathematics):

Proposed Name of Program (ex., B.S. Mathematics):

*(Regents' format can be found at:*

<http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml>)

**1. Consistent with goals of: (check all that apply)**

- Accreditation       College       Department       State/Regional Needs  
 University Strategic Plan

**2. Type:**  New Preliminary Proposal (Attach in Regents' required format)

**OR**

Formal Proposal (Attach in Regents' required format)

**OR**

Revision to Existing Program (Attach in Regents' required format)

**OR**

Other Program Proposals or Revisions that do not require Regents' approval

**3. Proposal for:** Graduate Major **Other:**

**4. Degree:** MS **Other:**

**5. Total Credit Hours Required:**

**6. Is this a change in credits (for Revisions only)?**  Yes  No

**7. Target Group of Students:**

**8. Additional Resources Needed: (check all that apply)**

- Computer Needs       Distributed Learning Support       Equipment       Facilities  
 Faculty       Library Resources       Staff Support  
 Other

**9. A New or Revised Catalog Program Page must be attached.**

**NOTE:** For Revised Catalog Program Pages:

- Refer to *Sample Program Revisions* for layout format.

- Deletions should be in with a **strikethrough**.
- Additions should be in .

**10. Provide the Justification/Rationale for New or Revised Programs.**



## SPORT MANAGEMENT

### M.S., 36 HOURS

**Advising:** Department of Hospitality, Tourism and Family and Consumer Sciences, Dr. Sam Todd, Georgia Southern University, P. O. Box 8077, Statesboro, GA 30460, (912) 478-5054, FAX: (912) 478-0386, Email: [syttodd@georgiasouthern.edu](mailto:sytodd@georgiasouthern.edu)

#### Admission Requirements

##### Regular

~~For regular admission to the College of Graduate Studies to pursue graduate work leading to the Master of Science (Major in Sport Management), the applicant must submit each of the following:~~

- ~~1. Transcripts showing a completed Bachelor's degree in a college or university accredited by the proper regional accrediting association.~~
- ~~2. A 2.75 (4.0 scale) cumulative grade point average or higher on all undergraduate work.~~
- ~~3. Minimum Graduate Record Examination (GRE) combined verbal and quantitative score of 900 (verbal score plus quantitative score). One may also score at least 400 on the Miller Analogies test (MAT) or make a 430 or higher on the Graduate Management Admission Test (GMAT).~~
- ~~4. Contact information only (not letters of recommendation) for two persons who are familiar with the applicant's academic or professional experience.~~
- ~~5. A personal statement that includes a description of career goals, reasons for applying for graduate study at Georgia Southern University, and relevant experience and achievements.~~

##### Provisional

~~Provisional admission may be granted with the following substitutions from above:~~

- ~~1. A 2.5 cumulative grade point average or higher on all undergraduate work~~
- ~~2. Minimum GRE combined verbal and quantitative score of 800; or at least a 380 MAT or 400 GMAT.~~

*The Faculty of Sport Management will evaluate applicants on each of the following:*

1. A personal statement of purpose that includes a description of career goals over the next 5 years, reasons for interest in Graduate Program at Georgia Southern University, and relevant experiences and achievements.
2. The applicant's previous exposure to coursework that relates to the curriculum in the Master's in Sport Management program. Transcripts showing a Bachelor's degree completed in a college or university accredited by the proper regional accrediting association are required. If applicant holds additional degrees from accredited institutions, those transcripts should be submitted as well.
3. The applicant's overall academic performance.
4. The quality and length of related professional experiences. Applicants should submit a current resume. Sport industry experience and/ or volunteer experience in the sport industry is preferred, but not required.
5. Official GRE or GMAT scores less than 5 years old.

The Graduate Admissions Person or Committee will judge the merit of each item and make a recommendation based on the sum total of the application.

#### Program of Study

Students will complete the following 12 classes (all are 3 credit hour courses):

SMGT 6335	Sport Administration
SMGT 6133	Consumer Behavior in Sport
SMGT 6330	Social and Ethical Issues of Sport and Leisure

SMGT 6131 Management of Personnel in Sport  
SMGT 7339 Financial and Strategic Management in Sport  
SMGT 6337 Sport Facility and Event Management  
SMGT 7337 Sport Marketing  
SMGT 7330 Research and Analysis in Sport  
SMGT 6132 Current Trends in Sport Administration  
SMGT 6134 Sport Sponsorship  
SMGT 7335 Sport Law and Risk Management  
SMGT 6135 Revenue Generation in Sport

# Program Approval Signature Form

## New/Revised Program

Current Program Title (ex., B.S. Mathematics): \_\_\_\_\_

Proposed Program Title (ex., B.S. Mathematics): \_\_\_\_\_

## Approval Signatures

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, Department Curriculum Committee  
(If Applicable) Date

Recommend  
 Not Recommend

\_\_\_\_\_  
Department/School Chairperson Date

TEC Review Not Required \_\_\_\_\_ (Initials of Dept./School Chair or TEC Chair)

Review Only (no action needed)

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, TEC Executive Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Director of University Honors Program Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, College Curriculum Committee Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Dean of the College Date

Recommend  
 Not Recommend

\_\_\_\_\_  
Dean of the Graduate College Date  
(If Applicable)

Recommend  
 Not Recommend

\_\_\_\_\_  
Chairperson, Senate Undergraduate/Graduate Committee Date

Recommend  
 Not Recommend

\_\_\_\_\_  
Provost/Vice President for Academic Affairs Date  
(Final sign-off)

\*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.

#### **V. BRIEF REMARKS BY DEAN**

Dr. Patterson announced that there have been no objections to split the graduate and undergraduate catalogs. He stated that the Registrar's Office hopes to have the graduate catalog complete by the first or second Graduate Committee meeting in 2011.

#### **VI. ANNOUNCEMENTS**

Dr. Fernekes encouraged the Graduate Committee members to attend the February 15<sup>th</sup> Faculty Senate Meeting, and stated the Vision for Graduate Education (Version 8.8) will be discussed during the meeting. Mr. Harwell has already submitted a motion that the Senate endorse the Vision for Graduate Education as the University's Vision for Graduate Education. Dr. Flynn shared that Mr. Harwell met with the executive committee and he does not think there will be any issue with the Faculty Senate endorsing the document.

Dr. Schulz stated there has not been any correspondence regarding the Level 2 document, and asked if the Ad Hoc Subcommittee would remain active. It was decided that the Ad Hoc Subcommittee would stay in place for the time being, and be revisited at the next Graduate Committee meeting.

Version 8.8 is below:

**A VISION FOR GRADUATE EDUCATION**  
**AT GEORGIA SOUTHERN UNIVERSITY**  
**DRAFT VERSION 8.8**  
**APPROVED BY THE GRADUATE COMMITTEE, JANUARY 21, 2010**

The vision for graduate education at Georgia Southern University is to provide a learning environment which fosters creative thinking in the minds of our students, and to produce graduates who improve and enrich society.

To support this effort, the university will make it a priority to recruit, support, and retain faculty who are committed to creating and maintaining effective graduate programs. As stated in Georgia Southern's mission, our programs "prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility."

Our academic distinction arises from the integrity and quality of our programs. A graduate degree from Georgia Southern is a valued statement of this distinction, and such degrees are earned only by those individuals who have achieved the standards of this community of learners.

#### **MAINTAINING INTEGRITY AND QUALITY**

The hallmarks of graduate education at Georgia Southern University are integrity and quality. As graduate education grows, we are committed to these principles.

We maintain our *integrity* when we admit students who are qualified to earn graduate degrees, who are taught by graduate faculty who are qualified to teach in graduate programs. The graduate faculty within each college, in conjunction with the College of Graduate Studies and the University, may also define additional standards for identifying qualified students and qualified faculty, thus empowering the college faculty in strengthening their graduate programs according to their needs.

We maintain our *quality* through the use of qualitative measures, including student evaluations of faculty; uniqueness of courses and programs; innovative teaching methods; and the quality of scholarship of students and faculty.

Increasing enrollment will be met with resources to improve programs. Faculty will be provided with the resources needed to sustain the high quality of graduate education at Georgia Southern, regardless of the method of delivery. Such investments in graduate education are vital to maintaining integrity and quality.

## **CULTIVATING OUR GRADUATE CULTURE**

As one step in the university's development as a doctoral-research university, Georgia Southern will identify and develop the values which support its graduate programs. In the effort to meet our goal to cultivate a distinct graduate culture, we will ensure that the graduate programs at Georgia Southern are effective, creative, and cutting-edge.

The growth of a graduate culture also includes the belief that the graduate student body is capable of and has a vested interest in developing critical thinking and analytical skills, intellectual curiosity, effective interpersonal skills, and professional dispositions appropriate to the program, the university, and a global society. Graduate programs will be designed to inspire students to not only attain a high level of professional training, but to develop a graduate mindset regarding research and contribution to the advancement of one's profession.

A commitment to multicultural awareness and knowledge is integral to sustainable graduate programs. Abiding by diversity-oriented policies and procedures and ethical practices, the university will continue to contribute to the growth of open, inquiry-based learning. Programs will remain motivated to sustain academic rigor and provide a transformative educational experience.

By fostering a strong bond with the undergraduate culture, it is important that each college create a graduate experience which best reflects each college's unique and vibrant mission and strengths.

Overall, graduate education at Georgia Southern University shall:

- ◆ Offer programs which are of high quality, consistent with the overall mission of the university, and which build upon existing strengths;
- ◆ Be responsive and supportive;
- ◆ Have an efficient, timely and transparent admission process, which is committed to continuous assessment and improvement; and

- ◆ Have an open and welcoming environment for all people, so that students, staff, and faculty feel valued, respected, and appreciated.

**VII. ADJOURNMENT**

There being no further business, the meeting was adjourned on February 11, 2010 at 9:20 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 24, 2010 by electronic vote of Committee
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**Undergraduate Committee**

Chair: Bob Jackson (COBA)

Summary of the Academic Advisory Council

Chair: Gary Means, Acting Provost

## ***Faculty Senate Librarian's Report, April 14, 2010***

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

### **Academic Standards Committee**

Chair: Stuart Tedders (CHHS)

### **Elections Committee**

Chair: Patricia Humphrey, Senate Librarian (COST)

Elections are currently over or being held. The status as of April 6 is:

CHHS has a run-off election for Athletics Committee and Grievance Committee Alternate going on right now.

CIT election ends April 6 @ 5:00 p.m.

CLASS is done except for Faculty Service, Graduate Committee, SEC, Undergraduate Committee (alternate and member) and Faculty Grievance #2 alternate.

COBA election ends April 9 at 5:00 pm.

COE is done except for run-off election for Athletics Committee, SEC election, and a replacement for the Undergraduate Committee since Bob Lake can't serve.

COST is complete except for SEC election.

JPHCOPH Lynn Woodhouse says that are almost finished. They will still need to do an election for SEC.

LIB is completed

### **Faculty Development Committee**

Chair: Fred Smith (LIB)

### **Faculty Research Committee**

Chair: Caren Town (CLASS)

**Georgia Southern University Faculty Research Committee**  
**March 23, 2010 – 11:30 AM**

#### **Minutes**

- I. The Faculty Research Committee was called to order at 11:30 AM on March 23, 2010 by the Committee Chair, Dr. Caren Town.
- II. The committee voted to approve the agenda as read

- A. Motion: Jackie Eastman
  - B. Second: Robert Vogel
- III.** The committee voted to approve the minutes of the 3-9-2010 meeting as read
- A. Motion: Jackie Eastman
  - B. Second: Robert Vogel
- IV.** Roll Call
- A. Present
    - i. Caren Town – CLASS
    - ii. Elaine Marshall – CHHS
    - iii. James Harris – CIT
    - iv. Jackie Eastman - COBA
    - v. Sophie George – COST
    - vi. Robert Vogel – JPHCOPH
    - vii. Bob Fernekes – Library
    - viii. Teri Melton – COE
    - ix. Ele Haynes – ORSSP
  - B. Absent
    - i. Charles Patterson, AVP Research
- V.** Grant Allocation
- A. Using a spreadsheet that included requested amounts and rank order based on committee reports, the committee assigned funding to projects.
  - B. The committee also confirmed the individual rank order of proposals recommended for funding. FY11 funds will be distributed based upon the committee ranking.
- VI.** Guideline review
- A. Suggestions to improve the submission application
    - i. Change the abstract instructions to include a 200-word-count limit. Abstracts should include a statement of purpose, significance in the field, summary of methodology and projected outcome of the project.
    - ii. The budget justification form should include a clear justification for travel, indicating the relationship of the travel to the project. The justification should include the reasons electronic means of communication (as opposed to travel) would not meet the objectives of the project.
    - iii. Form instructions should describe the project in layman's language. Technical jargon inhibits the committee's ability to equitably compare projects. It is the writer's responsibility to convey the information to an audience from various disciplines.
  - B. Suggestions to improve the committee process
    - i. The current process involves a lot of paper copies. To reduce paper required:
      - 1. Reviewers should be assigned a number. Numbered review comments could be placed on the committee SharePoint site for committee access and use during deliberation.



2. Reviewers could enter scores and content summary on SharePoint. Only protocol comments would be required at the meeting.

VII. The Chair thanked the committee for its thoughtful deliberation and diligent work.

VIII. Adjourned 12:30 PM

**Faculty Service Committee**

Chair: Stuart Tedders (CHHS)

Faculty Service Committee met on April 31, 2010

Voting members present at this meeting were Stuart Tedders, Morgan Miles, Brent Wolfe, Jonathan Harwell, Cheryl Aasheim, Bob Lake. Non-voting members present were Amy Heaston and Tabitha Irvin. Not present at the April 31<sup>st</sup> meeting were Jorge Suazo, Billur Kaymakcalan.

Four additional faculty service proposals were received and discussed. Three proposals were funded, and the total amount expended during this cycle was \$3,363.00. One proposal was not funded.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Faculty Service Committee

**Faculty Welfare Committee**

Chair: Sonya Huber Humes (COST)

Georgia Southern University  
Faculty Welfare Committee (FWC) of the Faculty Senate Meeting  
Herty Building—Room 1107  
9:30 AM  
March 23, 2010  
Minutes

**Present:** June Alberto, Jim Braselton, Joan Ellen Broome, Amy Heaston, Sonya Huber, Manouchehr Tabatabaei (recording), Mark Welford

**Business:**

Discussion	Action	Responsible Person/Comments
Note-taker for the meeting was unclear.	M. Tabatabaei took notes.	J. Alberto – September 9, 2009 M. Botkin – September 23 Jim Braselton – Oct. 2009 Joan Ellen Broome -- Nov. 2009 Cynthia Frost – Nov. 2009 Ardian Greca Laura Gunn

		<p>Greg Harwood  Ming Fang He  Sonya Huber—Feb. 2010  Marla Morris  Manouchehr Tabatabaei – March 2010  Mark Welford  LeVon Wilson</p>
<p>M. Tabatabaei suggested Service responsibility is not clear and it is not defined in a consistent way in the proposed Lecturer and Senior Lecturer Policy.</p>	<p>The committee decided to remove the first sentence in the second paragraph (Additional duties may be assigned, including academic advising and working with tenure-track faculty in course and curriculum development).  Since the level of service is determined by each department, this action should make the proposal more clear and eliminate misunderstanding about the degree of service responsibilities for lecturers.</p>	<p>Sonya Huber will email edited version to the committee members before submitting it as a motion to the senate for the next meeting scheduled for April 14 at 4:00 pm.</p>
<p>S. Huber led the discussion of Ombudsman for Non-Tenure-Track and Temporary Faculty. The email of J. Broome to M. Moore and his reply was discussed, and the committee explored different options including changing the by-laws, and creating a position on FWC.</p>	<p>The committee decided on to create a position on FWC and establishing an ad-hoc sub-committee, which might also include temporary faculty as members who could handle some of the workload of responding to temp issues. J. Alberto raised a question about whether we had someone willing to chair. Mark Welford volunteered, and Jim Braselton said he was also available.</p>	<p>We should look specifically at anything in the bylaws that might need revision to allow this, and we'll discuss this at the next meeting.</p>
<p>Next Meeting</p>	<p>Tuesday, April 6 at 9:30 am</p>	<p>S. Huber</p>

Manouchehr Tabatabaei  
March 2010

**Library Committee**  
Chair: Greg Harwood (CLASS)

No meetings and no report, per Greg Harwood.

## Graduate Committee

Chair: Bob Ferneckes (LIB)

# GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Ferneckes

Graduate Committee Meeting Date – March 11, 2010

- Present: Dr. Richard Flynn, CLASS; Dr. Donna Fisher, COBA; Dr. Delores Liston, COE; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Jim McMillan, CHHS; Dr. Lisa Schulz, COE; Dr. Jonathan Copeland, COST; Dr. Simone Charles, JPHCOPH; Dr. Robert Ferneckes, Library; Dr. Chunshan Zhao, [Alternate] COST; Dr. Charles Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Dr. Deborah Thomas, COE; Mr. Toby Ziglar, Graduate Admissions; Dr. Brian Vlcek, COST
- Absent: Dr. Deborah Allen, CHHS; Dr. John Dyer, CIT; Dr. Risa Cohen, COST; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS; Dr. Bill Yang, COBA

### I. CALL TO ORDER

Dr. Robert Ferneckes called the meeting to order on Thursday, March 11, 2010 at 9:00 AM.

### II. APPROVAL OF AGENDA

Dr. Donne Fisher made a motion to approve the agenda as written. A second was made by Dr. Jim McMillan. The motion to approve was passed.

### III. NEW BUSINESS

#### A. College of Science and Technology

*Dr. Brian Vlcek presented the agenda item for the College of Science and Technology.*

#### **Department of Mechanical and Electrical Engineering Technology**

##### Program Revision:

M.S. in Applied Engineering (Addition of the Energy Science Concentration)

##### **JUSTIFICATION:**

The engineering sub-discipline of Energy Science continues to grow. The addition of an Energy Science concentration to the M.S. in Applied Engineering will significantly broaden the graduate research opportunity for student and faculty. The Energy Science concentration will compliment the research activities in renewable energy currently underway at Georgia Southern University. The addition of this concentration will also help the faculty to be more competitive in soliciting research funding in this area.

Additionally, students currently pursuing Energy Science at Georgia Southern have had to complete their degree requirements under the existing Concentration of Engineering Management. The addition of the Energy Science concentration will create better alignment between the course work and research activities of these students.

Since there is already a population of students pursuing Energy Science at Georgia Southern, the creation of the fourth concentration can be offered with existing courses. As the program grows, it is foreseen that additional technical electives will be offered on a rotating basis with minimal demand for increased overall faculty resources.

**MOTION: Dr. McMillan made a motion to approve the submission from the College of Science and Technology. A second was made by Dr. Richard Flynn. The motion to approve the Program Revision was approved.**

**B. College of Liberal Arts and Social Sciences**

*There was not a representative from the Department of Art to present the agenda items.*

**Department of Art**

Course Revisions:

ART - various titles (mass revision/contact hours)

*JUSTIFICATION:*

ALL Art studio courses should be 2-3-3 in the catalog. (2 lecture - 3 lab - 3 credit) This matches our NASAD accreditation standards and eliminates the varying, and erroneous, lecture/lab contact hours now listed in the course catalog.

ART 7231 - Art and Architecture of the Ancient World

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7232 - Medieval Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7233 - Italian Renaissance Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7234 - Baroque and Rococo Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7235 - 19<sup>th</sup> Century Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7236 - 20<sup>th</sup> Century Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7237 - Contemporary Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7238 - African Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7239 - African American Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7330 - American Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7630 - Art History Seminar

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 8630 - Art Theory and Criticism

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 8831 - Art History Research

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students. The contact hours and schedule type are also updated.

Program Revisions:

MFA (Concentration in Graphic Design)

*JUSTIFICATION:*

Stand-alone designation of Art History as a subject unto itself; different from Studio Art.

MFA (Concentration in 2-D Studio)

*JUSTIFICATION:*

Stand-alone designation of Art History as a subject unto itself; different from Studio Art.

MFA (Concentration in 3-D Studio)

*JUSTIFICATION:*

Stand-alone designation of Art History as a subject unto itself; different from Studio Art.

**MOTION: Dr. McMillan made a motion to table the Art Department's submissions, since there was no representation to discuss the items. Dr. Flynn provided the second. The motion to table the Course and Program Revisions was approved.**

#### **Department of Sociology and Anthropology**

Selected Topics Announcement:

ANTH 5091G - Languages of Native America

*JUSTIFICATION:*

This course provides a survey of the hundreds of languages, dozens of language families, and few language isolates that comprise the languages spoken in Native communities north of Mexico. Language endangerment, language revitalization and language documentation will be included. Utilizing faculty expertise in this area, this course will sensitize students to the accelerating global process of language loss through examining languages of Native America in the past and present. The course accommodates our students' increasing interest in linguistic anthropology.

**No action was needed for the Selected Topics Announcement.**

#### **IV. OLD BUSINESS**

##### **A. No Tabled Items**

#### **V. DISCUSSION OF GRADUATE EDUCATION INITIATIVES**

Mr. Jonathan Harwell stated that he met with Dr. Charles Patterson, Dr. Dick Diebolt, and Dr. Robert Fernekes to discuss what the Ad Hoc subcommittee would do after the Vision for Graduate Education was completely approved. Mr. Harwell stated that the second document would have more specific items which were outside the scope of a vision statement, and would be passed along as recommendations to the College of Graduate Studies, Graduate Admissions, and other stakeholders. Dr. Patterson responded that he encourages the Graduate Committee or its subcommittees to provide feedback anytime.

Dr. Patterson stated that there are a number of processes the College of Graduate Studies (COGS) is working through and shared some of COGS initiatives.

- 1) He emphasized that both he and Sarah Smith, the Director of Admissions, are dedicated to bridging the units and serving together as a team of graduate administrators. Dr. Patterson explained that COGS and Graduate Admissions will be holding stakeholders meetings and will begin with the College of Business Administration. The other Colleges will be scheduled throughout the remaining spring semester. The purpose of the meetings will be to listen to the concerns that the academic units have, and to discuss what services can be provided to make their programs successful and grow.
- 2) Building a culture of graduate education
- 3) Working on developing a Graduate Student Handbook that would include processes and resources that are available to students.
- 4) Looking into GA Housing

- 5) Dr. Patterson stated that online graduate education is a focus for President Brooks Keel. Dr. McMillan hopes that the quality of programs will continue during development of online and blended programs.
- 6) COGS are working with the GSO to make the 2010 Graduate Research Symposium a success.
- 7) Looking at developing a higher caliber graduate scholarship award that would be funded by COGS.
- 8) Revamping the COGS website. Dr. Patterson stated that the COGS website will be one unit serving as a test bed to move towards the new GSU website.
- 9) Working on a TA/RA model for graduate assistants. Dr. Patterson said that this model will be shared with Deans within the next couple of weeks, and can also be shared with the Graduate Committee if they wish.
- 10) Will focus on a proactive approach to marketing programs. This topic will also be discussed during the Stakeholders meetings.
- 11) Updating COGS Policies and Procedures. This should be complete by fall 2010.
- 12) Dr. Patterson and Dr. Diebolt are working on an Annual Report to be provided to campus.
- 13) Trying to work towards streamlining the Graduate Assistantship (GA) hiring process. Stated that this will be a long term initiative and that PeopleAdmin is being looked at as a possible solution.
- 14) Looking at resources for Program Directors and Program Coordinators.
- 15) Other initiatives under development

Dr. McMillan asked a number of questions related to the initiatives Dr. Patterson presented.

- 1) Asked who would have access to People Admin under a Graduate Assistantship hiring process. Dr. Patterson and Mr. Wayne Smith, in the Registrar's Office, explained that anyone could have access.
- 2) Asked if there would be a difference in pay and work load under the TA/RA model. Dr. Patterson stated that there would still be a base pay, units could increase as needed, and he would like to see the Center for Excellence in Teaching provides a threshold for TA's who will be in classrooms teaching. Dr. McMillan stated that training already exists in the College of Health and Human Sciences (CHHS) for TA's.
- 3) Expressed interest in the release time and stated that this never existed in CHHS. Dr. Patterson said this does exist in some units and the consistency of this model would be discussed during the Stakeholders meetings.
- 4) Stated that resources are not being used well for marketing.

There was discussion of the upcoming Graduate Symposium on March 31. Dr. McMillan stated that the prize money should go to people who are actually doing research. Dr. Flynn asked why students are being forced to submit posters. Dr. Patterson explained that the guidelines had already been changed many days prior to allow students to submit papers and do presentations during the day of the Symposium. Dr. Fisher asked that the Graduate Student Organization (GSO) website be changed to provide a clear description, and suggested that the Symposium in 2011 be marketed to include online graduate students. Mr. Harwell noted that as of yesterday, the Symposium webpage still says that only posters can be presented. Dr. Patterson said he will make sure it is updated.

Dr. McMillan stated that students have also questioned the lack of feedback from the GSO when they do not receive funds for travel/research grants. Dr. Patterson stated that he has already started the process of working with the GSO to improve the organization of their committee, addressing the travel/research funding program, and requested additional FY11 funding, an increase of \$27,000 to \$69,000 total, from the Activity Budget Committee.

Dr. McMillan stated that there is still a delay in getting information on graduate applicants. He said that the documents need to be put in AppXtender. The lag time of students being notified of

their acceptance was also brought up. Dr. Patterson said he would ask Graduate Admissions to look into this.

Dr. Patterson said that his door is always open and encouraged feedback from all graduate education stakeholders.

## **VI. ANNOUNCEMENTS**

Mr. Jonathan Harwell announced that the Faculty Senate endorsed the Vision for Graduate Education and that the document has been approved by President Brooks Keel.

The approval memo from President Keel is below.

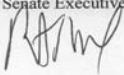


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<http://welcome.georgiasouthern.edu/president/>

TO: Dr. Michael Moore, Chair, Senate Executive Committee  
FROM: Brooks Keel, President   
DATE: February 23, 2010  
SUBJECT: **February 15, 2010, Faculty Senate Recommendation  
Vision for Graduate Education**

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Following review of the motion presented to the Faculty Senate, as provided in your memo of February 16, 2010, I have approved the motion below presented to the Senate by Dr. Jonathan Harwell.

**MOTION:** That the Vision for Graduate Education approved by the Graduate Committee on January 21, 2010, be endorsed by the Faculty Senate, Georgia Southern University, as a University Vision for Graduate Education.

**RATIONALE:** The Graduate Committee has guided the process, and with completion of its task of formulating and approving the Vision for Graduate Education, the Graduate Committee seeks Faculty Senate endorsement.

gm

c. Dr. Gary Means  
Dr. Amy Heaston  
Ms. Candace Griffith  
Dr. Jonathan Harwell

*Affirmative Action/Equal Opportunity Institution*

**VII. ADJOURNMENT**

There being no further business, the meeting was adjourned on March 11, 2010 at 9:45 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved March 29, 2010 by electronic vote of Committee Members
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## **Undergraduate Committee**

Chair: Bob Jackson (COBA)

# **UNDERGRADUATE COMMITTEE**

## **MINUTES**

### **FEBRUARY 9, 2010**

### **3:30 P.M.**

### **SCIENCE & TECHNOLOGY, ROOM 2122**

#### **I. CALL TO ORDER**

**Present:** Dr. Ardian Greca, Dr. Bob Jackson, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Renee Hotchkiss,  
Dr. Ron MacKinnon, Dr. Windy Dees, Dr. Amy Heaston, Ms. Caroline James  
**Visitors:** Ms. Candace Griffith, Dr. Olivia Carr Edenfield, Dr. Shahnam Navaee, Dr. Stephanie Kenney, Dr. Virginia Richards  
**Absent:** Dr. Allison Long, Ms. Cynthia Frost, Dr. Donna Saye, Dr. Jacob Warren, Dr. Jim Stephens, Dr. Laura Valeri,  
Dr. Marla Morris, Dr. Reed Smith

*Dr. Bob Jackson called the meeting to order at 3:30 p.m.*

#### **II. APPROVAL OF AGENDA**

*A MacKinnon/Greca motion to approve the agenda was passed unanimously.*

#### **III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

##### **➤ Department of History**

##### **Selected Topics Announcement**

##### **HIST 3030 - History of Vietnam**

##### ***JUSTIFICATION:***

This course will cover the origins and growth of the country of Vietnam from approximately 236 BC until the early 1990s. Highlighted will be the development of a unique Vietnamese culture and political style within the greater Confucian world of East Asia, the country's constant struggle against its immediate neighbors and intrusive foreign powers such as China, France, Japan, and the United States. Critical in the formation of the Vietnamese identity is its cultural developments in literature, performance, music, and religious expression.

*Selected Topics Announcements are for information only.*

##### **➤ Department of Sociology and Anthropology**

##### **Course Revision**

**FROM: SOCI 4338 - Competition and Games**  
**TO: SOCI 4338 - Sport, Culture, and Society**

*JUSTIFICATION:*

We are modifying the title of this course to better reflect course content.

***A MacKinnin/L. Smith motion to approve this course revision was passed unanimously.***

**Revised Programs**

**B.S. Sociology**

*JUSTIFICATION:*

Title change on SOCI 4338.

**B.A. Sociology**

*JUSTIFICATION:*

Title change on SOCI 4338.

***A Higgins/L. Smith motion to approve these program revisions was passed unanimously.***

➤ **Women's and Gender Studies**

**Course Revision**

**FROM: WGST 4338 - Competition and Games**

**TO: WGST 4338 - Sport, Culture, and Society**

*JUSTIFICATION:*

We are modifying the title of this course to better reflect course content.

***A Higgins/L. Smith motion to approve this course revision was passed unanimously.***

**IV. COLLEGE OF HEALTH AND HUMAN SCIENCES**

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

**Revised Program**

**B.S. Child and Family Development**

*JUSTIFICATION:*

Changes necessary due to the ever-changing make-up and needs of families and children in the U.S. Also, this revision will better utilize existing faculty in the program.

***A Moore/Dees motion to approve this program revision was passed unanimously.***

**V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**

*Dr. Shahnam Navaee presented the following agenda item for the Allen E. Paulson College of Science and Technology.*

➤ **Department of Biology**

**Course Deletions**

**BIOL 3533 - Field Entomology**

**BIOL 4340 - Field Botany**

*JUSTIFICATION:*

Courses have not been taught in the last five years.

***A Higgins/MacKinnon motion to approve these course deletions was passed unanimously.***

### Course Revisions

**FROM: BIOL 5645- Behavioral Ecology**  
0-4 Credit Hours. Schedule Type A, B, and E.

**TO: BIOL 5645- Behavioral Ecology**  
4 Credit Hours. Schedule Type A.

*JUSTIFICATION:*

Currently, this course is listed in the catalog as 4-3-3, however, it is taught as a standard 3-hour lecture, 3-hour lab, 4-credit course. It should therefore be listed as 3-3-4. This will also change the schedule type.

**FROM: BIOL XXXX**  
Prerequisites: BIOL 3133.

**TO: BIOL XXXX**  
Prerequisites: Remove BIOL 3133.

*JUSTIFICATION:*

BIOL 3133 is no longer required for Biology majors and is no longer a prerequisite for the attached list of upper level Biology courses.

*A MacKinnon/Greca motion to approve these course revisions was passed unanimously.*

### ➤ Department of Mathematical Sciences

#### Course Revision

**FROM: MATH 2130 - Discrete Mathematics**  
Prerequisites: Prior or concurrent enrollment in MATH 1232, or a minimum grade of "C" in MATH 1111 or any mathematics course that has MATH 1111 as a prerequisite.

**TO: MATH 2130 - Discrete Mathematics**  
Prerequisites: Prior or concurrent enrollment in MATH 1232, or a minimum grade of "C" in MATH 1111, MATH 1112, MATH 1113, MATH 1441 or MATH 2242.

*JUSTIFICATION:*

The proposed revision clarifies the prerequisites for the course in order that the registration process proceed more smoothly. In the current wording of the prerequisites, some students have needed a prerequisite override to enroll. The proposed change would correct this.

*A Dees/L. Smith motion to approve this course revision was passed unanimously.*

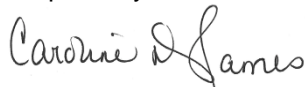
## VI. OTHER BUSINESS

- *The Tentative 2010-2011 Undergraduate Committee Meeting Dates will be sent via email for approval.*

## VII. ADJOURNMENT

*There being no further business to come before the committee, a Higgins/MacKinnon motion to adjourn the meeting at \_\_\_\_\_ 3:40 p.m. passed unanimously.*

Respectfully Submitted,



Caroline D. James  
Recording Secretary

# UNDERGRADUATE COMMITTEE

## MINUTES

### MARCH 9, 2010

### 3:30 P.M.

### SCIENCE & TECHNOLOGY, ROOM 2122

## VIII. CALL TO ORDER

**Present:** Dr. Bob Jackson, Dr. Jacob Warren, Dr. Leslee Higgins, Dr. Marla Morris, Dr. Michael Moore, Dr. Reed Smith,  
Dr. Ron MacKinnon, Dr. Amy Heaston, Ms. Caroline James

**Visitors:** Dr. Anoop Desai, Ms. Candace Griffith, Dr. Lissa Leege, Dr. Mohammad Davoud, Dr. Olivia Carr Edenfield,  
**Ms. Patricia Carter**

**Absent:** Dr. Allison Long, Dr. Ardian Greca, Ms. Cynthia Frost, Dr. Donna Saye, Dr. Jim Stephens, Dr. Laura Valeri, Ms. Lisa Smith, Dr. Windy Dees

*Dr. Bob Jackson called the meeting to order at 3:37 p.m.*

## IX. APPROVAL OF AGENDA

*A Moore/MacKinnon motion to approve the agenda was passed unanimously.*

## X. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

*Dr. Lissa Leege presented the following agenda item for the Department of Biology.*

### ➤ **Department of Biology**

#### New Course

#### **SUST 4730 - Practicum in Environmental Sustainability**

A practicum for the completion of the Concentration in Environmental Sustainability. Students will work with a faculty mentor to develop and implement sustainability projects in their field of expertise on campus or in the community. Projects will be presented to the public at the end of the semester in a Sustainability Symposium. The course is offered through the Center for Sustainability at Georgia Southern. Prerequisites: A minimum grade of "C" in TCGT 1530, Environmental Science (BIOL 1230/1210, CHEM 1040, PHYS 1149, or GEOL1330/1310), and 3 curriculum electives for Environmental Sustainability Concentration. 3 credit hours.

#### **JUSTIFICATION:**

This course will serve as a capstone course for the Interdisciplinary Concentration in Environmental Sustainability, under development by the Center

for Sustainability. The Center was established in the College of Science and Technology in 2008. The proposed new course is needed to provide students with an opportunity to apply the sustainability principles they have learned through the curriculum for the concentration.

***A MacKinnon/Higgins motion to approve this new course was passed unanimously.***

**Program Revision**

**Pre-Natural Resources (Two-Year) Transfer Program**

**JUSTIFICATION:**

This program is being deleted from the catalog due to low enrollment.

***A Higgins/R. Smith motion to approve this program revision was passed unanimously.***

*Dr. Anoop Desai presented the following agenda item for the Department of Mechanical and Electrical Engineering Technology.*

➤ **Department of Mechanical and Electrical Engineering Technology**

**Course Revision**

**FROM: TCGT 1530 - Technology, Science and the Environment**

A systematic investigation of the constructs of technology in terms of its bases in scientific principles and its impact on the global environment.

**TO: TCGT 1530 - Global Sustainability and Innovation**

This course introduces students to the pivotal role of our ability to apply scientific principles, appropriate and advancing technologies, and best practices in establishing a sustainable global environment. The course involves active discussion of global environmental and sustainability issues such as pollution, conservation, and climate change.

**JUSTIFICATION:**

Over time sustainability has moved to the forefront of the issues regarding environmental responsibility. Sustainability has been and is an integrated construct in TCGT 1530 and is a focal point of the course especially in discussing our ability to apply scientific principles through appropriate and advancing technologies, engineering, and best practices in a global context. The current course title and description no longer characterize the true nature of the course. The proposed course title and catalog description provides more precise information about the nature of the course.

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

➤ **Department of Construction Management**

**Course Revisions**

**FROM: TCET (Various)**

Contact hours not a range allowing only one lab.

**TO: TCET (Various)**

Changing the contact hours to "0 or..." to allow multiple labs.

**JUSTIFICATION:**

Changing the hours to "0 or..." to allow multiple labs.

**FROM: TCM (Various)**

Contact hours not a range allowing only one lab.

**TO: TCM (Various)**

Changing the contact hours to "0 or..." to allow multiple labs.

**JUSTIFICATION:**

Changing the hours to "0 or..." to allow multiple labs.

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

## **XI. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

*Dr. Patricia Carter presented the following agenda items for the Department of Art.*

### **➤ Department of Art**

#### **Course Revisions**

**FROM: ART - various titles**  
Various contact hours.

**TO: ART - various titles**  
2 lecture, 3 lab, 3 credit.

#### ***JUSTIFICATION:***

ALL Art studio courses should be 2-3-3 in the catalog. (2 lecture - 3 lab - 3 credit) This matches our NASAD accreditation standards and eliminates the varying, and erroneous, lecture/lab contact hours now listed in the course catalog. Schedule Type will also be updated.

**FROM: ART 2531/2531S - Art History I**  
**TO: ARTH 2531/2531S - Art History I**

#### ***JUSTIFICATION:***

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 2532/2532S - Art History II**  
**TO: ARTH 2532/2532S - Art History II**

#### ***JUSTIFICATION:***

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3231 - Modern Art History**  
**TO: ARTH 3231 - Modern Art History**

#### ***JUSTIFICATION:***

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3251 - Dada and Surrealism Art History**  
**TO: ARTH 3251 - Dada and Surrealism Art History**

#### ***JUSTIFICATION:***

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3261 - Italian Mannerism Art History**

**TO: ARTH 3261 - Italian Mannerism Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3272 - Northern Renaissance Art History**

**TO: ARTH 3272 - Northern Renaissance Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3282 - Pre-Columbian Art History**

**TO: ARTH 3282 - Pre-Columbian Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3377 - Graphic Design Art History**

**TO: ARTH 3377 - Graphic Design Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3435 - African Art History**

**TO: ARTH 3435 - African Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3436 - African American Art History**

**TO: ARTH 3436 - African American Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3437 - American Art History**

**TO: ARTH 3437 - American Art History**

*JUSTIFICATION:*



Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3530/3530S - Art and Architecture of the Ancient World**  
**TO: ARTH 3530/3530S - Art and Architecture of the Ancient World**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3531/3531S - Medieval Art History**  
**TO: ARTH 3531/3531S - Medieval Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3532 - Italian Renaissance Art History**  
**TO: ARTH 3532 - Italian Renaissance Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3533 - Baroque and Rococo Art History**  
**TO: ARTH 3533 - Baroque and Rococo Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 3534 - 19<sup>th</sup> Century Art History**  
**TO: ART 3534H - 19<sup>th</sup> Century Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 4276 - Art Theory and Criticism**  
**TO: ARTH 4276 - Art Theory and Criticism**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 4435/4435S - Art History Travel Research**  
**TO: ARTH 4435/4435S - Art History Travel Research**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 4530 - 20<sup>th</sup> Century Art History**  
**TO: ARTH 4530 - 20<sup>th</sup> Century Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 4531 - Contemporary Art History**  
**TO: ARTH 4531 - Contemporary Art History**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 4631/4631S - Art History Seminar**  
**TO: ARTH 4631/4631S - Art History Seminar**

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

**FROM: ART 4830 - Art History Research**  
3 lecture contact hours. Schedule type A.

**TO: ARTH 4830 - Art History Research**  
3 other contact hours. Schedule type G.

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students. The contact hours and schedule type are also being updated.

**FROM: ART 4831 - Senior Art History Thesis**  
3 lecture contact hours. Schedule type A.

**TO: ARTH 4831 - Senior Art History Thesis**  
3 other contact hours. Schedule type H.

**JUSTIFICATION:**

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students. The contact hours and schedule type are also updated.

***A MacKinnon/Higgins motion to approve these course revisions was passed unanimously.***

**Program Revisions**

**BA Art (Concentration in Art History)**

**JUSTIFICATION:**

Stand-Alone Designation of Art History as a subject unto itself; different from Studio Art

**BA Art (Concentration in Studio)**

**JUSTIFICATION:**

Stand-Alone Designation of Art History as a subject unto itself; different from Studio Art

**BFA Art (Concentration in Graphic Design)**

**JUSTIFICATION:**

Stand-Alone Designation of Art History as a subject unto itself; different from Studio Art

**BFA Art (Concentration in 2-D Studio)**

**JUSTIFICATION:**

Stand-Alone Designation of Art History as a subject unto itself; different from Studio Art

**BFA Art (Concentration in 3-D Studio)**

**JUSTIFICATION:**

Stand-Alone Designation of Art History as a subject unto itself; different from Studio Art

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

*Dr. Olivia Edenfield presented the following agenda items for the Department of Music.*

➤ **Department of Music**

**New Course**

**MUSC 3435 - Imagine: The Music of the Beatles**

An examination of the music of the Beatles in the context of the popular culture of the 1950's and 1960's. While attention will be given to the history and development of the Beatles as a group, the course will focus primarily on the songs themselves. 3 credit hours.

**JUSTIFICATION:**

While the Department of Music offers Music Appreciation courses and both general and period-based Music History courses, there is a need for a general elective course outside of Core Curriculum and Common Body of Knowledge in Music requirements.

***A Morris/R. Smith motion to approve this new course was passed unanimously.***

➤ **Department of Political Science**

**Revised Program**

**B.S.J.S. Justice Studies**

*JUSTIFICATION:*

The title for AMST/HIST/WGST 3137 has changed to Topics in U.S. Women's History. This course is one that Justice Studies may choose from to satisfy the diversity requirements of the degree. The changes have been noted on the BSJS catalogue page and degree documents.

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

➤ **Department of Sociology and Anthropology**

**Selected Topics Announcement**

**ANTH 5091 - Languages of Native America**

*JUSTIFICATION:*

This course provides a survey of the hundreds of languages, dozens of language families, and few language isolates that comprise the languages spoken in Native communities north of Mexico. Language endangerment, language revitalization and language documentation will be included. Utilizing faculty expertise in this area, this course will sensitize students to the accelerating global process of language loss through examining languages of Native America in the past and present. The course accommodates our students' increasing interest in linguistic anthropology. The course will be cross-listed with American Studies (as AMST 4030) and has been approved by the directors of that program.

*Selected Topics Announcements are for information only.*

## **XII. OTHER BUSINESS**

- Dr. Bob Jackson informed the committee of the CORE Learning Outcomes to be presented at the April meeting. He asked that the deadline to submit agenda items be waived for the Task Force. The CORE Learning Outcomes are to be submitted to the UGC Recording Secretary no later than 9:00 a.m. on Monday, April 5, 2010. Ms. Candace Griffith was asked to inform the task of this deadline.

*A Moore/MacKinnon motion to approve this new deadline was passed unanimously.*

## **XIII. ADJOURNMENT**

*There being no further business to come before the committee, a MacKinnon/Higgins motion to adjourn the meeting at \_\_\_\_\_ 3:57 p.m. passed unanimously.*

Respectfully Submitted,



Caroline D. James  
Recording Secretary

Summary of the Academic Advisory Council  
Chair: Gary Means, Acting Provost

There were no AAC meetings in February or March.

The committee met April 6.

Freshman applications and acceptances are down a bit for Summer from last year. EIP currently has about the same number of students as last year – this may go up as there are still a number of deferred (EIP eligible) students. Applications for Fall are up about 1000 from last year with admits about 400 higher. Orientation (SOAR) sign-ups – a good indicator of whether admitted students will actually attend – are about 150 higher than this time last year. Current projections are for about 3025 Freshmen for Fall 2010.

Graduate student applications are down for Summer from last year, but admits are up about 20 students. Fall applications are up with about 30 more admits than last year. Georgia on My Line students are currently registering.

Current enrollment projections from the Registrar's office are steady for summer compared to last year – this may increase when Spring grades come out. Fall is currently up about 1,500 compared to last year at this point, but this may be due to more returning students registering early.

Registrar Mike Deal briefed the committee on Commencement (no final word on the speaker as yet) and ongoing deliberations of the Calendar Committee. The Calendar committee will be meeting again on April 27 to hopefully finalize changes for Fall 2011 (and onward – typically 3 years). He also briefed the committee on Banner changes to make flagging courses for delivery method (face-to-face, hybrid, on-line, etc) and technology easier. Department Chairs are to verify these entries before students start registering for classes each semester.

Provost Gary Means brought everyone up to date of the Institutional Effectiveness Repository. Most academic colleges have already been trained in using this portion of Sharepoint. Units should be getting ready to input their program/student outcomes and assessment plans. This effort is aimed toward the 5-year SACS evaluation; out materials need to be submitted in March 2011.

Sarah Smith (for Jayne Perkins Brown) recapped efforts by the University on the Census (encourage students to do their part) and noted that the latest retention and graduation reports (overall and by college) have been posted on the web (look for the Fact Book on the About the University web page).

Submitted by Pat Humphrey, Senate Librarian.

## ***Faculty Senate Librarian's Report, June 2010***

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

### **Academic Standards Committee**

Chair: Stuart Tedders (CHHS)

### **Elections Committee**

Chair: Patricia Humphrey, Senate Librarian (COST)

Elections were conducted in all colleges in a timely manner. CLASS still needs to elect a representative to the SEC for next year, as well as representatives to Faculty Service and Undergraduate Committee. We are currently seeking nominations for those positions; the special election will take place in early August.

### **Faculty Development Committee**

Chair: Fred Smith (LIB)

April 28, 2010  
2:00pm - 4:00pm

**Attending:** Anne Marshall, Lori Lester, Alice Hall, Patricia Hendrix, Alan Altany, Pat Walker, John O'Malley, and Fred Smith.

**Scoring and funding of Summer Development Stipends:** Both this round of travel and the summer stipends are funded out of the next fiscal year budget. As was the case last year, the Committee did not know for certain that there would be a new budget, and if there was, what it would be. Alan said that Amy Heaston had indicated that she thought there would be a budget but it would be smaller than last year's. Last year's was smaller than the year before. So with that in mind, the Committee decided to allocate only a small amount for these two rounds. 14 were submitted. There was a gap between the scores of the second and third highest, so the FDC decided to fund only the first two. This totalled about \$7,000 with fringe benefits.

**Summer travel scoring and funding:** The Committee received 11 proposals. Seven were funded costing a total of \$9,390.

**Anne's New Form.** Anne Marshall (COE) designed a new travel grant application form which was very well received. The form should make travel grant applications quicker and simpler for the applicants while also making scoring easier for the FDC. Anne received a warm round of applause from the Committee.

## Discussion of proposed new policies:

- 1) **On substitutions for missed travel:** The FDC decided to not allow substitution trips under any circumstances and to make that clear in the instructions. A successful travel grant applicant who missed travel due to unexpected personal issues would be free to apply again in the next round, but substitute trips would not be considered. In the discussion of travel awards it was also noted that the Committee needs to make it clear that the grant applicants should not request money to pay professional memberships.
- 2) **On missed travel when the traveler has prepaid some expenses:** Applicants would have two choices. One would be to accept reimbursement for the prepaid expenses. If the applicant accepts such payment, this would count as a successful funding and the person would not be eligible to reapply the next year. If the person was willing to pay the prepaid expenses out of pocket, then she/he would be eligible to apply again for the next round.
- 3) **Procedure for nominations for Awards of Excellence.** The Committee decided not to change this. After some discussion, it was decided that the disadvantages outweighed the advantages.

## Faculty Research Committee

Chair: Caren Town (CLASS)

## Faculty Service Committee

Chair: Stuart Tedders (CHHS)

## Faculty Welfare Committee

Chair: Sonya Huber Humes (COST)

Georgia Southern University  
Faculty Welfare Committee (FWC) of the Faculty Senate Meeting  
Herty Building—Room 1107  
9:30 AM  
April 6, 2010  
Minutes

**Present:** Jo Ellen Broome, Cynthia Frost, Arian Greca, Sonya Huber, Joe Ruhland (recording), Manouchehr Tabatabaei, Mark Welford

### Business:

Discussion	Action	Responsible Person/Comments
Note-taker for the meeting was unclear.	Joe Ruhland took notes.	List is a carryover from 3/23/2010 minutes. J. Alberto – September 9, 2009

		M. Botkin – September 23 Jim Braselton – Oct. 2009 Joan Ellen Broome -- Nov. 2009 Cynthia Frost – Nov. 2009 Ardian Greca Laura Gunn Greg Harwood Ming Fang He Sonya Huber—Feb. 2010 Marla Morris Joe Ruhland – April 2010 Manouchehr Tabatabaei – March 2010 Mark Welford LeVon Wilson
Reminder of Senate meeting occurring April 15, 2010 (note irregular day (Thursday)) at 4pm in Union Ballroom.	Informal poll showed Huber, Fang and Greca as likely or certain to attend.	Huber to mail reminder note of upcoming motion to Senate listserv in advance of Senate meeting.
Upcoming agenda item: Ad hoc subcommittee to look at the ombudsman issue with regard to temporary faculty advocacy.	Ombudsman position would be specialty role within FWC, not as part of the Senate (due to required change in by-laws. Welford tentatively appointed to one year term conditional on clarification from Braselton of his intention to assist Welford with duties of the role or rather to compete with Welford for the position, in which case an election within the FWC would be required. Going forward, persons in this role must be on the Senate and be tenured.	Huber to set up listserv to temps and FWC members and solicit volunteers from temps to assist Welford. Cliff Price has list of temporary faculty.
Next Meeting	Fall 2010	S. Huber

Joe Ruhland  
April 2010

**Library Committee**  
Chair: Greg Harwood (CLASS)

**Graduate Committee**



Chair: Bob Fernekes (LIB)

## GRADUATE COMMITTEE MINUTES

Chair: Dr. Robert Fernekes  
Graduate Committee Meeting Date – April 8, 2010

Present: Dr. Deborah Allen, CHHS; Dr. Richard Flynn, CLASS; Dr. Donna Fisher, COBA; Dr. Delores Liston, COE; Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Dr. Jim McMillan, CHHS; Dr. Bill Yang, COBA; Dr. Lisa Schulz, COE; Dr. Jonathan Copeland, COST; Dr. Robert Fernekes, Library; Dr. Chris Kadlec, [Alternate] CIT; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Dr. Ronnie Sheppard, COE; Mr. Toby Ziglar, Graduate Admissions; Dr. Shahnam Navaee, COST; Dr. Randy Carlson, COE; Dr. Godfrey Gibbison, COBA; Dr. Renee Hotchkiss, JPHCOPH; Dr. Onyile Onyile, CLASS

Absent: Dr. John Dyer, CIT; Mr. Jonathan Harwell, Library; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS; Dr. Simone Charles, JPHCOPH

### I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, April 8, 2010 at 9:00 AM.

### II. APPROVAL OF AGENDA

Dr. Lisa Schulz made a motion to alter the agenda by moving the College of Science and Technology's agenda item forward to accommodate the schedule of the college's representative. A second was made by Dr. Donna Fisher. The motion to alter the agenda was approved.

### III. NEW BUSINESS

#### A. College of Science and Technology

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

##### **Department of Biology**

##### Course Deletions:

BIOL 5545G (The Biology of Plants)

##### *JUSTIFICATION:*

The BIOL 5545 course is proposed to change to a 3000 level Biology course to serve as a prerequisite for upper level plant courses. Therefore, the graduate course BIOL 5545G is no longer needed and is being eliminated.

**MOTION: There was a motion to approve the submission from the College of Science and Technology. With no objections, the motion to approve the Course Deletion was approved.**

#### B. College of Education

*Dr. Randy Carlson presented the course agenda items for COUN, EDLD, ESPY, FRIT, and ITEC and the M.Ed. program revision for the College of Education. Dr. Ronnie Sheppard presented the course items for MSED, SCED, MGED, ESED, and MSED and the remaining program revisions.*

##### New Course Forms:

COUN 7235 – Short Term Counseling Strategies: Brief Solution Counseling, Rational Emotive Behavioral Therapy and Motivational Interviewing

##### *JUSTIFICATION:*

Required course offering for students enrolled in Concentration Two M.Ed. Community Counseling. Expanded course offering will meet demand for counselor training in brief counseling interventions and CACREP accreditation requirements.

MSED 7132 – Assessment of Student Learning

*JUSTIFICATION:*

Candidates in the M.A.T. in Secondary and Middle Grades have been required to take ESED 7131 Enhancing Student Performance to fulfill the PSC/NCATE requirement for a course focused on assessing student learning; however, this course is more appropriate for M.Ed. candidates. Candidates seeking initial teacher preparation program need a course that is a more basic course focusing on assessment of student learning.

SCED 6738 – Supervised Practicum in Secondary Education

*JUSTIFICATION:*

This course is needed to provide a supervised field experience for M.A.T. candidates who are not employed in full time teaching positions. A course with a course prefix reflecting a secondary certification level is needed for those candidates seeking initial certification in one of the 6-12 teaching fields.

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

*JUSTIFICATION:*

This course is needed to provide a supervised field experience for M.A.T. candidates who are employed in full time teaching positions. A course with a course prefix reflecting a secondary certification level is needed for those candidates seeking initial certification in one of the 6-12 teaching fields.

Course Reactivations:

MGED 6799 with Course Revision Form – Supervised Internship: Middle Grades

*REACTIVATION JUSTIFICATION:*

With the implementation of the MAT in Middle Grades Education, the internship needs to have a middle grades prefix. National Middle School Association requires that courses in an approved initial teacher preparation program have a specific course designation for middle grades candidates.

*COURSE REVISION JUSTIFICATION:*

The MAT programs have changed since MGED 6799 was originally taught; therefore, changes in the prerequisite and catalogue description need to be made to reflect the program requirements. The title was modified to indicate that the internship is a supervised internship.

SCED 6799 with Course Revision Form – Supervised Internship: Secondary

*REACTIVATION JUSTIFICATION:*

With the implementation of the MAT in Secondary Education, the internship needs to have a specific secondary education prefix for candidates completing an initial certification in one of the secondary teaching fields.

*COURSE REVISION JUSTIFICATION:*

The MAT programs have changed since SCED 6799 was originally taught; therefore, changes in the prerequisite and catalogue description needs to be made to reflect the program requirements.

Course Revision Forms:

COUN 7332 – prerequisites

*JUSTIFICATION:*

Catalog copy correction: Remove the COUN 7331 prerequisite since that course no longer exists.

No prerequisite is required for COUN 7332.

COUN 7334 – prerequisites and corequisites

*JUSTIFICATION:*

Catalog copy correction. COUN 7331 (which does not exist) should be COUN 7332.

COUN 7431 – number to 7449, title, credit hours, prerequisites, corequisites, catalog description

*JUSTIFICATION:*

The course curriculum is being revised to address the 2009 CACREP Specialty Standards for School Counseling Programs. The CACREP accreditation of the current school counseling program expires in March 2011.

COUN 7432 – number to 7437, title, prerequisites, catalog description

*JUSTIFICATION:*

The course curriculum is being revised to address the 2009 CACREP Specialty Standards for School Counseling Programs. The CACREP accreditation of the current school counseling program expires in March 2011.

COUN 7433 – number to 7448, title, credit hours, prerequisites, corequisites, catalog description

*JUSTIFICATION:*

The course curriculum is being revised to address the 2009 CACREP Specialty Standards for School Counseling Programs. The CACREP accreditation of the current school counseling program expires in March 2011.

COUN 7434 – number to 7445, title, credit hours, prerequisites, catalog description

*JUSTIFICATION:*

The course curriculum is being revised to address the 2009 CACREP Specialty Standards for School Counseling Programs. The CACREP accreditation of the current school counseling program expires in March 2011.

EDLD 8633 – corequisites

*JUSTIFICATION:*

The change in co-requisites is being made to correspond to the revised Ed.S. EDLD program of study approved by GC on August 27, 2009. Since this course EDLD 8633 is now in the Third Semester of the program, the course's co-requisites must be changed to be the other two courses in the Third Semester which are EDLD 8634 and EDLD 8738.

EDLD 8839 – prerequisites

*JUSTIFICATION:*

Prerequisite change is being sought in order that the catalog match the program of study. The only prerequisite change is to add EDUR 7130.

ESPY 7130 – prerequisites

*JUSTIFICATION:*

Catalog correction: Since the School Psychology program was revised to be an Ed.S. program with possibility of interim M.Ed., admission to the program is now only at the Ed.S. level. Therefore, the wording of the prerequisite for this course needs to be updated as proposed. The program revision was approved by Graduate Committee on 1/22/2009.

ESPY 7131 – prerequisites

*JUSTIFICATION:*

Catalog correction: Since the School Psychology program was revised to be an Ed.S. program with possibility of interim M.Ed., admission to the program is now only at the Ed.S. level. Therefore, the wording of the prerequisite for this course needs to be updated as proposed. The program revision was approved by Graduate Committee on 1/22/2009.

FRIT 7330 – remove cross-listing

*JUSTIFICATION:*

Catalog Correction: The FRIT 7330 and ITEC 7330 courses are not cross-listed courses. They mirror each other but are used independently and do not need to show in Catalog as "FRIT/ITEC 7330".

ITEC 7330 – remove cross-listing

*JUSTIFICATION:*

Catalog Correction: The FRIT 7330 and ITEC 7330 courses are not cross-listed courses. They mirror each other but are used independently and do not need to show in Catalog as "ITEC/FRIT 7330".

ESED 6738 – subject to MGED, title, prerequisites, corequisites, catalog description

*JUSTIFICATION:*

With the implementation of the MAT in Middle Grades Education, the course number, title, prerequisites, corequisites, and catalogue description are being changed to reflect the appropriate program .

ESED 6739 – subject to MGED, title, prerequisites, catalog description

*JUSTIFICATION:*

The course prefix needs to reflect the program and grade level for which one is being certified.

MSED 6237 – prerequisites

*JUSTIFICATION:*

Candidates must complete MSED 6130 Introduction to the Middle and Secondary School prior to enrolling in the methods course.

MSED 6337 – prerequisites

*JUSTIFICATION:*

Candidates must complete MSED 6130 Introduction to the Middle and Secondary School prior to enrolling in the methods course.

MSED 6437 – prerequisites

*JUSTIFICATION:*

Candidates must complete MSED 6130 Introduction to the Middle and Secondary School prior to enrolling in the methods course.

MSED 6537 – prerequisites

*JUSTIFICATION:*

Candidates must complete MSED 6130 Introduction to the Middle and Secondary School prior to enrolling in the methods course.

MSED 6637 – prerequisites

*JUSTIFICATION:*

Candidates must complete MSED 6130 Introduction to the Middle and Secondary School prior to enrolling in the methods course.

Revised Program Forms:

M.Ed. in Counselor Education

*JUSTIFICATION:*

Revision for CACREP 2009 standards

MAT, Concentrations One and Two

*JUSTIFICATION:*

Course numbers for the practicum courses and internship in the M.A.T need to reflect the appropriate program prefix; therefore, course prefixes are being changed for ESED 6738,

ESED 6739, and ESED 6799. The new prefixes will use MGED for those candidates completing the M.A.T. in Middle Grades (Study Concentration Two) and SCED for candidates completing the M.A.T. in one of the secondary education teaching fields (Study Concentration One). Also, course prerequisites are being changed for the practicum courses, student teaching, and the various subject-specific methods courses to ensure that candidates complete the program in the appropriate sequence. A new course—MSED 7132 Assessment of Student Learning—is being proposed to meet the PSC/NCATE requirement for a course that focuses on assessing student learning. ESED 7131 Enhancing Student Performance is currently included in the program; however, this course is more appropriate for candidates completing an M.Ed. program. Candidates in the M.A.T. need a more basic course on student assessment.

#### Admission and Retention in COE Graduate Programs

##### *JUSTIFICATION:*

COE's accrediting agency, NCATE, requires that we utilize an electronic data management system for maintaining and analyzing student assessment data. COE has selected TaskStream as our system. It will be used to maintain and aggregate candidates' key assessment performance data, generate reports, and in some cases manage electronic program portfolios including both numerical data and electronic artifacts. Beginning fall 2010, all COE graduate candidates must open and maintain a TaskStream account.

#### Teacher Education Program – Admission and Retention

##### *JUSTIFICATION:*

COE's accrediting agency, NCATE, requires that we utilize an electronic data management system for maintaining and analyzing student assessment data. COE has selected TaskStream as our system. It will be used to maintain and aggregate candidates' key assessment performance data, generate reports, and in some cases manage electronic program portfolios including both numerical data and electronic artifacts. Since all COE candidates in initial teacher certification programs must open and maintain a TaskStream account, the proposed additions to the Teacher Education Program section of the Catalog will specify the requirement.

Also, the change in the title of the catalog section will more clearly identify its contents.

**MOTION: There was a motion to approve the submission from the College of Education. With no objections, the motion to approve the New Courses, Course Reactivations, Course Revisions, and Program Revisions was approved.**

##### For Information Only:

Online delivery of the Special Education Concentration in the M.Ed. in Teaching and Learning

**No action was needed for the Information Only item.**

#### **C. College of Health and Human Sciences**

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

##### New Course:

KINS 8432

##### *JUSTIFICATION:*

The course will be a required course for the Master of Science in Kinesiology with emphasis in Physical Education.

##### Course Deletion:

KINS 7130

##### *JUSTIFICATION:*

Program is being revised and this course content will be combined with an existing course so it will not be taught again.

Course Revision:

KINS 7230

JUSTIFICATION:

The revisions to this course reflect program changes from a two semester exercise physiology sequence to a single course in exercise physiology.

Program Revision:

M.S. in Kinesiology

JUSTIFICATION:

The revised program deletes the Exercise Science Emphasis focus areas which few students requested or utilized and provides the program with more flexibility. This will allow students, most of whom go on to professional careers in field, to choose elective courses which better support their career goals. The Physical Education Emphasis is removing a course that is being integrated into other courses and adding courses that provide additional necessary preparation for students.

**MOTION: There was a motion to approve the submissions from the College of Health and Human Sciences. With no objections, the motion to approve the New Course, Course Deletion, Course Revision, and Program Revision was approved.**

**D. College of Business Administration**

*Dr. Godfrey Gibbison presented the agenda item for the College of Business Administration.*

Proposed Graduate Certificate in Applied Economics from the School of Economic Development

JUSTIFICATION:

In the two years of operating our MS in Applied Economics we have had former, current and prospective students who already have a graduate degree in another discipline and are interested in completing 18 graduate hours in economics in order to become college level instructors in economics. In many cases these students need credentials that satisfy accreditation guidelines for faculty qualifications for college instructors. Our proposed Graduate certificate in Applied Economics will meet the needs of these students. Since these students will be admitted in the same manner as our masters students this program in no way threatens the masters program. In addition, these students will take the same courses as our masters students. All economics masters courses are available online and are currently being taught. We therefore need no additional resources to offer a certificate program to the students who need it.

**Dr. Gibbison stated that graduate students who complete the 18 hour certificate would have the opportunity to continue and enroll in the degree program. He hopes to have this certificate available in Spring 2011. Dr. Schulz asked Dr. Gibbison if he has noticed a change in his classrooms with the two different types of students. She stated that she has students come in with field experience and it has changed the tone of the classroom. Dr. Gibbison explained there is a much wider discussion that takes place because of the different backgrounds of students. He also stated that the admission requirements are the same and the students have to adhere to the 3.0 GPA to remain in status.**

**Dr. Dick Diebolt asked if this certificate is approved, will the students who previously completed the certificate hours be grandfathered in to allow them to continue a degree program. Dr. Gibbison said yes, the graduate students would be grandfathered back into the program.**

**MOTION: Dr. Richard Flynn made a motion to approve the submission from the College of Business Administration. With no objections, the motion to approve the new proposal was approved.**

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

*Ms. Renee Hotchkiss presented the agenda item for the Jiann-Ping Hsu College of Public Health.*

Course Revision Proposal:

HSPM 7135 - Health Policy Development and Evaluation – Addition of Prerequisite (HSPM 7133)

*JUSTIFICATION:*

To insure continuity of the curriculum.

**MOTION: There was a motion to approve the submissions from the Jiann-Ping Hsu College of Public Health. With no objections, the motion to approve the Course Revision was approved.**

**IV. OLD BUSINESS**

**A. College of Liberal Arts and Social Sciences**

*Dr. Onyile Onyile presented the Department of Art tabled agenda items.*

**Department of Art**

Course Revisions:

ART - various titles (mass revision/contact hours)

*JUSTIFICATION:*

ALL Art studio courses should be 2-3-3 in the catalog. (2 lecture - 3 lab - 3 credit) This matches our NASAD accreditation standards and eliminates the varying, and erroneous, lecture/lab contact hours now listed in the course catalog.

ART 7231 - Art and Architecture of the Ancient World

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7232 - Medieval Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7233 - Italian Renaissance Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7234 - Baroque and Rococo Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio

art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7235 - 19<sup>th</sup> Century Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7236 - 20<sup>th</sup> Century Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7237 - Contemporary Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7238 - African Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7239 - African American Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7330 - American Art History

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 7630 - Art History Seminar

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 8630 - Art Theory and Criticism

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio



art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students.

ART 8831 - Art History Research

*JUSTIFICATION:*

Mass REVISION of all Art History courses, designating ARTH as the course prefix acronym rather than ART, to distinguish the two very different disciplines. This will enable our studio art majors to add an art history minor to their BA and BFA degree programs....a most common request amongst our best and brightest students. The contact hours and schedule type are also updated.

Program Revisions:

MFA (Concentration in Graphic Design)

*JUSTIFICATION:*

Stand-alone designation of Art History as a subject unto itself; different from Studio Art.

MFA (Concentration in 2-D Studio)

*JUSTIFICATION:*

Stand-alone designation of Art History as a subject unto itself; different from Studio Art.

MFA (Concentration in 3-D Studio)

*JUSTIFICATION:*

Stand-alone designation of Art History as a subject unto itself; different from Studio Art.

**MOTION: Dr. Fisher made a motion to approve the submissions from the Art Department in the College of Liberal Arts and Social Sciences. Dr. McMillan provided the second. The motion to approve the Course and Program Revisions was approved.**

## **V. DISCUSSION OF GRADUATE EDUCATION INITIATIVES**

There was no discussion of graduate education initiatives.

## **VI. ANNOUNCEMENTS**

In Dr. Charles Patterson's absence, Dr. Diebolt distributed a letter from Dr. Patterson to the Graduate Committee. Dr. Diebolt explained that the President's Cabinet Meetings conflict with the Graduate Committee Meetings because they are both scheduled on Thursdays at 9 AM. Dr. Diebolt stated that the Committee had the option to keep the current meeting schedule, or to alter the schedule to accommodate Dr. Patterson so he can attend future Graduate Committee Meetings. Dr. Flynn stated that he thinks it is best for the committee to meet when Dr. Patterson can attend. It was decided that once the 2010-2011 Graduate Committee Membership list is complete the proposed meeting dates would be sent out electronically for the committee's approval.

Dr. Fernekes referred to Dr. Patterson's request in the letter to have a representative from the Graduate Committee serve as a member of the TA/RA/GA Task Force. Dr. Fernekes asked for volunteers. Dr. Flynn volunteered to be on the Task Force.

Dr. Fernekes stated that the Ad Hoc Subcommittee had plans to draft a secondary document following approval of the Vision for Graduate Education. However, in the meantime, he and Mr. Harwell have talked with Dean Patterson and Associate Dean Diebolt about the specific principles and recommendations that were in longer, earlier drafts of the Vision and had been vetted multiple times by the Graduate Committee, the Deans Council, the Graduate Program Chairs, etc. Dean Patterson will be preparing feedback on how these principles and recommendations can be integrated with College of Graduate Studies ongoing policy revisions and other plans. Dean Patterson plans to address these ideas with the Graduate Committee, either at a fall meeting or as e-mail updates.

## VII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 8, 2010 at 9:37 AM.

Respectfully submitted,

Audie Graham, Recording Secretary  
**Undergraduate Committee**  
Chair: Bob Jackson (COBA)

Minutes were approved May 21, 2010 by electronic vote of Committee Members
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# UNDERGRADUATE COMMITTEE

## MINUTES

### APRIL 13, 2010

### 3:30 P.M.

### SCIENCE & TECHNOLOGY, ROOM 2122

## I. CALL TO ORDER

**Present:** Dr. Bob Jackson, Ms. Cynthia Frost, Dr. Jacob Warren, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Marla Morris,  
Dr. Michael Moore, Dr. Reed Smith, Dr. Amy Heaston, Ms. Caroline James  
**Visitors:** Dr. Barry Joyner, Ms. Candace Griffith, Dr. Chris Caplinger, Dr. Nancy Shumaker, Dr. Olivia Carr Edenfield,  
Dr. Randall McClure, Dr. Shahnam Navaee, Dr. Stephanie Kenney, Dr. Virginia Richards  
**Absent:** Dr. Allison Long, Dr. Ardian Greca, Dr. Donna Saye, Dr. Jim Stephens, Dr. Laura Valeri, Dr. Ron MacKinnon,  
Dr. Windy Dees

*Dr. Bob Jackson called the meeting to order at 3:32 p.m.*

## II. APPROVAL OF AGENDA

*A Moore/Higgins motion to approve the agenda was passed unanimously.*

## III. COLLEGE OF BUSINESS ADMINISTRATION

### ➤ School of Economic Development

*Dr. Leslee Higgins presented the following agenda item for the School of Economic Development.*

#### Program Revision

**B.A. Economics, International Economics Emphasis**

#### *JUSTIFICATION:*

To clarify the difference between the BA Economics and BA Economics, International Economics Emphasis and to put in writing what is already being practiced.

*A R. Smith/Higgins motion to approve this program revision was passed unanimously.*

### ➤ School of Accountancy

*Dr. Leslee Higgins presented the following agenda items for the School of Accountancy.*

#### Course Revisions

**FROM: ACCT 2101 - Financial Accounting**  
Prerequisites: A minimum grade of "C" in BUSA 1105, MATH 1232, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

**TO: ACCT 2101 - Financial Accounting**  
Prerequisites: A minimum grade of "C" in BUSA 1105, MATH 1232 or MATH 1441, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

This change assures that students who successfully completed MATH 1441 as a math course will have completed the math prerequisite for this course.

**FROM: ACCT 2101H - Financial Accounting**  
Prerequisites: A minimum grade of "C" in BUSA 1105, MATH 1232, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

**TO: ACCT 2101H - Financial Accounting**  
Prerequisites: A minimum grade of "C" in BUSA 1105, MATH 1232 or MATH 1441, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

This change assures that students who successfully completed MATH 1441 as a math course will have completed the math prerequisite for this course.

**FROM: ACCT 2102 - Managerial Accounting**  
Prerequisites: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, MATH 1232, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

**TO: ACCT 2102 - Managerial Accounting**  
Prerequisites: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, MATH 1232 or MATH 1441, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

This change assures that students who successfully completed MATH 1441 as a math course will have completed the math prerequisite for this course.

**FROM: ACCT 2102H - Managerial Accounting**  
Prerequisites: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, MATH 1232, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

**TO: ACCT 2102H - Managerial Accounting**  
Prerequisites: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, MATH 1232 or MATH 1441, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

This change assures that students who successfully completed MATH 1441 as a math course will have completed the math prerequisite for this course.

**FROM: ACCT 3131 - Intermediate Accounting I**  
Prerequisites: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, ACCT 2102 or ACCT 2102H, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

**TO: ACCT 3131 - Intermediate Accounting I**  
Prerequisites: A minimum grade of "B" in ACCT 2101 or ACCT 2101H, or a minimum grade of "C" in ACCT 2101 or ACCT 2101H and ACCT 2102 or ACCT 2102H, and a minimum grade of "C" in CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

This change assures that students who successfully completed MATH 1441 as a math course will have completed the math prerequisite for this course.

**FROM: ACCT 3231 - Managerial Accounting II**  
Prerequisites: A minimum grade of "C" in ACCT 2102 or ACCT 2102H, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

**TO: ACCT 3231 - Managerial Accounting II**  
Prerequisites: A minimum grade of "C" in ACCT 2102 or ACCT 2102H, CISM 2530, MATH 1232 or MATH 1441, and ENGL 1101 and ENGL 1102 or ENGL 1160.

**JUSTIFICATION:**

This change assures that students who successfully completed MATH 1441 as a math course will have completed the math prerequisite for this course.

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

#### **IV. VICE PRESIDENT FOR ACADEMIC AFFAIRS**

➤ **Center for International Studies**

*Dr. Nancy Shumaker presented the following agenda item for the Center for International Studies.*

**Program Revision**

**B.A. International Studies**

**JUSTIFICATION:**

Upon review of the Topical Emphases list of courses by the International Studies Curriculum Committee, it was agreed the following updates and changes needed to be made to the Topical Emphases, Area Emphases and Theory course list. Some courses have been eliminated because students cannot meet those course prerequisites within the 126 hours needed for the degree. Other courses have been eliminated because they are no longer being taught. Other courses have been added; either they are courses not included originally and now are recognized as valid for the degree, or they are new courses generated since the last time the degree program was revised. **THIS IS NOT INCLUDED IN THE CATALOG.** Please note: \*The list for Topical, Area, and Theory Emphases are available in the Center for International Studies in the Forest Drive Bldg.

***A Morris/R. Smith motion to approve this program revision was passed unanimously.***

#### **V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

➤ **Dean's Office**

*Dr. Olivia Carr Edenfield presented the following agenda item for the CLASS Dean's Office.*

**Program Revision**

**B.G.S. General Studies (Online)**

**JUSTIFICATION:**

We seek to provide an online track of the General Studies degree program that will offer students the option of completing their degree fully online and with the option of four concentrations: Business, Justice Studies, Sociology, and Writing.

***A Moore/L. Smith motion to approve this program revision was passed unanimously.***

➤ **Africana Studies**

*Dr. Randall McClure presented the following agenda item for the Center for Africana Studies.*

**Course Revision**

**FROM: AAST 3337 - Language, Power, Politics**  
Prerequisites: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

**TO: AAST 3337 - Language, Power, Politics**  
Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

*JUSTIFICATION:*

With this change, raising the prerequisite grade from D to C, W&L seeks to further the University's mission of academic excellence.

***A Warren/R. Smith motion to approve this course revision was passed unanimously.***

➤ **Department of Art**

*Dr. Olivia Carr Edenfield presented the following agenda item for the Department of Art.*

**New Course**

**ART 3135 - Painting III**

This course is intended to provide students advanced opportunities to explore the process of personal image making through painting media. The student will work to refine their ability to create strong and "finished" imagery by focusing on edges, actively choosing placement of hard and soft edges to move viewer's eye through the image and actively mixing colors at edges that interact to strengthen and enhance colors used next to each other. Students will also focus on using paint mediums and on mark making to actively create a painterly surface. Prerequisites: A minimum grade of "C" in ART 1135 and ART 2135. 3 credit hours.

*JUSTIFICATION:*

Required to fulfill BFA 2D course requirements as well as upper division electives for BA Studio Art.

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

➤ **Department of Communication Arts**

*Dr. Reed Smith presented the following agenda item for the Department of Communication Studies.*

**Program Revision**

**B.A. Theatre**

*JUSTIFICATION:*

A single class in area F is being replaced to more closely follow the accreditation guidelines from the National Association of Schools of Theatre (N.A.S.T.). The class that has been replaced in area F has been added to the list of classes available for Theatre Electives. In addition, THEA 4338: World Theatre has been added to the list of courses from which Theatre Electives may be chosen.

***A Moore/L. Smith motion to approve this program revision was passed unanimously.***

➤ **Department of Music**

*Dr. Olivia Carr Edenfield presented the following agenda item for the Department of Music.*

**Program Revision**

**B.M. Performance-Jazz**

*JUSTIFICATION:*

The B.M. in Performance has four concentration areas - Instrumental, Instrumental/Emphasis in Jazz Performance, Piano, and Voice. Because the Instrumental/Emphasis in Jazz Performance requires seven courses unique to this concentration and because the program has been under-enrolled for the past few years, this concentration area is being deactivated to make better use of department resources.

***A R. Smith/Morris motion to approve this program revision was passed unanimously.***

➤ **Department of Political Science**

*Dr. Randall McClure presented the following agenda items for the Department of Political Science.*

**Course Revision**

**FROM: POLS 3337 - Language, Power, Politics**  
Prerequisites: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

**TO: POLS 3337 - Language, Power, Politics**  
Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

**JUSTIFICATION:**

With this change, raising the prerequisite grade from D to C, W&L seeks to further the University's mission of academic excellence.

***A Warren/Higgins motion to approve this course revision was passed unanimously.***

**Selected Topics Announcement**

**CRJU 4192 - Forensics in Language**

**JUSTIFICATION:**

Forensic linguistics is where language, crime and the law intersect. It is one of the fastest-growing areas of applied linguistics and increasingly important in a digital age with the advent of more sophisticated electronic surveillance techniques. This course covers the main aspects of forensic linguistics, including language crimes, language as evidence, forensic document examination, and forensic phonetics. The course is, however, both theoretical and practical as it provides opportunities for practical application of forensic techniques. It is ideal for Writing and Linguistics majors, particularly those focusing on Linguistics and is also relevant for students in Justice Studies. It complements, but does not overlap with LING3338/POLS 3338 Language and Law.

***Selected Topics Announcements are for information only.***

➤ **Department of Psychology**

*Dr. Randall McClure presented the following agenda item for the Department of Psychology.*

**Selected Topics Announcement**

**PSYC 3030 - Psychology of Language**

**JUSTIFICATION:**

An introduction to Psychology of Language which fills a need for both Psychology and Linguistics majors. Focuses on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Topics include memory and language processing in spoken and written language production and comprehension, language and thought, concept formation and semantics, language and personal/social identity, the psychology of first and second language acquisition, evolution of the brain for language, linguistic effects of psychological disorders and brain trauma, research traditions in psychology of language.

***Selected Topics Announcements are for information only.***

➤ **Department of Sociology and Anthropology**

*Dr. Randall McClure presented the following agenda item for the Department of Sociology and Anthropology.*

**Course Revision**

**FROM: ANTH 3337 - Language, Power, Politics**  
Prerequisites: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

**TO: ANTH 3337 - Language, Power, Politics**  
Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

**JUSTIFICATION:**

With this change, raising the prerequisite grade from D to C, W&L seeks to further the University's mission of academic excellence.

***A Warren/R. Smith motion to approve this course revision was passed unanimously.***

➤ **Department of Writing and Linguistics**

*Dr. Randall McClure presented the following agenda items for the Department of Writing and Linguistics.*

**Course Revisions**

**FROM: LING - various courses**

Prerequisites: A minimum grade of "D" in ENGL 1101 and/or ENGL 1102 (and equivalents).

**TO: LING - various courses**

Prerequisites: A minimum grade of "C" in ENGL 1101 and/or ENGL 1102 (and equivalents).

**JUSTIFICATION:**

Only changing the minimum grade for all ENGL 1101 and/or ENGL 1102 and equivalents to a minimum grade of "C" for LING courses listed. LING 3031, LING 3032, LING 3630, LING 5130, and LING 5330.

**FROM: LING 2090 - Selected Topics in Writing and Linguistics**

Prerequisites: A minimum grade of "C" in ENGL 1101 or ENGL 1160.

**TO: LING 2090 - Selected Topics in Writing and Linguistics**

Prerequisites: None.

**JUSTIFICATION:**

Writing and Linguistics wants to make its 2000-level Selected Topics course available to more students.

**FROM: LING 3337 - Language, Power, Politics**

Prerequisites: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

**TO: LING 3337 - Language, Power, Politics**

Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

**JUSTIFICATION:**

With this change, raising the prerequisite grade from D to C, W&L seeks to further the University's mission of academic excellence.

**FROM: WRIT - various courses**

Prerequisites: A minimum grade of "D" in ENGL 1101 and/or ENGL 1102 (and equivalents).

**TO: WRIT - various courses**

Prerequisites: A minimum grade of "C" in ENGL 1101 and/or ENGL 1102 (and equivalents).

**JUSTIFICATION:**

Only changing the minimum grade for all ENGL 1101 and/or ENGL 1102 and equivalents to a minimum grade of "C" for WRIT courses listed. WRIT 3230, WRIT 3430, WRIT 3435, WRIT 4130, WRIT 4130S, WRIT 5130, WRIT 5330, WRIT 5550, and WRIT 5930.

**FROM: WRIT 2090/2090S - Selected Topics in Writing and Linguistics**

Prerequisites: A minimum grade of "C" in ENGL 1101 or ENGL 1160.

**TO: WRIT 2090/2090S - Selected Topics in Writing and Linguistics**

Prerequisites: None.

**JUSTIFICATION:**

Writing and Linguistics wants to make its 2000-level Selected Topics course available to more students.

**FROM: WRIT 5430 - Advanced Poetry Writing**

Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

**TO: WRIT 5430 - Advanced Poetry Writing**

Prerequisites: A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130.

*JUSTIFICATION:*

Changes made to address needs of altered B.A. in Writing & Linguistics effective Spring 2010 and to align with the prereqs of the other advanced creative writing courses.

**FROM: WRIT 5430S - Advanced Poetry Writing**

Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

**TO: WRIT 5430S - Advanced Poetry Writing**

Prerequisites: A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130.

*JUSTIFICATION:*

Changes made to address needs of altered B.A. in Writing & Linguistics effective Spring 2010 and to align with the prereqs of the other advanced creative writing courses.

**FROM: WRIT 5531 - Advanced Creative Nonfiction**

Prerequisite: A minimum grade of "C" in WRIT 4130.

**TO: WRIT 5531 - Advanced Creative Nonfiction**

Prerequisites: A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130.

*JUSTIFICATION:*

Changes made to address needs of altered B.A. in Writing & Linguistics effective Spring 2010 and to align with the prereqs of the other advanced creative writing courses.

**FROM: WRIT 5540 - Advanced Fiction Writing**

Prerequisites: ENGL 1102 or equivalent.

**TO: WRIT 5540 - Advanced Fiction Writing**

Prerequisites: A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130.

*JUSTIFICATION:*

Changes made to address needs of altered B.A. in Writing & Linguistics effective Spring 2010 and to align with the prereqs of the other advanced creative writing courses.

**FROM: WRIT 5632 - Writing Flash Prose**

Prerequisites: A minimum grade of "C" in ENGL 1101 or equivalent, and WRIT 2131, WRIT 2133, or WRIT 3130.

**TO: WRIT 5632 - Writing Flash Prose**

Prerequisites: A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130.

*JUSTIFICATION:*

Changes made to address needs of altered B.A. in Writing & Linguistics effective Spring 2010 and to align with the prereqs of the other advanced creative writing courses.

***A R. Smith/Higgins motion to approve these course revisions was passed unanimously.***

**Selected Topics Announcements**

**LING 3030 - Forensics in Language**

*JUSTIFICATION:*



Forensic linguistics is where language, crime and the law intersect. It is one of the fastest-growing areas of applied linguistics and increasingly important in a digital age with the advent of more sophisticated electronic surveillance techniques. This course covers the main aspects of forensic linguistics, including language crimes, language as evidence, forensic document examination, and forensic phonetics. The course is, however, both theoretical and practical as it provides opportunities for practical application of forensic techniques. It is ideal for Writing and Linguistics majors, particularly those focusing on Linguistics and is also relevant for students in Justice Studies. It complements, but does not overlap with LING3338/POLS 3338 Language and Law.

### **LING 3030 - Psychology of Language**

#### *JUSTIFICATION:*

An introduction to Psychology of Language which fills a need for both Psychology and Linguistics majors. Focuses on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Topics include memory and language processing in spoken and written language production and comprehension, language and thought, concept formation and semantics, language and personal/social identity, the psychology of first and second language acquisition, evolution of the brain for language, linguistic effects of psychological disorders and brain trauma, research traditions in psychology of language.

### **WRIT 2090 - Writing in Electronic Professions**

#### *JUSTIFICATION:*

This course is intended as an introduction to workplace writing for students who are interested in writing as it affects their professional interests in Information Technology, Electrical Engineering Technology, and Professional and Technical Writing. Students will create projects in a variety of media and professional writing genres, with a focus on usability. Usability is a concept with important implications for the electronic and information industries as well as technical communication since usability can save companies thousands of dollars by preventing them from having to revise editions of software and hardware as frequently. WRIT 2130, a similar course, will continue to service the growing construction management degree.

### **WRIT 3030 - Writing Memoir**

#### *JUSTIFICATION:*

This course is intended as an introduction to writing memoir and will supplement the learning experience of students interested in creative writing. Donald Morrill, author of the memoir *The Untouched Minutes*, writes, "Experience doesn't matter because it's your experience. It matters because it's experience." Writing students of Georgia Southern will have the opportunity to write their experiences and to explore their thoughts and feelings about the world around them. Memoir is a collage of dreams, experiences, personality, reflection, memory, fact, and imagination. It is not diary-keeping, although the students will be asked to keep journals. It is literary nonfiction, a genre of writing that requires mastery of the techniques of great literature and the search for a universal language. The class will investigate ideas of truth, memory, anonymity, and history. Readings will include works by Mary Karr, Rick Bragg, Marjorie Kinnan Rawlings, Terry Tempest Williams, Rick Bass, and Diane Wilson, among others. Only by telling our stories can we know ourselves, and only by knowing ourselves can we mold our characters. Only by telling our stories can we know each other.

### **WRIT 5030 - Writing Grants and Proposals**

#### *JUSTIFICATION:*

This course provides direction on how to find and research grants. Students will write a proposal as a final project.

***Selected Topics Announcements are for information only.***

## **VI. COLLEGE OF EDUCATION**

*Dr. Stephanie Kenney presented the following agenda items for the College of Education.*

### **Program Revisions**

#### **B.S.Ed. Middle Grades Education**

##### **JUSTIFICATION:**

CLASS has changed the title of their course.

#### **Teacher Education Program - Admission and Retention**

##### **JUSTIFICATION:**

COE's accrediting agency, NCATE, requires that we utilize an electronic data management system for maintaining and analyzing student assessment data. COE has selected TaskStream as our system. It will be used to maintain and aggregate candidates' key assessment performance data, generate reports, and in some cases manage electronic program portfolios including both numerical data and electronic artifacts. Since all COE candidates in initial teacher certification programs must open and maintain a TaskStream account, the proposed additions to the Teacher Education Program section of the Catalog will specify the requirement. Also, the change in the title of the catalog section will more clearly identify its contents.

***A Moore/L. Smith motion to approve these program revisions was passed unanimously.***

## **VII. COLLEGE OF HEALTH AND HUMAN SCIENCES**

### **➤ Department of Health and Kinesiology**

*Dr. Barry Joyner presented the following agenda items for the Department of Health and Kinesiology.*

#### **New Courses**

##### **HLTH 3128 - Multicultural and Social Determinants of Health**

Introduction to the characteristics, causes, and effects of health disparities in the U.S. health care system. Provides students with a foundation to develop the knowledge, attitudes, and skills to become culturally competent health educators. Explores how health education and promotion is shaped by the cultural, social and economic contexts in which individuals function. Prerequisite: A minimum grade of "C" in HLTH 2130. 2 credit hours.

##### **JUSTIFICATION:**

New course to be required in revision of the current Community Health major.

##### **HLTH 3136 - Principles of Environmental Health**

Examines health issues, scientific understanding of causes, and possible future approaches to control the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems. Prerequisite: A minimum grade of "C" in HLTH 2130. 3 credit hours.

##### **JUSTIFICATION:**

This course will be a required course for the revised Health Education and Promotion major. The course will help the program align with future accreditation.

### **HLTH 4132 - Health Education and Promotion Program Planning I**

Introduces students to the theory and application of community-based program planning and evaluation. The first of a two-course sequence, the focus will be on the development of a health promotions program plan designed to apply course content to a real-life health issue. Concepts in community assessment, organization, and mobilization for the purpose of addressing identified public health concerns will serve as the foundation for the planning process.

Prerequisite: A minimum grade of "C" in HLTH 2130. 3 credit hours.

#### **JUSTIFICATION:**

New course to be required in revision of the current Community Health major.

### **HLTH 4133 - Health Education and Promotion Program Planning II**

Introduces students to additional theory and application of community-based program planning and evaluation. The second of a two-course sequence, the focus will be on program implementation, evaluation, and reporting of the health promotion plan developed during the prior semester. Students will gain first-hand experience in conducting an evaluation of community health education program.

Prerequisite: A minimum grade of "C" in HLTH 4132. 3 credit hours.

#### **JUSTIFICATION:**

New course to be required in revision of the current Community Health major.

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

### **Course Revisions**

#### **FROM: HLTH 3131 - Health and Disease**

A discussion of special topics covering the basic principles of the disease process and pathophysiological functioning in humans. Included is the study of the etiology, signs and symptoms, diagnosis, treatment and prevention of diseases and conditions of the body systems including: cardiovascular, urinary, reproductive, digestive, circulatory, nervous, and endocrine. Prerequisites: A minimum grade of "C" in KINS 2511, KINS 2512, KINS 2531, and KINS 2532.

#### **TO: HLTH 3131 - Chronic Diseases: A Modern Epidemic**

Chronic conditions (e.g. diabetes, cardiovascular disease, renal disease, obesity) are currently responsible for sixty percent of the global burden of disease and the World Health Organization predicts this to rise to eighty percent by the year 2020. This is one of the greatest challenges facing health care systems throughout the world and it places long-term health and economic demands on health care systems as the population ages. This course will provide students with the opportunity to study specific issues related to chronic disease epidemiology and management and their links to practice. Prerequisites: Prior or concurrent with a minimum grade of "C" in KINS 2511 and KINS 2531 or permission of instructor.

#### **JUSTIFICATION:**

Better reflect the course and align with future accreditation requirements.

#### **FROM: HLTH 3132 - Health Care Systems**

Covers the background and development of administrative settings for health care delivery in the United States. Explores the dynamics, trends, and issues evolving from current health and medical care programs and practices with an emphasis on the ramifications of these various settings and trends with regard to health promotion and community health. Prerequisite: HLTH 2130 or permission of instructor.

#### **TO: HLTH 3132 - Health Care Systems and Advocacy**

Introduces students to the background and development of administrative settings for health care delivery in the United States by exploring trends and

issues based on current health and medical care programs and practices and analyzing the current organizational structure of medical care services in the United States. Topics to be examined include the medical care process, factors affecting supply and distribution of health professionals and health facilities, health care costs, and financing of care through health insurance and governmental programs. Students will also learn health advocacy skills to plan community-based interventions. Prerequisite: A minimum grade of "C" in HLTH 2130 or permission of instructor.

*JUSTIFICATION:*

Will better align with future accreditation requirements.

**FROM: HLTH 3231 - Epidemiology and Vital Statistics**

Introduces the student to the principles and practice of epidemiology and vital statistics. Students will be exposed to the historical development of epidemiology, concepts of causality, definitions of health and disease and sources of community health data. Current principles and practices in the cause, prevention and control of diseases in various community settings will be emphasized. Prerequisites: HLTH 2130 and HLTH 3131 or permission of instructor.

**TO: HLTH 3231 - Epidemiology and Biostatistics**

Introduces the student to the principles and practice of epidemiology and biostatistics. Students will be exposed to the historical development of epidemiology, concepts of causality, definitions of health and disease, and sources of community health data. Current principles and practices in the cause, prevention and control of diseases in various community settings will be emphasized. Prerequisite: A minimum grade of "C" in HLTH 2130 or permission of instructor.

*JUSTIFICATION:*

Better reflect the course and align with future accreditation requirements.

**FROM: HLTH 3330 - Behavioral Approaches to Health Programs**

This course is intended to introduce students to the learning and behavioral science theories that provide a framework for the practice of health education and promotion. Application of the theories to planning and implementing health promotion and education programs for individuals, groups, families and communities will be emphasized. This course also introduces the students to various approaches to describing, explaining, and predicting health behaviors that have or are perceived to have significant effect on human health. Prerequisite: HLTH 2130 or permission of instructor.

**TO: HLTH 3330 - Modifying Health Behaviors**

Examines the major theoretical models used in public health practice for modifying health behavior. The efficacy of interventions in relation to current practices in public health, best practices and applications of theory-driven health behavior change are studied within the context of community-based settings. The focus of the class is to identify the critical factors necessary to create health behavior change in order to address the current Healthy People goals and objectives. Prerequisite: A minimum grade of "C" in HLTH 2130 or permission of instructor.

*JUSTIFICATION:*

Will align with future accreditation.

**FROM: HLTH 4618 - Senior Seminar in Community Health**

Provides senior level Community Health majors with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, internships, development and growth and current research themes within the profession. Should be taken 1-2 semesters

prior to HLTH 4798. Includes preparation for the internship experience. Prerequisites: HLTH 3131 and senior level Community Health major status.

**TO: HLTH 4618 - Senior Seminar in Health Education and Promotion**  
Provides senior level Health Education and Promotion majors with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, internships, development and growth and current research themes within the profession. Prerequisites: Senior level Health Education and Promotion major status.

*JUSTIFICATION:*

Will reflect change in name of major.

**FROM: HLTH 4798 - Internship in Community Health**  
Provides the senior level Community Health majors with a practical experience in an appropriate health setting. Students should complete all course work in the Community Health major prior to enrolling in this course. Prerequisite: A minimum grade of "C" in all major courses, major guided electives, and Area F courses, 2.5 adjusted GPA.

**TO: HLTH 4798 - Internship in Health Education and Promotion**  
Provides the senior level Health Education and Promotion majors with a practical experience in an appropriate health setting. Students must complete all course work in the Health Education and Promotion major prior to enrolling in this course. Prerequisite: A minimum grade of "C" in all major courses, directed major electives, and Area F courses, 2.5 GPA.

*JUSTIFICATION:*

Will reflect change in name of major.

***A R. Smith/L. Smith motion to approve these course revisions was passed unanimously.***

**Program Revisions**

**B.S.H.S. Community Health**

*JUSTIFICATION:*

The changes would better align us for accreditation. Also, the name change would improve name recognition and marketing. The name change better reflects the field both nationally and internationally.

**B.S.H.S. Health Behavior**

*JUSTIFICATION:*

The changes reflect modifications to existing courses.

**Community Health Minor**

*JUSTIFICATION:*

The changes reflect modifications to existing Community Health major.

**Health Behavior Minor**

*JUSTIFICATION:*

The changes reflect modifications to existing courses.

**Health Informatics Second Discipline**

*JUSTIFICATION:*

The change in the second discipline is needed because of changes to the undergraduate Community Health major.

***A Higgins/L. Smith motion to approve these program revisions was passed unanimously.***

➤ **School of Nursing**

*Dr. Virginia Richards presented the following agenda item for the School of Nursing.*

**Program Revision**

**B.S.N. Nursing**

*JUSTIFICATION:*

These changes are for clarification in the Admission requirements and to update information about the admission exam.

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

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

*Dr. Virginia Richards presented the following agenda items for the Department of Hospitality, Tourism, and Family and Consumer Sciences.*

**Course Revisions**

**FROM: CHFD 3131 - Birth to Five Methods**

Lecture Contact Hours: 0 or 2. Lab Contact Hours: 0 or 2. Total Contact Hours: 0 to 4.

**TO: CHFD 3131 - Birth to Five Methods**

Lecture Contact Hours: 0 or 1. Lab Contact Hours: 0 or 4. Total Contact Hours: 0 to 5.

*JUSTIFICATION:*

Correct hours for lecture and lab.

**FROM: CHFD 4131 - Teaching Preschool**

Lecture Contact Hours: 0 or 2. Lab Contact Hours: 0 or 2. Total Contact Hours: 0 to 4.

**TO: CHFD 4131 - Teaching Preschool**

Lecture Contact Hours: 0 or 2. Lab Contact Hours: 0 or 5. Total Contact Hours: 0 to 7.

*JUSTIFICATION:*

Contact hours were incorrectly entered into form in Oct 09. This is correction.

**FROM: FACS 4138 - Professional Development**

Prerequisites: A minimum grade of "C" in CHFD 2134 and CHFD 2135. Should be taken one to two semesters before CHFD 4790.

**TO: FACS 4138 - Professional Development**

Prerequisites: A minimum grade of "C" in CHFD 2134 and CHFD 2135. Taken after completing all 3000 level courses.

*JUSTIFICATION:*

This change will be more clear to students and should assist students in matriculating through the program.

**FROM: INDS 3424 - Decorative Accessories**

Study of historic through contemporary accessories in both a residential and non-residential context. Application of design principles and elements in selection and arrangement of accessories within the built environment.

**TO: INDS 3424 - Decorative Accessories**

The study of the identification and application of accessories in both a residential and nonresidential context. An in-depth study of functional and decorative components that are used to enrich an interior. The course will include basic components, professional terminology, related historical or cultural context, workroom processes, and expected procedures to practice interior design in a professional business setting.

*JUSTIFICATION:*

Better reflective of course content.

***A L. Smith/Warren motion to approve these course revisions was passed unanimously.***

**Program Revision**

**Recreation and Tourism Management Minor**

*JUSTIFICATION:*

We are adding existing courses to the minor to give more flexibility to students.

***A R. Smith/Higgins motion to approve this program revision was passed unanimously.***

**VIII. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**

➤ **Department of Biology**

*Dr. Shahnaz Navaee presented the following agenda items for the Department of Biology.*

**Course Revision**

**FROM: BIOL 5545 - The Biology of Plants**

An investigation of the unique morphology, physiology, reproduction and ecology of higher plants. Labs will emphasize an experimental approach, examining living systems in the greenhouse and in the field. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. 4 credit hours. Schedule Type: A, B, E.

**TO: BIOL 3535 - The Biology of Plants**

An introduction to the biology of plants. Topics include the evolution and diversity of plants, as well as the unique morphology, physiology, reproduction and ecology of higher plants in particular. 3 credit hours. Schedule Type: A.

*JUSTIFICATION:*

Due to a recent change in our introductory curriculum, students have little introduction to basic botany by the time they take this course. We would like to create a plant lecture course at the 3000 level that can seat more students and serve as a prerequisite for 5000 level plant courses. By removing the laboratory from BIOL 5545 (The Biology of Plants), this course becomes suitable for students at the 3000 level. This change increases student numbers in botanical courses and improves student readiness for 5000 level plant courses. The catalog description has been modified to remove laboratory references and references to graduate students, who are no longer eligible to take the course at the 3000 level.

***A L. Smith/Morris motion to approve this course revision was passed unanimously.***

**Program Revisions**

**B.A. Biology**

*JUSTIFICATION:*

The requirement for a "C" average or better in all Biology coursework was inadvertently dropped from the catalog at the semester conversion, and this revision simply reinstates this requirement.

**B.S.B. Biology**

*JUSTIFICATION:*

The requirement for a "C" average or better in all Biology coursework was inadvertently dropped from the catalog at the semester conversion, and this revision simply reinstates this requirement.

***A L. Smith/Higgins motion to approve these program revisions was passed unanimously.***

➤ **Department of Construction Management and Civil Engineering Technology**

*Dr. Shahnam Navaee presented the following agenda item for the Department of Construction Management and Civil Engineering Technology.*

**Course Revision**

**FROM: TCM 4540 - Senior Project**

Schedule Type: A, E.

**TO: TCM 4540 - Senior Project**

Schedule Type: A, E, F.

**JUSTIFICATION:**

The course is being modified to better reflect the amount of lab time that is supervised versus unsupervised by the instructor. Because a portion of the current lab time does not require the continuous presence of the faculty member as students work on their projects, the 6 hours of supervised lab is proposed to change to 3 hours of supervised lab and 3 hours unsupervised of lab hours.

***A L. Smith/Morris motion to approve this course revision was passed unanimously.***

**IX. OTHER BUSINESS**

- CORE Student Learning Outcomes

***A R. Smith/L. Smith motion to approve these CORE Student Learning Outcomes was passed unanimously.***

**X. ADJOURNMENT**

***There being no further business to come before the committee, a Morris/L. Smith motion to adjourn the meeting at \_\_\_\_\_ 4:08 p.m. passed unanimously.***

Respectfully Submitted,



Caroline D. James  
Recording Secretary

Summary of the Academic Advisory Council

Chair: Gary Means, Acting Provost

The AAC has not met since the April Senate Meeting.



## ***Faculty Senate Librarian's Report, September 20, 2010***

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

### **Academic Standards Committee**

Chair: Stuart Tedders (CHHS)

#### Academic Standards Committee met on April 8, 2010

Present at the April 8<sup>th</sup> meeting were Simone Charles (COPH), Wendy Dees (CHHS), Christine Draper (COE), Hyo-Joo Han (CIT), Scott Kersey (COST), David Lowder (LIB), Teri Melton (COE), Lowell Mooney (COBA), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH), and Danette Wood (CHHS). Visitors were Bill Levernier and Mark Yanochik. Not present at the April 8<sup>th</sup> meeting were Ardian Greca (CIT), John King (COBA), and Connie Murphey (Financial Aid).

A total of 19 student appeals were received by the Registrars Office. Of the 19 appeals received, none were approved by the academic standards committee. Among those appeals denied by the committee, 11 students submitted appeals to the Dean of their respective college. Among this group, 3 appeals were approved by the Dean of the College and 8 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

#### Academic Standards Committee met on May 13, 2010

Present at the May 13<sup>th</sup> meeting were Simone Charles (COPH), Scott Kersey (COST), John King (COBA), Lowell Mooney (COBA), Reed Smith (CLASS), Wayne Smith (Registrar's Office).

Not present at the May 13 meeting were Wendy Dees (CHHS), Christine Draper (COE), Ardian Greca (CIT), Hyo-Joo Han (CIT), David Lowder (LIB), Teri Melton (COE), Connie Murphey (Financial Aid), Lisa Smith (LIB), Stuart Tedders (COPH), Danette Wood (CHHS).

A total of 91 student appeals were received by the Registrars Office. Of the 91 appeals received, eighty (80) appeals were automatically granted because of a 2.0 GPA or better for the past 2 semester or being 10 or fewer quality points from a 2.0 GPA. Of the 11 appeals reviewed by the Academic Standards Committee, none were approved by the academic standards committee. Among those appeals denied by the committee, 7 students submitted appeals to the Dean of their respective college. Among this group, 5 appeals were approved by the Dean of the College and 2 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD

Chair, Academic Standards Committee

Academic Standards Committee met on May 17, 2010

Present at the May 17<sup>th</sup> meeting were Christine Draper (COE), Ardian Greca (CIT), Teri Melton (COE), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office),

Not present at the May 17<sup>th</sup> meeting were Simone Charles (COPH), Wendy Dees (CHHS), Hyo-Joo Han (CIT), Scott Kersey (COST), John King (COBA), David Lowder (LIB), Lowell Mooney (COBA), Connie Murphey (Financial Aid), Stuart Tedders (COPH), Danette Wood (CHHS).

A total of 40 student appeals were received by the Registrars Office. Of the 40 appeals received, five (5) appeals were automatically granted because of a 2.0 GPA or better for the past 2 semester or being 10 or fewer quality points from a 2.0 GPA. Of the 35 appeals reviewed by the Academic Standards Committee, two were approved by the academic standards committee. Among those appeals denied by the committee, 8 students submitted appeals to the Dean of their respective college. Among this group, 5 appeals were approved by the Dean of the College and 3 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

**Elections Committee**

Chair: Patricia Humphrey, Senate Librarian (COST)

**Faculty Development Committee**

Chair: Fred Smith (LIB)

**Faculty Research Committee**

Chair: Caren Town (CLASS)

**Faculty Service Committee**

Chair: Stuart Tedders (CHHS)

**Faculty Welfare Committee**

Chair: Joe Ruhland (COBA)

Minutes for Faculty Welfare Committee Meeting  
Wednesday, Sept. 8, at 9 am  
Herty Room 1107

Chaired and notes by Sonya Huber. Attendees: Marie Botkin, June Alberto, Joseph Ruhland, Ming Fang He, Laura Gunn, Cynthia Frost, Rebecca Ziegler.

New Business

1. Joe Ruhland (COBA) was elected chair for the 2010-2011 year.

**Action:** Sonya will meet and/or continue to be available to help Joe get acclimated and will send contact info of committee members

2. Meeting time: We discussed the fact that we may have to alternate between a M or W morning and a T or Th afternoon meeting due to the number of members who can't make one of those two options. It was noted that most of the committee will be rotating off the Senate and/or Committee next year, so we want to schedule meetings to make sure that Susan Franks and William Amponsah, our two newest members, will be able to attend meetings.

**Action:** Joe will contact William Amponsah to determine his schedule, will pull course schedules from committee members to find possible meeting times, and will correspond with Cynthia Frost and Rebecca Ziegler to get information about their open schedule periods.

3. Notes: It was decided that the committee's notes would be taken in a rotating manner, starting with the end of the alphabet. Rebecca Ziegler will take notes for the next meeting.

4. Discussion: Committee began talking about possible topics to address this fall, including:

- To decide on tasks and structure for Ad-hoc Committee on Temporary Faculty, Chaired by Mark Welford
- Possible research into Strategic Planning Committee, including the idea of proposing an employee or hiring section of the next strategic plan
- Concerns across the university about increased levels for scholarship and research, including unknowns about how new guidelines will affect those already in the system and impacted by old guidelines (including the impacts of high teaching loads and little time for research in faculty members' first years at GSU). Many departments and colleges are revising their T&P policies. Possible actions: A forum on this issue, RFIs to determine policies in different colleges and departments.
- Related concern about lack of institutional memory among transitioning administration, esp. as this affects past practices at GSU and impact of past policies on faculty. Concern about lack of documentation for past reviews, lack of continuity in evaluation for transitioning dept. chairs, lack of documentation for service demands
- Question about Program Review Committee and its impact.
- Questions about online course development and effect on students and faculty.

5. Recommendation from Marie Botkin to write letter supporting service of past chair, which was approved (Thanks, all).

Next Meeting: To be determined and announced online after

## **Library Committee**

Chair: Greg Harwood (CLASS)

## **Graduate Committee**

Chair: Bob Fernekes (LIB)

# **GRADUATE COMMITTEE MINUTES**

**Chair: Dr. Robert Fernekes**

**Graduate Committee Meeting Date - August 19, 2010**

- Present:** Dr. Deborah Allen, CHHS, Dr. Richard Flynn, CLASS; Dr. Ednilson Bernardes, COBA; Delores Liston, COE; Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Elanie Marshall, CHHS; Dr. Bill Yang, COBA; Dr. Yasar Bodur, COE; Dr. Michele McGibony, COST; Dr. Simone Charles, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Jennie Dilworth, [Alternate], CLASS; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
- Guests:** Ms. Candace Griffith, VPAA; Dr. Deborah Thomas, COE; Mr. Wayne Smith, Registrar; Mr. Toby Ziglar, Admissions; Dr. Richard Mercier, CLASS; Dr. Christine Ludowise, CLASS
- Absent:** Dr. John Dyer, CIT; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS

### **I. CALL TO ORDER**

Dr. Robert Fernekes called the meeting to order on Thursday, August 19, 2010 at 8:30 AM.

### **II. APPROVAL OF AGENDA**

Dr. Delores Liston made a motion to approve the agenda as written. A second was made by Dr. Richard Flynn. The motion to approve was passed.

### **III. DISCUSSION OF GRADUATE EDUCATION INITIATIVES**

Dr. Charles E. Patterson distributed a memorandum that he sent to the Graduate Committee in July 2010, which listed a number of College of Graduate Studies' Initiatives. He provided a brief overview of the following initiatives:

- The President's Task Force on Graduate Education. The Task Force would focus on graduate enrollment in the academic units and both centralized and decentralized infrastructures needed to support existing and expanding enrollments. Dr. Patterson indicated that persons who had questions related to the Task Force could call him.
- The President provided an additional \$420,000 to fund graduate assistantships to fulfill teaching positions.
- Graduate Program Directors' Meetings will begin in Fall 2010 followed by a Program Director's Luncheon at the end of the Fall semester.
- College of Graduate Studies and Graduate Admissions meetings with the individual Colleges during the semester.
- Actions to build a more robust Graduate Student Organization (GSO). The GSO received an additional \$16,200 for FY 2011 which increased the total budget to \$59,186. The increase will allow the organization to allocate additional funds to travel/research grants for graduate

students. Dr. Patterson said he hopes to have more engagement with other graduate students through the GSO.

- New Graduate Student Orientation. The Fall 2011 Orientation program was held on Saturday, August 14 with approximately 85 students in attendance. Dr. Patterson thanked the Library and other units who participated in the orientation.
- Graduate Commencement Ceremony beginning in Spring 2011. The program is scheduled to be conducted in Hanner Field House.
- Dignati Awards. Starting Fall 2010 a Dignati Award will be given to recognize a graduate student with academic excellence in Research (RA) and Instruction (TA).
- A separate Graduate Catalog beginning 2011-2012.
- DegreeWorks. Implementation of this web-based tool which should provide assistance to faculty/advisors and students.

#### **IV. ELECTION OF GRADUATE COMMITTEE CHAIR**

Dr. Fernekes opened the floor for nominations to elect the 2010-2011 Graduate Committee Chair. Dr. Bill Yang made a motion to nominate Dr. Fernekes to continue serving as Chair. A second was made by Dr. Richard Flynn. With no other nominations or objections, Dr. Fernekes accepted.

#### **V. APPROVAL OF 2010-2011 GRADUATE COMMITTEE MEETING SCHEDULE**

Dr. Fernekes suggested the meeting time be changed to 8:00 AM to accommodate Dr. Patterson's calendar. He explained that Dr. Patterson has to be in President's Cabinet at 9:00 AM on Thursdays. There was a motion to approve the proposed schedule with the understanding that the start time would change from 8:30 AM to 8:00 AM. With no objections, the motion to approve the proposed dates and alter the start time of the Graduate Committee Meetings was passed. Mrs. Audie Graham will update the meeting schedule.

#### **VI. NEW BUSINESS**

##### **A. College of Liberal Arts and Social Sciences**

*Dr. Christine Ludowise presented the Department of Literature and Philosophy agenda items and Dr. Richard Mercier presented the Department of Music items for the College of Liberal Arts and Social Sciences.*

##### **Department of Literature and Philosophy**

###### New Course:

ENGL 7639 - Seminar in Selected Topics

###### **JUSTIFICATION:**

Our M.A. program does not currently include a "selected topics" seminar; our B.A. program does. A seminar in selected topics accommodates the occasional need for a course on materials not covered by our other seminars. A special topics seminar allows faculty to teach in areas that do not quite "fit" into traditional existing categories (Tim Whelan's research that spans the late 18th and early 19th centuries, and deals with nonconformist poetry, diaries, and pamphlets, for example).

###### Program Revision:

M.A. English

###### **JUSTIFICATION:**

English M.A. program page must reflect creation of the new seminar in Selected Topics

##### **Department of Music**

###### Course Deletions:

MUSC 5230G - Music in the Baroque Era

MUSC 5235G - Music in the United States

MUSC 7233 – Music and Materials in General Music  
MUSC 7234 - Twentieth Century Music Education Methodologies  
MUSC 7332 - Twentieth Century Harmony  
MUSC 7333 - Contrapuntal Techniques  
MUSC 7435 - Advanced Marching Band Techniques  
MUSC 7632 - Interdisciplinary Music Education  
MUSC 7999 - Thesis  
MUSC 8231 - Music Administration

*JUSTIFICATION:*

These courses have not been offered in at least 7 years and are not required for any degree programs.

Course Revision:

MUSC 7391 - Composition

*JUSTIFICATION:*

This course is a one-on-one applied lesson rather than a lecture course so it should be listed as MUSA rather than a MUSC. The change of number reflects the numbering system for MUSA courses.

Program Revision:

M.M. Composition

*JUSTIFICATION:*

These changes reflect the new course numbering for one-on-one applied composition lessons which are changed from MUSC to MUSA.

**MOTION: Dr. Flynn made a motion to approve the College of Liberal Arts and Social Sciences agenda items. A second was made by Dr. Yang. The motion to approve the New Course, Course Revision, Course Deletions, and Program Revisions was passed.**

**B. College of Education**

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

Course Revision:

a. FRIT 7090 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

b. FRIT 7335 – catalog description

*JUSTIFICATION:*

Bring course inline to what is currently being taught in course.

c. FRIT 8532 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the FRIT program.

d. ITEC 7090 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

e. ITEC 7230 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

f. ITEC 7335 – prerequisites and catalog description

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program and align catalog description to what is being taught in class.

g. ITEC 7535 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

h. ITEC 7538 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

i. ITEC 8435 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

j. ITEC 8530 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

k. ITEC 8532 – prerequisites

*JUSTIFICATION:*

Bring this course into line with the other courses in the ITEC program.

**MOTION: Dr. Liston made a motion to approve the Course Revisions submitted by the College of Education. A second was made by Dr. Flynn. The motion to approve the Course Revision was passed.**

**VII. OLD BUSINESS** - There was no old business to discuss.

#### **VIII. ANNOUNCEMENTS**

Dr. Flynn stated one of his teaching graduate assistants could not get a commuter parking permit. Dr. Patterson explained there is a limit to how many graduate assistant parking permits the College of Graduate Studies can approve, and that the maximum has already been met for Fall 2010. Dr. Patterson asked for the student's information and said he would check with Parking and Transportation. Dr. Flynn said he would have the student contact Dr. Patterson.

Dr. Elaine Marshall asked if the Graduate Committee did program reviews. Dr. Charles Hardy explained that the Colleges are notified with a list of Programs that will be under program review each year. Dr. Fernekes mentioned that the Provost provides links to Comprehensive Program Review information at: <http://academics.georgiasouthern.edu/provost/programreview.html> Dr. Patterson added the President's TaskForce on Graduate Education would also be looking at the program review process. Mr. Harwell asked a follow-up question about how the President's TaskForce on Graduate Education, the President's TaskForce for Program Review, and the Comprehensive Program Review process (specified by the BOR) are related for the purpose of program review.

Dr. Hardy announced that a limit is being placed on how many pages students will be allowed to print. Dr. Ludowise added some exceptions will be made on a case –by- case bases. An appeal process is being put in place by the Information Technology Services Department.

#### **IX. ADJOURNMENT**

There being no further business, the meeting was adjourned on August 19, 2010 at 9:03 AM.

Respectfully submitted,

Minutes were approved August 31, 2010 by electronic vote of Committee Members
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Audie Graham, Recording Secretary

**Undergraduate Committee**  
Chair: Ron MacKinnon (CIT)

**UNDERGRADUATE COMMITTEE**  
**MINUTES**  
**AUGUST 24, 2010**  
**3:30 P.M.**  
**SCIENCE & TECHNOLOGY, ROOM 2122**

**I. CALL TO ORDER**

**Present:** Ms. Amy Boyett, Dr. Bob Jackson, Ms. Debra Skinner, Dr. Dena Hale, Dr. Greg Chamblee, Dr. Jacob Warren,  
Dr. Julie Maudlin, Ms. Lisa Smith, Ms. Lisa Yocco, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Mr. Todd Hall,  
Dr. Kathy Albertson, Ms. Caroline James  
**Visitors:** Dr. Susan Williams, Dr. Tom Case  
**Absent:** Dr. Ardian Greca, Dr. Chuck Harter, Dr. Don Stallings, Dr. Jim Stephens, Dr. Laura Valeri

*Dr. Bob Jackson called the meeting to order at 3:31 p.m.*

**II. WELCOME AND INTRODUCTIONS**

*Dr. Bob Jackson introduced himself, and then asked each person to give their name and the college or division they represent.*

**III. ORIENTATION**

*Dr. Bob Jackson gave a brief explanation about the Undergraduate Committee.*

**IV. ELECTION OF NEW CHAIR**

*Dr. Bob Jackson asked for nominations from the members. Dr. Greg Chamblee nominated Dr. Ron MacKinnon. There were no other nominations. A unanimous vote was passed to nominate Dr. Ron MacKinnon as chair. Dr. Ron MacKinnon conducted the remainder of the meeting.*

**V. APPROVAL OF AGENDA**

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

**VI. COLLEGE OF BUSINESS ADMINISTRATION**

➤ **School of Accountancy**

*Dr. Dena Hale presented the following agenda items for the School of Accountancy.*

**Course Revision**

**FROM: ACCT 5633 - Forensic Interviews and Interrogations**

Prerequisites: Completion of a minimum of 55 semester hours.

**TO: LSTD 4633 - Forensic Interviews and Interrogations**

Prerequisites: Completion of a minimum of 45 semester hours.



*JUSTIFICATION:*

This change is consistent with the course content and allows students to register after successfully completing three semesters of course work.

***A Warren/Smith motion to approve this course revision was passed unanimously.***

**Program Revision**

**Fraud Examination Minor**

*JUSTIFICATION:*

The revision reflects a change in a course title.

***A Hale/Smith motion to approve this program revision was passed unanimously.***

➤ **Department of Finance and Quantitative Analysis**

*Dr. Dena Hale presented the following agenda items for the Department of Finance and Quantitative Analysis.*

**New Course**

**FINC 4332 - Bank Management II**

The course will prepare students for decision-making under uncertainty. Bank management decisions are based on current financial positions and target measures of success. Decisions are influenced by anticipation of variations in market conditions, including competitive forces, governmental regulation, monetary policy and macro-economic variables. Prerequisite: A minimum grade of "B" in FINC 4331. 3 credit hours.

*JUSTIFICATION:*

Elective course for Financial Services Emphasis in Finance major for B.B.A.

***A Hale/Warren motion to approve this new course was passed unanimously.***

**Course Revisions**

**FROM: BUSA 3131 - Business Statistics**

This introductory course covers the concepts and techniques concerning exploratory data analysis, frequency distributions, central tendency and variation, probability, sampling, inference, regression, and correlation. Students will be exposed to these topics and how each applies to and can be used in the business environment. Students will master problem solving using both manual computations and statistical software.

**TO: BUSA 3131 - Business Statistics**

This introductory course covers the concepts and techniques concerning exploratory data analysis, descriptive statistics, probability distributions, sampling and sampling distributions, statistical inference methods including confidence interval and hypothesis testing, and an introduction of categorical data analysis. Students will learn how these topics apply to and can be used in business, using both manual computations and statistical software.

*JUSTIFICATION:*

This revised course focuses on fewer concepts in greater detail, providing students with a better working knowledge of critical topics in statistics.

**FROM: BUSA 3132 - Quantitative Analysis**

Focuses on the analysis of the scientific decision-making methods for modern day managers, including such topics as decision making under certainty and uncertainty, linear programming, queuing models, simulation, project management, and forecasting. Students will be exposed to these topics as well as their solutions using both manual computations and statistical software.

**TO: BUSA 3132 - Applied Statistics and Optimization**

This course focuses on more advanced models including correlation, simple and multiple regression analysis, time series and forecasting, and optimization models. Computer software will be used to assist in modeling and analysis. Students will learn to apply these techniques to solve business problems.

**JUSTIFICATION:**

This revised course includes topics moved from BUSA 3131 as well as some materials in BUSA 3132. The purpose is to expose students to important statistical models in proper depth.

***A Hale/Smith motion to approve these course revisions was passed unanimously.***

**Program Revisions**

**B.B.A. Finance (General)**

**JUSTIFICATION:**

This course has been offered as a Special Topics course and needs to be made a permanent course.

**B.B.A. Finance (Financial Services Emphasis)**

**JUSTIFICATION:**

This course has been offered as a Special Topics course and needs to be made a permanent course.

**All COBA Program Pages that reference BUSA 3132**

**JUSTIFICATION:**

The course name/content for BUSA 3132 was changed from Quantitative Analysis to Applied Statistics and Optimization

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

➤ **Department of Information Systems**

*Dr. Tom Case presented the following agenda items for the Department of Information Systems.*

**Selected Topics Announcement**

**CISM 4830 - Computer Survival Skills**

**JUSTIFICATION:**

This course is targeted toward undergraduate students who wish to move beyond fundamental computing skills. It will provide an opportunity for students to fill in important gaps in their ability to configure, troubleshoot, and protect their computer systems and data. Instructor developed materials and lectures/demonstrations in a computer lab will be used to deliver the course. Students will be assessed via assignments, projects, quizzes, and exams that address course concepts.

At the end of this course, students will be able to:

1. Identify the categories of various systems and applications software programs.
2. Use OS embedded software to manage the operating system, the Control Panel, directories, folders, and files, computer hardware, and peripheral devices.
3. Use system tools such as task list, backup, disk cleanup, defragmenter, and system restore to improve system performance or overcome systems performance issues.
4. Use freeware and shareware software applications to manage the operating system, and manufacturer's drivers to manage hardware and peripheral devices.

5. Describe, create, convert, import and export various file types used in desktop and Internet applications.
6. Use various desktop and Web-based productivity software to create and/or convert files, e.g., Adobe PDF, Microsoft Document Image Writer, Sun Systems desktop office productivity software, Google Web-based productivity software, etc.
7. Use and effectively manage Web-based communications software like Web-browsers, email, IM, Chat, and Blogs.
8. Use Web-page development , image editing software, and related software, to create and manage simple Web-pages, including content, design and formatting, hperlinks, images, and other audio/visual tools.
9. Use various Internet search tools to efficiently find, research, and manage Web-based information., including downloading content (text, data, images, etc) , bookmarking Websites, and properly referencing Web-based resources.
10. Use other Web-based resource sites for research, like Ask, Wikipedia, How ThingsWork, etc, as well as government and industry Websites.
11. Effectively use online collaboration tools such as Sharepoint, and Google Docs to support group-based work.
12. Display a clear understanding of servers, communicating with servers, and client-server concepts, and be able to manage content on a server.
13. Demonstrate understanding of pc and Internet security issues and risks, e.g., viruses, identity theft, malware, email & Internet scams, and how to configure the software available to identify and prevent problems that malware may cause.
14. Configure settings on social networking sites to ensure desired levels of privacy and information sharing.

This course has the potential to fill a gap in the university's computing curriculum and enable students to develop or enhance computer and information literacy skills. It has the potential to become a popular elective among students across majors. Should this prove to be the case, the Department of Information Systems will apply for a permanent course number (1000- or 2000-level). CISM 1110/1120 or CISM 2530 are recommended pre-requisites for this course.

***Selected Topics Announcements are for information only.***

**Program Revisions**

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

*JUSTIFICATION:*

This change will provide BBA-Information Systems Majors pursuing the Business Application Development Emphasis with more course options. The addition of these courses will enable students to complete the emphasis in a timely manner and to graduate with a working knowledge of a variety of programming languages. The recommended changes will also encourage students in this emphasis to complete an emphasis-relevant internship.

**B.B.A. Information Systems (Business Intelligence Emphasis)**

*JUSTIFICATION:*

This change is driven by the fact that IT 4135 and IT 4136 are being is no longer being scheduled by the Department of IT as part of its regular course rotation. The recommended change will also encourage students in this emphasis to complete an emphasis-relevant internship.

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

*JUSTIFICATION:*

This change will provide BBA-Information Systems Majors pursuing the Enterprise Resources Planning emphasis with more course options. Adding CISM 4790 is intended to encourage students in this emphasis to complete an emphasis-relevant internship. ACCT 3231 is being added to the emphasis because major business processes supported by ERP systems are integrated with accounting processes, especially cost accounting processes. Collectively these changes will help students complete the emphasis in a timely manner.

#### **B.B.A. Information Systems (Logistics Information Systems Emphasis)**

*JUSTIFICATION:*

This change will provide BBA-Information Systems Majors pursuing the Logistics Information Systems emphasis with more course options. The recommended change will also encourage students in this emphasis to complete an emphasis-relevant internship. CISM 4334 is being added to the emphasis because Logistics majors can use this course to satisfy major requirements and because today's supply chain management (SCM) systems frequently include interconnected ERP systems. Collectively these changes will help students complete the emphasis in a timely manner.

#### **B.B.A. Information Systems (Enterprise Security Emphasis)**

*JUSTIFICATION:*

The addition of CISM 4790 will encourage students in this emphasis to complete an emphasis-relevant internship.

#### **B.B.A. Information Systems (Technology Entrepreneurship Emphasis)**

*JUSTIFICATION:*

This change will provide BBA-Information Systems Majors pursuing the Technology Entrepreneurship emphasis with more course options and flexibility for completing the emphasis in a timely manner. The recommended change will also encourage students in this emphasis to complete an emphasis-relevant internship. MGNT 4236 and TMET 3831 are being added to the emphasis because these are both included on the Entrepreneurship and Small Business Management advising sheet. CISM 4790 is being added to encourage students to complete an emphasis-relevant internship.

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

## **VII. OTHER BUSINESS**

- *Dr. Ron MacKinnon advised the members to review the agendas before each meeting and ask questions or discuss issues you may be concerned with prior to the meeting.*
- *Dr. Ron MacKinnon requested that the committee approve small items via email rather than pulling the committee together face-to-face for 10 minutes to approve something.*
- *Dr. Ron MacKinnon asked Caroline James to send an email to all members with alternating days for September-November meetings to find out which days work better to avoid conflict.*
- *Dr. Ron MacKinnon asked that everyone try to submit agenda items as early as possible so the January UGC meeting/agenda is not so big since this is the last meeting for items to be approved to go into the Undergraduate Catalog.*

## **VIII. ADJOURNMENT**

- *There being no further business to come before the committee, a Warren/Smith motion to adjourn the meeting at 4:00 p.m. passed unanimously.*

Respectfully Submitted,

A handwritten signature in black ink that reads "Caroline D. James". The signature is written in a cursive style with a large initial 'C' and 'J'.

Caroline D. James  
Recording Secretary

Summary of the Academic Advisory Council  
Chair: Gary Means, Acting Provost

## ***Faculty Senate Librarian's Report, October 2010***

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

### **Academic Standards Committee**

Chair: Stuart Tedders (CHHS)

#### **Academic Standards Committee met on June 18, 2010.**

Present at the June 18<sup>th</sup> meeting were Christine Draper (COE), John King (COBA), David Lowder (LIB), Teri Melton (COE), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH).

Not present at the June 18<sup>th</sup> meeting were Simone Charles (COPH), Wendy Dees (CHHS), Ardian Greca (CIT), Hyo-Joo Han (CIT), Scott Kersey (COST), Lowell Mooney (COBA), Connie Murphey (Financial Aid), Danette Wood (CHHS).

A total of 50 student appeals were received by the Registrars Office. Of the 50 appeals received, 9 appeals were automatically granted because of a 2.0 GPA or better for the past 2 semester or being 10 or fewer quality points from a 2.0 GPA. Of the appeals reviewed by the Academic Standards Committee, 7 were approved by the academic standards committee. Seven students submitted appeals to the Dean of their respective college. Among this group, 5 appeals were approved by the Dean of the College and 2 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

#### **Academic Standards Committee met on August 5, 2010.**

Present at the August 5<sup>th</sup> meeting were Simone Charles (COPH), Christine Draper (COE), John King (COBA), Lowell Mooney (COBA), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH).

Not present at the August 5<sup>th</sup> meeting were Wendy Dees (CHHS), Ardian Greca (CIT), Hyo-Joo Han (CIT), David Lowder (LIB), Teri Melton (COE), Scott Kersey (COST), Connie Murphey (Financial Aid), Danette Wood (CHHS).

A total of 129 student appeals were received by the Registrars Office. Of the 129 appeals received, 79 appeals were automatically granted because of a 2.0 GPA or better for the past 2 semester or being 10 or fewer quality points from a 2.0 GPA. Of the appeals reviewed by the Academic Standards Committee, two were approved by the academic standards committee.

Twenty-three students submitted appeals to the Dean of their respective college. Among this group, 17 appeals were approved by the Dean of the College and 6 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

**Academic Standards Committee met on August 9, 2010.**

Present at the August 9<sup>th</sup> meeting were Christine Draper (COE), Hyo-Joo Han (CIT), Scott Kersey (COST), David Lowder (LIB), Teri Melton (COE), Lowell Mooney (COBA), John O'Malley (CIT), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH), Janice Walker (CLASS).

Not present at the August 9<sup>th</sup> meeting were Simone Charles (COPH), Wendy Dees (CHHS), Ardian Greca (CIT), John King (COBA), Connie Murphey (Financial Aid), Timothy Teeter (CLASS), Russ Toal (CHHS), Danette Wood (CHHS), Rob Yarbrough (COST), Aminao Zhang (CIT).

A total of 12 student appeals were received by the Registrars Office. Of the 12 appeals received, one appeal was automatically granted because of a 2.0 GPA or better for the past 2 semester or being 10 or fewer quality points from a 2.0 GPA. Of the appeals reviewed by the Academic Standards Committee, none were approved by the academic standards committee. Six students submitted appeals to the Dean of their respective college. Among this group, 5 appeals were approved by the Dean of the College and 1 appeal was denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

**Academic Standards Committee met on August 11, 2010.**

Present at the August 11<sup>th</sup> meeting were Scott Kersey (COST), John King (COBA), David Lowder (LIB), Lowell Mooney (COBA), Lisa Smith (LIB), Reed Smith (CLASS), Wayne Smith (Registrar's Office), Stuart Tedders (COPH), Timothy Teeter (CLASS), Janice Walker (CLASS), Rob Yarbrough (COST), Aminao Zhang (CIT).

Not present at the August 11<sup>th</sup> meeting were Simone Charles (COPH), Wendy Dees (CHHS), Christine Draper (COE), Ardian Greca (CIT), Hyo-Joo Han (CIT), Teri Melton (COE), Connie Murphey (Financial Aid), John O'Malley (CIT), Russ Toal (CHHS), Danette Wood (CHHS).

A total of 27 student appeals were received by the Registrars Office. Of the 27 appeals received, 6 appeals were automatically granted because of a 2.0 GPA or better for the past 2 semester or

being 10 or fewer quality points from a 2.0 GPA. Of the appeals reviewed by the Academic Standards Committee, one was approved by the academic standards committee. Eight students submitted appeals to the Dean of their respective college. Among this group, 4 appeals were approved by the Dean of the College and 4 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD  
Chair, Academic Standards Committee

**Elections Committee**

Chair: Patricia Humphrey, Senate Librarian (COST)

**Faculty Development Committee**

Chair: Fred Smith (LIB)

**Faculty Research Committee**

Chair: Caren Town (CLASS)

**Faculty Service Committee**

Chair: Stuart Tedders (CHHS)

**Faculty Welfare Committee**

Chair: Sonya Huber Humes (COST)

**Library Committee**

Chair: Greg Harwood (CLASS)

**Graduate Committee**

Chair: Bob Ferneckes (LIB)

The Graduate committee's meeting for September 9 was cancelled, as there were no curriculum issues to discuss.

**Undergraduate Committee**

Chair: Rom MacKinnon (CIT)



# UNDERGRADUATE COMMITTEE

## MINUTES

September 14, 2010

3:30 P.M.

SCIENCE & TECHNOLOGY, ROOM 2122

### I. CALL TO ORDER

**Present:** Dr. Bruce McLean, Dr. Greg Chamblee, Dr. Jacob Warren, Dr. Julie Maudlin, Ms. Lisa Smith,

Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Ron MacKinnon, Dr. Kathy Albertson, Ms. Caroline James

**Visitors:** Dr. Candice Griffith, Dr. Christine Ludowise, Dr. Susan Williams, Dr. Richard Mercier

**Absent:** Ms. Amy Boyett, Dr. Ardian Greca, Dr. Chuck Harter, Ms. Debra Skinner, Dr. Dena Hale, Dr. Don Stallings,

Dr. Jim Stephens, Dr. Laura Valeri, Ms. Lisa Yocco, Dr. Rebecca Kennerly

*Dr. Ron MacKinnon called the meeting to order at 3:35 p.m.*

### II. APPROVAL OF AGENDA

*A Chambee/McLean motion to approve the agenda was passed unanimously.*

### III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

#### ➤ Department of American Studies

##### Course Deletion

##### AMST 5235 - Music in the United States

##### JUSTIFICATION:

Because AMST 5235 is offered only as a cross-listed course with MUSC 5235, the deletion of MUSC 5235 necessarily means that AMST 5235 must also be deleted.

*A Warren/Smith motion to approve this course deletion was passed unanimously.*

##### Program Revision

##### American Studies Minor

##### JUSTIFICATION:

AMST 5235 exists only as a cross-listed course with MUSC 5235. Because MUSC 5235 is being deleted, AMST 5235 must also necessarily be deleted.

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

#### ➤ Department of Music

##### Course Deletions

##### MUSC 3231 - Music for Teachers (K-4)

##### MUSC 4332 - Counterpoint

##### MUSC 5230 - Music in the Baroque Era

##### MUSC 5235 - Music in the United States

##### JUSTIFICATION:

These courses have not been offered in at least 7 years and are not required for any degree program.

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

**Course Revisions**

**FROM: MUSC 1215 - String Class**

**TO: MUSC 4215 - String Class**

*JUSTIFICATION:*

This is for a course number change only. The course is taken by music education students in their fourth year of study. The new number reflects the sequence of the course in the program.

**FROM: MUSC 1217 - Woodwind Class**

**TO: MUSC 3217 - Woodwind Class**

*JUSTIFICATION:*

This is for a course number change only. The course is taken by music education students in their third year of study. The new number reflects the sequence of the course in the program.

**FROM: MUSC 1218 - Brass Class**

**TO: MUSC 3218 - Brass Class**

*JUSTIFICATION:*

This is for a course number change only. The course is taken by music education students in their third year of study. The new number reflects the sequence of the course in the program.

**FROM: MUSC 1511 - Group Piano I**

Repeatable for credit.

**TO: MUSC 1511 - Group Piano I**

Not repeatable for credit.

*JUSTIFICATION:*

This course is currently listed as repeatable. This changes the status to non-repeatable.

**FROM: MUSC 1512 - Group Piano II**

Repeatable for credit.

**TO: MUSC 1512 - Group Piano II**

Not repeatable for credit.

*JUSTIFICATION:*

This course is currently listed as repeatable. This changes the status to non-repeatable.

**FROM: MUSC 2211 - Instrumental Methods I**

**TO: MUSC 3211 - Instrumental Methods I**

*JUSTIFICATION:*

This is for a course number change only. The course is taken by music education students in their third year of study. The new number reflects the sequence of the course in the program.

**FROM: MUSC 2212 - Instrumental Methods II**

**TO: MUSC 3212 - Instrumental Methods II**

*JUSTIFICATION:*

This is for a course number change only. The course is taken by music education students in their third year of study. The new number reflects the sequence of the course in the program.

**FROM: MUSC 2321 - Composition I**

2 credit hours.

**TO: MUSA 2192 - Composition**

1 to 3 credit hours.

*JUSTIFICATION:*

This course is a one-on-one applied lesson rather than a lecture course so should be listed as an MUSA rather than a MUSC. The change of number reflects the numbering system for MUSA courses.

**FROM: MUSC 2322 - Composition II**

2 credit hours.

**TO: MUSA 2192 - Composition**

1 to 3 credit hours.

*JUSTIFICATION:*

This course is a one-on-one applied lesson rather than a lecture course so should be listed as an MUSA rather than a MUSC. The change of number reflects the numbering system for MUSA courses.

**FROM: MUSC 2511 - Group Piano III**

Repeatable for credit.

**TO: MUSC 2511 - Group Piano III**

Not repeatable for credit.

*JUSTIFICATION:*

This course is currently listed as repeatable. This changes the status to non-repeatable.

**FROM: MUSC 2512 - Group Piano IV**

Repeatable for credit.

**TO: MUSC 2512 - Group Piano IV**

Not repeatable for credit.

*JUSTIFICATION:*

This course is currently listed as repeatable. This changes the status to non-repeatable.

**FROM: MUSC 3321 - Intermediate Composition I**

2 credit hours. Prerequisite: A minimum grade of "C" in MUSC 2322.

**TO: MUSA 3192 - Composition**

1 to 3 credit hours. Prerequisite: MUSA 2192.

*JUSTIFICATION:*

This course is a one-on-one applied lesson rather than a lecture course so should be listed as an MUSA rather than a MUSC. The change of number reflects the numbering system for MUSA courses.

**FROM: MUSC 3322 - Intermediate Composition II**

2 credit hours. Prerequisite: A minimum grade of "C" in MUSC 2322.

**TO: MUSA 3192 - Composition**

1 to 3 credit hours. Prerequisite: MUSA 2192.

*JUSTIFICATION:*

This course is a one-on-one applied lesson rather than a lecture course so should be listed as an MUSA rather than a MUSC. The change of number reflects the numbering system for MUSA courses.

**FROM: MUSC 4321 - Advanced Composition I**

2 credit hours. Prerequisite: A minimum grade of "C" in MUSC 3322.

**TO: MUSA 4192 - Composition**

1 to 3 credit hours. Prerequisite: A minimum grade of "C" in MUSA 3192.

*JUSTIFICATION:*

This course is a one-on-one applied lesson rather than a lecture course so should be listed as an MUSA rather than a MUSC. The change of number reflects the numbering system for MUSA courses.

**FROM: MUSC 4322 - Advanced Composition II**

2 credit hours. Prerequisite: A minimum grade of "C" in MUSC 4321.

**TO: MUSA 4192 - Composition**

1 to 3 credit hours. Prerequisite: A minimum grade of "C" in MUSA 3192.

*JUSTIFICATION:*

This course is a one-on-one applied lesson rather than a lecture course so should be listed as an MUSA rather than a MUSC. The change of number reflects the numbering system for MUSA courses.

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

**Program Revisions**

**B.A. Music**

*JUSTIFICATION:*

Area F contains core classes in the major and as such must be lower division classes. This change moves upper division music courses out of area F and lower division music courses into area F. There are no changes to the program requirements.

**B.M. Composition**

*JUSTIFICATION:*

Area F contains core classes in the major and as such must be lower division classes. This change moves upper division music courses out of area F and lower division music courses into area F. There are no changes to the program requirements.

Composition one-on-one lessons were moved from the lecture class designation (MUSC) to the individual applied lesson designation (MUSA).

**B.M. Music Education (Choral)**

*JUSTIFICATION:*

Area F contains core classes in the major and as such must be lower division classes. This change moves upper division music courses out of area F and lower division music courses into area F. There are no changes to the program requirements.

Instrumental methods course numbers were changed to reflect when they occur in the program. These appear under "other courses for the major."

**B.M. Music Education (Instrumental)**

*JUSTIFICATION:*

Area F contains core classes in the major and as such must be lower division classes. This change moves upper division music courses out of area F and lower division music courses into area F. There are no changes to the program requirements.

**B.M. Performance (Instrumental)**

*JUSTIFICATION:*

Area F contains core classes in the major and as such must be lower division classes. This change moves upper division music courses out of area F and

lower division music courses into area F. There are no changes to the program requirements.

**B.M. Performance (Piano)**

*JUSTIFICATION:*

Area F contains core classes in the major and as such must be lower division classes. This change moves upper division music courses out of area F and lower division music courses into area F. There are no changes to the program requirements.

**B.M. Performance (Voice)**

*JUSTIFICATION:*

Area F contains core classes in the major and as such must be lower division classes. This change moves upper division music courses out of area F and lower division music courses into area F. There are no changes to the program requirements.

**Humanities Concentration**

*JUSTIFICATION:*

Course deletions.

**Humanities Minor**

*JUSTIFICATION:*

Course deletions.

***A Smith/Wheaten motion to approve these program revisions was passed unanimously.***

**IV. OTHER BUSINESS**

- ***None***

**V. ADJOURNMENT**

***There being no further business to come before the committee, a Chambee/McLean motion to adjourn the meeting at 3:42 p.m. passed unanimously.***

Respectfully Submitted,



Caroline D. James  
Recording Secretary

Summary of the Academic Advisory Council  
Chair: Gary Means, Acting Provost

## ***Faculty Senate Librarian's Report, November 2010***

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

### **Academic Standards Committee**

Chair: Stuart Tedders (CHHS)

### **Elections Committee**

Chair: Patricia Humphrey, Senate Librarian (COST)

### **Faculty Development Committee**

Chair: Yasar Bodur (COE)

Minutes of the Faculty Development Committee Meeting  
August 31, 2010, 1:30 PM  
CET, Conference Room

Present: Yasar Bodur (chair), John Barkoulas, John O'Malley, Janice Walker, Brian Bossack, Alice Hall, Chunshan Zhao, Patricia Hendrix, Alan Altany

Absent: Lori Lester

1. The committee members introduced themselves.
2. Yasar Bodur distributed the rubrics used for assessing the applications for Development of Instruction and Professional Travel awards. The committee was asked to review the rubrics and look for areas that needed clarity. Alice Hall stated that the word "briefly" needed to be removed from rubrics and a more specific phrase needs to be used. The committee discussed the recommendation and decided that the word "briefly" would be replaced with "250 words or less." To implement this change, award application forms will be set up with a 250 word limit in the open narrative areas.
3. Patricia Hendrix shared the budget. Committee agreed that initially approximately \$25,000 would be designated for each award (Development of Instruction, Fall 2010 Professional Travel, and Spring 2011 Professional Travel).
4. Yasar Bodur brought forward the issue of how to review the applications for each award. Yasar Bodur suggested setting up and using GAView page for the committee to review and evaluate the applications. Other committee members suggested using SharePoint for the same purpose. The committee decided to use the SharePoint. Patricia Hendrix indicated that she would upload the proposals, assessment rubrics, and scoring sheets to SharePoint.
5. Yasar Bodur next opened the issue of task distribution to discussion. He suggested establishing two teams of reviewers and dividing the proposals into two equal portions in the case of receiving a large number of applications. The committee discussed the suggestion and decided that because there were new members in the committee, in Fall 2010 all members of the committee read and evaluate the proposals. This issue will be further discussed in Spring 2011 depending on the number of applications received.

6. Janice Walker recommended that those who are elected to serve on this committee be informed that they cannot apply for Development of Instruction and Professional Travel awards during their term in this committee.
7. Yasar Bodur thanked the members of the committee and reminded them that once all applications are uploaded to SharePoint, they would have about 10 days to complete their evaluations.
8. Meeting was adjourned at about 2:30.

Minutes of the Faculty Development Committee Meeting  
September 24, 2010, 3:30 PM  
CET, Conference Room

Present: Yasar Bodur (chair), John Barkoulas, John O'Malley, Brian Bossack, Alice Hall, Lori Lester, Patricia Hendrix, Alan Altany

Absent: ChunShan Zhao, Janice Walker

9. Yasar Bodur thanked all the members for coming to the meeting and sending their evaluations for award application in advance. Yasar Bodur suggested that the committee first discuss Development of Instruction applications, then discuss Professional Travel applications, the committee agreed.
10. Yasar Bodur distributed the summary sheet showing all ratings and averages for each application. The committee decided to fund applications that had a 19 or higher average.
11. Yasar Bodur asked the committee members if there was an application, funded or not funded, that any of them wanted to discuss further. No further discussion was brought forward. The committee funded 5 of 9 Development of Instruction proposals. The total amount funded was 15,633.79 dollars.
12. Next, Yasar Bodur distributed the summary sheets for Professional Travel applications. The committee decided to disqualify one application because a name was included in the body of the application which was against the application instructions.
13. The committee agreed on funding applications that had an average rating of 19 or higher. The committee funded 26 of 42 applications. Of the approved applications, 24 were fully funded and 2 were partially funded. The total funding was \$ 30,526.
14. Yasar Bodur asked the committee members if there was an application, funded or not funded, that anybody wanted to further discuss. No further discussion was brought forward.
15. Patricia Hendrix indicated that she would prepare the letters to the applications by Monday to be signed by the committee chair.
16. Yasar Bodur thanked the committee members for their hard work.
17. Meeting was adjourned at about 4:30.

Submitted by  
Yasar Bodur, Chair

**Faculty Research Committee**  
Chair: Caren Town (CLASS)

## **Faculty Service Committee**

Chair: Mary Marwitz (CLASS)

The Faculty Service Committee met on October 29 from 10-12 in the Marvin Pittman Administration Building to allocate funds for the first cycle of academic year 2010-2011.

In this competition, the committee reviewed 15 award proposals requesting total support of \$48,734.76. After discussion of each proposal and its merits, and applying the requirements of the grant as established by the University, we awarded \$15,726.48 to fully or partially fund 10 proposals.

## **Faculty Welfare Committee**

Chair: Joe Ruhland (COBA)

### **Faculty Welfare Committee Meeting, Oct. 11, 2010 Minutes**

**Presiding:** Joe Ruhland, Chair

**Present:** Susan Franks, Cynthia Frost, Ming Fang He, Sonya Huber, Misty Loughry, Patricia Price, Manouchehr Tabatabaei, Rebecca Ziegler (recording)

**Review of Current Business:** Ad-Hoc Committee on Status of Temporary Faculty, Chaired by Mark Welford

**Discussion:** Brainstorm and review of current issues facing temporary faculty, including expectations that vary by department and college; lack of representation on the Faculty Senate or channels of communication with the levels of administration above them; lack of written contracts. Any policy about temporary faculty adopted at this university must be consistent with Board of Regents (BOR) policies on the subject. Enquiries about Board of Regents policy on temporary faculty have been met with the response that the BOR is working on it. A request for information (RFI) about BOR policy on this issue is underway.

#### **Action Items:**

Sonya Huber will forward RFI regarding employment classification from Michael Moore for a vote by the FWC.

Joe Ruhland undertakes to review BOR policies regarding temporary job classifications and will also investigate whether the FWC has a P.O. Box or mailbox on campus.

Mark Welford will investigate possibility of establishing an email address to provide confidentiality for temporary faculty's questions and concerns.

**Expectations for Tenure and Promotion:** Many departments are currently revising their tenure and promotion policies. The expectation is that the policy of each department will be available on the web. The Ad Hoc Committee on Faculty



Governance, of which Mark Welford is a member, is considering the making and revision of promotion and tenure policies. The pros and cons were discussed regarding holding a university-wide faculty forum on promotion and tenure policies and asking for university-wide clarification on them.

Next Meeting: Tuesday, November 9 @ 2pm

*Submitted by Rebecca Ziegler*

### **Library Committee**

Chair: Greg Harwood (CLASS)

### **Graduate Committee**

Chair: Bob Fernekes (LIB)

## **GRADUATE COMMITTEE MINUTES**

**Chair: Dr. Robert Fernekes**

**Graduate Committee Meeting Date – October 14, 2010**

- Present: Dr. Deborah Allen, CHHS, Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Elanie Marshall, CHHS; Dr. Bill Yang, COBA; Dr. Yasar Bodur, COE; Dr. Simone Charles, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Jonathan Bryant, [Alternate], CLASS; Dr. John Barkoulas, [Alternate], COBA; Dr. John Weaver, [Alternate], COE; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Dr. Deborah Thomas, COE; Mr. Wayne Smith, Registrar; Mrs. Mary Pascarella, Admissions; Dr. Jill Lockwood, COBA; Dr. Randy Carlson, COE; Dr. Kevin Elder, CIT/COBA; Dr. Ron Shiffler, Dean, COBA/CIT; Mrs. Melissa Holland, COBA; Dr. Tom Case, COBA/CIT
- Absent: Dr. John Dyer, CIT; Dr. Richard Flynn, CLASS; Dr. Ednilson Bernardes, COBA; Dr. Delores Liston, COE; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS; Dr. Michele McGibony, COST

### **I. CALL TO ORDER**

Dr. Robert Fernekes called the meeting to order on Thursday, October 14, 2010 at 8:00 AM.

### **II. APPROVAL OF AGENDA**

Dr. Elanie Marshall made a motion to approve the agenda as written. A second was made and the motion to approve the agenda was passed.

### **III. DEAN'S UPDATE**

Dr. Charles E. Patterson announced he attended eight of the nine Strategic Planning Workshops. He stated the College of Graduate Studies' (COGS) Workshop was Tuesday, October 12, and the attendees included the COGS staff, Graduate Admissions, Dr. Steve Vives (Chair, President's Taskforce for Graduate Education), Dr. Fernekes, and two graduate students. Dr. Patterson

stated the workshop had good exercises that allowed the College to address questions on the future direction of graduate education. The topics discussed by all colleges included: core values, critical issues, overarching goals, and strategies. He stated the results for COGS, like all other colleges, would be provided to the Provost and Dr. Steve Zerwas for incorporation into Academic Affairs information. Dr. Patterson said this information would also address critical issues for COGS and form the basis of the Strategic Agenda for the Institution. He continued with a brief update on the following items:

- Mr. Jeb Barger, the Systems Support Specialist for COGS and the Office of Research Services and Sponsored Programs, is working with COGS and Graduate Admissions to develop a Graduate Admissions' website. This site will be previewed by stakeholders in the near future. The new site will include information on graduate programs, easy access to Program Directors, access to the graduate application and other critical information.
- Mrs. Mary Pascarella, in Graduate Admissions, will be departing GSU at the end of November to join her husband, Dr. John Pascarella, in Kansas. The position will be posted by the end of the week. Dr. Patterson said to let him know if they know of anyone who may be a good candidate for this position.
- A separate Graduate Commencement ceremony has been finalized and will begin in Spring 2011. Dr. Patterson said to let him know if anyone has recommendations for a commencement speaker.
- The Graduate Student Organization (GSO) is developing Bylaws and a Constitution, and is looking for additional student representation for the GSO.
- A Taskforce is working to streamline the graduate assistantship application process for new and current students, while trying to make administrative positions more visible. This work is ongoing.
- The Taskforce for Graduate Education has been charged and will include the following members: Dr. Steve Vives (Chair), Dr. Kathy Albertson, Dr. Stephen Zerwas, Dr. Patterson, Mrs. Sarah Smith, Dr. Kari Fitzmorris-Briscolara, Dr. John King, Dr. Lixin Li, Dr. Deborah Thomas, Dr. Donna Hodnicki, Dr. Curtis Ricker, Dr. Nancy Shumaker, and 1-2 graduate students to be named.
- Current graduate student enrollment is 13.2%, and President Keel wants to hit 14% to 20%. The expectation will increase for graduate enrollment with the rise in SAT expectations and eventual leveling of undergraduate enrollments.
- Mr. Wayne Smith said the New Academic Standards policies will also affect enrollment, and these policies will be phased in beginning Fall 2011
- Provost candidates will be on campus starting next week and Dr. Patterson, who serves on the search Committee, encouraged everyone to attend the public sessions.

#### **IV. NEW BUSINESS**

##### **A. College of Education**

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

###### New Courses:

ITEC 8133 – Current Trends and Issues in Instructional Technology

###### *JUSTIFICATION:*

Required for Ed.S. in Instructional Technology

ITEC 8134 – Theories and Models of Instructional Design

###### *JUSTIFICATION:*

Required for Ed.S. in Instructional Technology

ITEC 8135 – Pedagogy of Online Learning

*JUSTIFICATION:*

Required for Ed.S. in Instructional Technology

ITEC 8636 – Technology, Leadership, and Change

*JUSTIFICATION:*

Required for Ed.S. in Instructional Technology

Course Revisions:

COUN 7798 – change grade mode to S/U

*JUSTIFICATION:*

Candidates completing internship are engaged in applied/practitioner performance for each 300 clock hours. Internship goals, cumulative hours, and a weekly performance log are assessed as satisfactory or unsatisfactory based on CACREP standards for Student Affairs professionals.

COUN 7799 – change grade mode to S/U

*JUSTIFICATION:*

Candidates completing internship are engaged in applied/practitioner performance for each 300 clock hours. Internship goals, cumulative hours, and a weekly performance log are assessed as satisfactory or unsatisfactory based on CACREP standards for Student Affairs professionals.

ITEC 8130 – prerequisites, catalog description

*JUSTIFICATION:*

The focus of this course was updated to reflect the changing role and responsibilities of the school Media Specialist in today's changing world.

New/Revised Programs:

Ed.S. in Instructional Technology Reactivation

*JUSTIFICATION:*

This is a reactivation of the Educational Specialist (Ed.S.) degree program in Instructional Technology. The demand for school leaders who can effectively assist teachers and students in using technology as part of teaching and learning is increasing nationally. This is well documented by authors such as Thomas Friedman, Marc Prensky, Milton Chen, and Don Tapscott.

In Georgia, where significant gaps exist in terms of technology access and use by both students and teachers, the Board of Regents has included "The Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition" as part of its Framework for Teaching ([http://www.gapsc.com/EducatorPreparation/Documents/GA%20 Framework\\_Principles.pdf](http://www.gapsc.com/EducatorPreparation/Documents/GA%20Framework_Principles.pdf)). Offering an Ed.S. in Instructional Technology, focusing on leadership, change, and the principles of 21st century learning, offers significant potential to address these issues in our state.

Ed.S. in Instructional Technology External Degree Proposal Form – For Information Only

Retention in the Teacher Education Program (TEP)

*JUSTIFICATION:*

Currently, the Admission to Student Teaching/Internship policy (10/11 Catalog page 132) requires that a student must "Complete the professional education program and courses in the teaching field with a minimum grade of 'C' and a total adjusted GPA of 2.75 or better." This curriculum form requests that the requirement for a "minimum grade of 'C' in all professional education and all teaching field course work" also be included in the Retention in the Teacher Education Program policy in Catalog. (The GPA of 2.75 requirement is already in the Retention policy.)

The rationale for adding the "minimum grade of C" requirement for retention is that it will insure the student's eligibility for the culminating experience of his/her teacher preparation program. Without those minimum grades, the student could not be admitted to student teaching or internship.

**Dr. Diebolt suggested a minor editorial change to the Ed.S. in Instructional Technology Reactivation's catalog page:**

Admission requirements---

#3. Change to – Present **current** official report...

**Dr. Thomas asked Dr. Diebolt to forward her the information.**

**MOTION: Mr. Jonathan Harwell made a motion to approve the College of Education's agenda items, with the understanding that the editorial change would be made to the Ed.S. in Instructional Technology Reactivation program catalog page. A second was made by Dr. Jonathan Bryant. The motion to approve the New Courses, Course Revisions, and New/Revised Programs was passed.**

**B. College of Business Administration**

*Dr. Ron Shiffler, Dr. Jill Lockwood, and Dr. Tom Case presented the agenda items for the College of Business Administration.*

*Dr. Shiffler discussed the EMBA program and course items.*

*Dr. Lockwood presented the MAcc program and course items.*

*Dr. Case reviewed the ERP program and course items.*

New Courses:

EMBA 7030 – Information Technology Management

**JUSTIFICATION:**

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7120 - Negotiations

**JUSTIFICATION:**

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7130 – Financial Reporting and Analysis

**JUSTIFICATION:**

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7132 – Legal and Ethical Issues

**JUSTIFICATION:**

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7230 – Managerial Decision Analysis

**JUSTIFICATION:**

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7231 – Managerial Finance

**JUSTIFICATION:**

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7232 - Management of Operations for Competitive Advantage

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7233 – Financial Modeling

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7330 – Managerial Economics

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7420 – Leadership, Motivation and Organizational Change

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7430 - Strategic Marketing

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7431 – Corporate Entrepreneurship

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7432 – Social Issues in Business

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7433 – Global Business Strategy

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7630 – Introduction to Entrepreneurial Leadership

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7730 – Domestic Business Practicum

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

EMBA 7731 – International Experience

*JUSTIFICATION:*

This course is required as a part of the curriculum associated with the Executive MBA Program.

WBUS 7839 – Special Topics in Business

*JUSTIFICATION:*

This course is a possible elective in the curriculum associated with the WebMAcc program.

WLST 7130 – Legal and Ethical Issues in Business

*JUSTIFICATION:*

This course covers skills required in the practice of accounting.

WLST 7230 – Current Legal Issues

*JUSTIFICATION:*

This course is a required course in the curriculum associated with the WebMAcc program.

WMAC 7130 – Seminar in Financial Accounting

*JUSTIFICATION:*

This course covers skills required in the practice of accounting.

WMAC 7132 – Theory of Accounting

*JUSTIFICATION:*

This course is a possible elective in the curriculum associated with the WebMAcc program.

WMAC 7134 – Financial Reporting and Analysis

*JUSTIFICATION:*

This course is a possible elective in the curriculum associated with the WebMAcc program.

WMAC 7330 – Taxation of Corporations and Partnerships

*JUSTIFICATION:*

This course is a possible elective in the curriculum associated with the WebMAcc program.

WMAC 7331 – Taxation of Estates, Gifts and Trusts

*JUSTIFICATION:*

This course is a possible elective in the curriculum associated with the WebMAcc program.

WMAC 7332 – Advanced Tax Planning

*JUSTIFICATION:*

This course is a possible elective in the curriculum associated with the WebMAcc program.

WMAC 7334 – Tax Research

*JUSTIFICATION:*

This course covers skills required in the practice of accounting. It has been taught as a Special Topics course but now needs its own number.

WMAC 7430 – Seminar in Auditing

*JUSTIFICATION:*

This course covers skills required in the practice of accounting.

WMAC 7431 – Auditing Practice

*JUSTIFICATION:*

This course covers skills required in the practice of accounting.

WMAC 7530 – Seminar in Accounting Information Systems

*JUSTIFICATION:*

This course covers skills required in the practice of accounting.

WMAC 7634 – Fraudulent Financial Reporting

*JUSTIFICATION:*

This course covers skills required in the practice of accounting.

WMAC 7635 – Business Valuation

*JUSTIFICATION:*

This course focuses on determining the fair values of individual tangible and intangible assets as well as the overall value of a business and includes calculating fair values for financial reporting.

WMAC 7839 – Special Topics in Accounting

*JUSTIFICATION:*

This course is a possible elective in the curriculum associated with the WebMAcc program.

ACCT 7334 – Tax Research

*JUSTIFICATION:*

This course covers skills required in the practice of accounting. It has been taught as a Special Topics course but now needs its own number.

ACCT 7635 – Business Valuation

*JUSTIFICATION:*

This course focuses on determining the fair values of individual tangible and intangible assets as well as the overall value of a business and includes calculating fair values for financial reporting.

CISM 7231 – ERP Business Process Analysis Using SAP

*JUSTIFICATION:*

This course will be a recommended elective course in the ERP Certificate program as well as an elective in the MBA -- Information Systems Concentration and MS in Applied Engineering -- IT Emphasis. It may also be used as an elective within the Master of Science in Computer Science degree or the Master of Accountancy programs.

CISM 7235 – ERP Customization Using SAP

*JUSTIFICATION:*

This course will be an elective course for the ERP Certificate program as well as an elective in the MBA -- Information Systems Concentration and MS in Applied Engineering -- IT Emphasis. It may also be used as an elective within the Master of Science in Computer Science degree or the Master of Accountancy program.

CISM 7339 – ERP Certification

*JUSTIFICATION:*

This course will be required course in the ERP Certificate program. It will also be available for use as an elective in the MBA -- Information Systems Concentration and MS in Applied Engineering -- IT Emphasis. It may also be used as an elective within the Master of Science in Computer Science degree or the Master of Accountancy program.

New or Revised Programs:

Executive Master of Business Administration (EMBA) Program

*JUSTIFICATION:*

COBA's Executive MBA was created over 20 years ago to meet the needs of experienced working professionals in the Savannah market. However, the Savannah market was not large enough to sustain such a program and it was deactivated. Given current technological advances and the overall increase in persons seeking graduate business degrees, COBA has decided to re-activate the Executive MBA program in a blended delivery format which will allow the program to be marketed nationwide. With a combination of distance learning and three campus residencies, the reactivated Executive MBA program will be able to meet the

needs of the busy working professional who do not have the ability to attend a traditional Executive MBA program which meets every other weekend or once a month. In addition, COBA has decided to leverage its existing research and teaching niche of Entrepreneurial Leadership, which will appeal to those seeking to start their own business or take a leading innovation role within their firm. Research has shown the Entrepreneurship and Leadership are two of the fastest growing concentration areas in MBA programs, so COBA seeks to capitalize on this trend. There are no other Executive MBA programs in the region that offer this niche, thus allowing COBA be a first mover in an area that is high demand. Georgia Southern's participation in the Georgia WebMBA program has provided insight into the increasing demand for on-line graduate education. Given the global nature of business today, working professionals value flexibility and convenience when seeking graduate business education. The COBA Executive MBA program will provide an opportunity for professionals from all over the Southeast and the United States to get an MBA with minimal career and personal life disruption.

#### Web Master of Accounting (WebMAcc) Program

##### *JUSTIFICATION:*

This is not a new program or a new degree. This is the same program MAcc that we are offering on campus. We are proposing to offer this degree online. The admission requirements for students entering this on line program are the same admission requirements for our traditional degree. The faculty teaching in the on line program will be the same faculty who teach in our traditional degree. The same goals and objectives we use to assess learning in our traditional program will be substantially the same goals and objectives used for the on line program.

Advances in technology provide new opportunities for educational institutions to serve markets that have always existed but were inaccessible using traditional delivery systems. Several major cities in Georgia: Albany, Augusta, Macon, and Savannah, and Columbus have Board of Regents schools that offer a major in accounting but have no local institution that offers a Master of Accounting. Students attending these institutions must uproot and relocate to attend a school that offers a Master of Accounting. In addition, there are large military bases located in or near Augusta, Columbus, and Savannah that will have returning personnel who would benefit from this degree. The State Board of Accountancy, the agency that issues the Certified Public Accounting ("CPA") license, requires all applicants to have at least 150 semester hours of college credit, including 30 semester hours of upper level accounting courses. Colleges that offer only undergraduate degrees cannot fulfill this requirement. Certified Public Accounting firms do not usually hire accounting majors who do not have the education necessary to be licensed as a CPA and given the current unemployment rate, accounting students who cannot meet the licensing requirements will be at a great disadvantage. The State of Georgia owes its tax-paying citizens the opportunity to receive a quality graduate education necessary to meet the licensing requirements of this State.

There is no limit to the geographical area to be served by this program; however, we anticipate that we will attract students in Georgia and throughout the southeast United States. There are currently no Board of Regents Schools offering on line masters degrees in accounting. Florida Atlantic University is the closest institution offering an on line master of accounting. Based on our research, Tennessee Technical University, City College University of Maryland and University of Connecticut are the only credible institutions offering a master in accounting. Auburn University offers a distance learning master of accounting degree but it is not on line. All of the above mentioned schools are currently offering their degrees well above the price Georgia Southern is currently proposing. See attachment

The intended audience includes any student with an undergraduate degree (or equivalent) who is not able to attend a competent university offering a master in accounting degree. We also intend to attract some Certified Public Accountants who received their certificate prior to the 150 hour rule who need to receive additional education in order to advance in their firm or



who wish to teach at the college level. Our ideal applicant will have an undergraduate grade point average (GPA) of 3.14 and Graduate Management (GMAT) score of 507.

New Certificate Program – Enterprise Resource Planning (ERP)

*JUSTIFICATION:*

The graduate certificate will deliver a solid, applied enterprise systems education. Students will gain a realistic overview of enterprise resource planning (ERP) systems, as well as benefitting from hands-on experience using SAP, the widely-used enterprise system.

In revenues, SAP is the world's largest business software company; it delivers a comprehensive range of enterprise software applications and business solutions that are used globally in more than 95,000 corporations in more than 120 countries. SAP is used by 85% of Forbes 500 companies and 70% of Global 500 firms. At the center of SAP's business solutions is its ERP system.

A recent article (Feb., 2007) in NetworkWorld, titled "SAP Workers in High Demand," states: "A shortage of skilled SAP workers is making it difficult for IT departments to fill open jobs ..." This has led to increased average salary levels for SAP workers. SAP estimates a skills gap in excess of 35,000 individuals; that is, SAP user organizations need more than 35,000 workers with SAP skills than they currently have. SAP also estimates that this skills gap will continue to grow to more than 50,000 between now and 2015.

The CIT Advisory Board and the recently formed SAP@GSU Steering Committee – which includes representatives from multiple SAP user organizations – endorse the creation of the graduate ERP Certificate program. Both groups hold the view that the certificate program addresses important needs in the marketplace, will have little difficulty attracting students, and will elevate GSU's image as a regional and national source for SAP talent.

**Dr. Diebolt stated he sent editorial changes for the EMBA program to the College of Business Administration, regarding the statement of current GRE scores and the structure of admission requirements. Dr. Diebolt said these changes have already been made and the revised forms were included in the agenda. Dr. Jonathan Bryant asked if the EMBA is really a new program, since the program did exist in the past. Ms. Candace Griffith said they could not track what has been going on with the program on campus, and stated because the delivery method was changing they recommended the College submit everything in a new program proposal.**

**There was a discussion of whether the tuition for the WebMAcc program would be billed to the student or the company. Dr. Lockwood said currently students receive the bill and then it gets handed off to whoever is paying the tuition. Dr. Diebolt said if a student can only take a maximum of two courses, should the university consider this as full time so the student can qualify for financial aid. Dr. Lockwood said she is in favor of redefining the enrollment policy for this program to allow students to receive financial assistance.**

**Dr. Diebolt asked Dr. Case to discuss the incorporation of the ERP courses into other programs. Dr. Case stated the courses in the certificate program taps into a number of graduate programs, including the MAcc and MS Applied Engineering programs. Dr. Case said this is a really good way to move the students into a graduate program.**

**MOTION: Dr. Bill Yang made a motion to approve the agenda items submitted by the College of Business Administration. A second was made by Mr. Harwell. The motion to approve the New Courses and New/Revised Programs was passed.**

**V. OLD BUSINESS** - There was no old business to discuss.

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

**VII. ADJOURNMENT**

There being no further business, the meeting was adjourned on October 14, 2010 at 8:45 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved November 1,  
2010 by electronic vote of Committee  
Members

## **Undergraduate Committee**

Chair: Ron MacKinnon (CIT)

# **UNDERGRADUATE COMMITTEE**

## **MINUTES**

### **October 12, 2010**

### **3:30 P.M.**

### **SCIENCE & TECHNOLOGY, ROOM 2122**

## **I. CALL TO ORDER**

**Present:** Dr. Aima Zhang, Ms. Debra Skinner, Dr. Greg Chamblee, Dr. Julie Maudlin, Ms. Lisa Smith, Ms. Lisa Yocco,  
Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Ron MacKinnon, Dr. Todd Hall, Dr. Kathy Albertson,  
Ms. Caroline James

**Visitors:** Dr. Barry Joyner, Dr. Brian Koehler, Ms. Candice Griffith, Dr. Shahnam Navaee, Dr. Steve Engel, Dr. Susan Williams

**Absent with Alternate in attendance:**

Dr. Don Stallings, Dr. Jim Stephens, Dr. Rebecca Kennerly

**Absent:** Ms. Amy Boyett, Dr. Chuck Harter, Dr. Dena Hale, Dr. Jacob Warren, Dr. Jim Stephens, Dr. Laura Valeri

*Dr. Ron MacKinnon called the meeting to order at 3:38 p.m.*

## **II. APPROVAL OF AGENDA**

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

## **III. COLLEGE OF EDUCATION**

### **Program Revision**

### **Retention in the Teacher Education Program (TEP)**

#### **JUSTIFICATION:**

Currently, the Admission to Student Teaching/Internship policy (10/11 Catalog page 132) requires that a student must "Complete the professional education program and courses in the teaching field with a minimum grade of 'C' and a total adjusted GPA of 2.75 or better." This curriculum form requests that the requirement for a "minimum grade of 'C' in all professional education and all teaching field course work" also be included in the Retention in the Teacher Education Program policy in Catalog . (The GPA of 2.75 requirement is already in the Retention policy.)

The rationale for adding the "minimum grade of C" requirement for retention is that it will insure the student's eligibility for the culminating experience of his/her teacher preparation program. Without those minimum grades, the student could not be admitted to student teaching or internship.

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

#### **IV. VICE PRESIDENT OF ACADEMIC AFFAIRS**

##### **➤ Center for International Studies**

###### **Program Revision**

###### **B.S. International Trade Second Discipline Concentration**

###### ***JUSTIFICATION:***

The course name for LOGT 3231 has been changed from Introduction to Transportation to Principles of Transportation.

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

##### **➤ University Honors Program**

*Dr. Steve Engel presented the following agenda items for the University Honors Program.*

###### **Course Deletions**

**BHON 1101 - Seeing and Writing I**

**BHON 1102 - Seeing and Writing II**

**BHON 1110 - Freshman Bell Honors Program Seminar I**

**BHON 1111 - Freshman Bell Honors Program Seminar II**

**BHON 1132 - Social Science Perspectives: The Genesis of Modern Societies**

**BHON 1441 - Essential Skills in Mathematics**

**BHON 2111 - Sophomore Bell Honors Program Seminar I**

**BHON 2133 - Social Science Perspectives: The Foundations of the Contemporary World**

**BHON 2134 - The Shape of Things to Come**

**BHON 2210 - Turning Points and Connections**

**BHON 3110 - Junior Bell Honors Program Seminar I**

**BHON 3111 - Junior Bell Honors Program Seminar II**

**BHON 4110 - Senior Bell Honors Program Seminar I**

**BHON 4111 - Senior Bell Honors Program Seminar II**

###### ***JUSTIFICATION:***

Update based on current structure of Honors Program.

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

###### **Course Revisions**

**FROM: BHON 1131 - Social Science Perspectives: The Human Dawn**

The development of world cultures from human origins throughout the era of Tamerlane, Dante, and the cresting of Ottoman power in the Middle East. The role of economics in the development of social and political institutions is a central emphasis. Interdisciplinary and team-taught.

**TO: UHON 1131 - Inquiry in the Social Sciences**

An introduction to inquiry into questions and problems in the social sciences.

###### ***JUSTIFICATION:***

Update of subject and course description to suit current needs of honors students and structure of honors program.

**FROM: BHON 2230 - Ideas and the Arts**

An interdisciplinary and team-taught introduction to philosophy and the fine arts and their interrelationships.

- TO: UHON 1132 - Inquiry in the Humanities**  
An introduction to inquiry into questions and problems in the humanities.
- JUSTIFICATION:*  
Update of subject and course description to suit current needs of honors students and structure of honors program.
- FROM: BHON 2241 - Science and Contemporary World Issues**  
Explores contemporary issues and controversies in the sciences and the role of science and scientists in issues facing the world of today. A study of environmental issues is central. Continuing attention is paid to applications of mathematics. Includes a laboratory component, with laboratory content appropriate to the disciplines of faculty teaching the course. Interdisciplinary and team-taught. 4 credit hours.
- TO: UHON 1133 - Inquiry in the Natural Sciences**  
An introduction to inquiry into questions and problems in the natural sciences. 3 credit hours.
- JUSTIFICATION:*  
Update of subject and course description to suit current needs of honors students and structure of honors program.

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

## V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

### ➤ Department of Biology

*Dr. Shahnam Navaee presented the following agenda items for the Allen E. Paulson College of Science and Technology.*

#### Course Revisions

- FROM: BIOL 3440 - Field Biology**  
A field introduction to the natural history of plants and animals of the Georgia coastal plain. Field collections and observations are integrated with laboratory identification and lectures. Prerequisites: BIOL 2107/2107L, BIOL 2108/2108L, and BIOL 3133. 2 lab contact hours. All contact/credit hours are variable.
- TO: BIOL 3440 - Field Biology**  
Field study of the basic natural history of plants and/or animals of the southeastern United States. Lectures, laboratories, and field trips emphasize the ability to locate, observe, collect, and identify organisms in the field, as well as manage field data. Prerequisites: BIOL 2107/2107L and BIOL 2108/2108L. 3 lab contact hours. All contact/credit hours are not variable.
- JUSTIFICATION:*  
The credit hours for this course are being changed from a 2-hour lab to match the standard 3-hour lab session for majors classes in biology. The course description is being altered to give instructors more flexibility to teach field biology using the organisms of their choice. BIOL 3133 is being removed as a prerequisite because it was added by mistake. Remove variable credit.

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

### ➤ Department of Chemistry

#### Program Revisions

##### **B.A. Chemistry (Concentration in Biochemistry)**

#### *JUSTIFICATION:*

The form for the Biochemistry Concentration (B.A. Chemistry) was approved previously in the Jan. 19, 2010 meeting of the Undergraduate Committee. After careful re-examination of the form and notification by the Registrar' Office staff, it

was realized that the total number of hours required for this concentration (as it was presented in the form) actually exceeded 126, and therefore, adjustment of the hours for this concentration was necessary. The provided proposed curriculum form, developed through consultation and careful planning with the faculty of the Chemistry Dept., corrects the actual number of credit hours needed for this concentration.

***A Smith/Yocco motion to approve this program revision was passed unanimously.***

➤ **Department of Mechanical Engineering and Electrical Engineering**

**Course Revisions**

**FROM: ENGR 1731 - Computing for Engineers**

Hours not variable.

**TO: ENGR 1731 - Computing for Engineers**

Hours variable.

***JUSTIFICATION:***

Due to the large number of students who are required to take this course as well as the limited availability of faculty resources, it is necessary to modify the format of the course to allow for a large lecture section and multiple lab sessions. With the instructions provided by the Registrar's Office the hours in section 7 of the form have been changed to "0 or ..." to allow for multiple labs.

**FROM: ENGR 2341 - Introduction to Signal Processing**

Hours not variable.

**TO: ENGR 2341 - Introduction to Signal Processing**

Hours variable.

***JUSTIFICATION:***

Due to the large number of students who are required to take this course as well as the limited availability of faculty resources, it is necessary to modify the format of the course to allow for a large lecture section and multiple lab sessions. With the instructions provided by the Registrar's Office the hours in section 7 of the form have been changed to "0 or ..." to allow for multiple labs.

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

**Program Revisions**

**Technology Options Program**

***JUSTIFICATION:***

Technology Options Program (TOP) was created when the department was known as the School of Technology. The name changed from the School of Technology to the Department of Mechanical and Electrical Engineering. The program name Technology Options Program should reflect the department name change as it represents a Pre-Engineering program. Additionally, the "TOP" designation was a source of confusion among many incoming students and their parents because "Technology Option Program" does not contain any reference to "engineering" even though TOP students follow the engineering curriculum. Thus to avoid confusion and to reflect the evolving nature of the department, it is appropriate to change the name from the Technology Options Program to the Pre-Engineering Program.

***A Smith/Yocco motion to approve this program revision was passed unanimously.***

## **VI. COLLEGE OF HEALTH AND HUMAN SCIENCES**

Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

➤ **Department of Health and Kinesiology**

**Selected Topics Announcement**

**NTFS 4099 - Cultural Foods**

*JUSTIFICATION:*

The Cultural 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 four, thereby allowing students to more easily complete the NTFS minor.

*Selected Topics Announcements are for information only.*

➤ **Department of Hospitality, Tourism, and Family & Consumer Sciences:**  
**Course Revisions**

**FROM: CHFD 3136 - Families in Later Life**

Prerequisite: A minimum grade of "C" in CHFD 2134.

**TO: CHFD 3136 - Families in Later Life**

Prerequisites: A minimum grade of "C" in CHFD 2134, CHD 2135, and CHFD 2137.

*JUSTIFICATION:*

Prerequisites need to be in line with prerequisites for other upper division courses. This course was overlooked in the program revisions approved in 2009-2010 year.

**FROM: RECR 1530 - Foundations of Recreation and Leisure**

**TO: RECR 1530 - Introduction to Recreation**

*JUSTIFICATION:*

The title "Introduction to Recreation" is more reflective of the course content, learning outcomes, and intention of this course. This is a course designed to introduce students to the recreation profession and how recreation is provided in contemporary society.

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

**Program Revisions**

**B.S. Recreation**

*JUSTIFICATION:*

RECR 1530 has a proposed name change which, if approved, will necessitate a program change.

**The Recreation and Leisure Management Minor**

*JUSTIFICATION:*

RECR 1530 has a proposed name change which, if approved, will necessitate a program change.

*A Garno/Smith motion to approve these program revisions was passed unanimously.*

➤ **School of Nursing**

**Selected Topics Announcement**

**NURS 4090 - Introduction to International Nursing Research**

*JUSTIFICATION:*

This course examines international nursing research methods and design with a focus on global health, specifically related to health disparities in underserved populations in local, national, and international areas.

***Selected Topics Announcements are for information only.***

**Program Revision**

**B.S.N. Nursing**

*JUSTIFICATION:*

Addition of language concerning admission by transfer will clarify specific policies for transfers.

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

**VII. OTHER BUSINESS**

- Recommended Student Learning Outcomes for the Core Curriculum  
***A Hall/Maudlin motion to approve these Student Learning Outcomes for the Core Curriculum was passed unanimously. Note: Areas C through U. S. Perspectives were approved last academic year.***
- Dr. Ron MacKinnon briefed the committee on the proposed engineering program proposals that were submitted to the Board of Regents on Sept. 17, 2010. A memo with more detailed information is attached at the end of the minutes.
- Dr. Aimao Zhang will be replacing Dr. Ardian Greca as the CIT Undergraduate Committee member.

**VIII. ADJOURNMENT**

***There being no further business to come before the committee, a Wheaton/Chamblee motion to adjourn the meeting at 3:47 p.m. passed unanimously.***

Respectfully Submitted,



Caroline D. James  
Recording Secretary

**Georgia Southern University**  
Intra-Campus Memorandum  
Undergraduate/Graduate Committee

**College of Science & Technology**

**TO:** Caroline D. James

**FROM:** Shahnam Navaee

**DATE:** April 9, 2012

**SUBJECT:** Three Engineering Program Proposals Submitted to the Board of Regents  
Addendum to the COST Agenda for Oct. 12, 2010 UC Meeting

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As you have already been informed, the proposals for offering **Civil Engineering, Mechanical Engineering, & Electrical Engineering** programs were prepared and submitted to the Board of Regents on Sept. 17, 2010. The text of Provost Bartels' email sent to the Curriculum Committee members on Sept. 15, 2010 regarding these proposals is provided on the following page. Full proposals for the three proposed programs are posted on the BoR's site and can be accessed through the following URL:

[http://www.usg.edu/academic\\_programs/proposals/](http://www.usg.edu/academic_programs/proposals/)

The three proposals will be discussed in the next BoR's meeting scheduled in November. If and when the proposals are approved, all necessary forms will be submitted through all appropriate curriculum committees to be fully reviewed.



# Recommended Student Learning Outcomes for the Core Curriculum

Revised SLOs.docx, 9/21/10 Georgia Southern University, Core Curriculum Task Force, Fall 2010

The Core Curriculum Task Force's charge is, in part, (1) *to work with the university community to identify at least one student learning outcome for each area of the revised core curriculum (Areas A-E) as well identify at least one student learning outcome for U.S. Perspectives, Global Perspectives, and Critical Thinking.* After seeking broad input from the university community, the Task Force puts forward the following student learning outcomes for the Undergraduate Committee's consideration and approval.

## **Area A1—Communication Skills (at least 6 hours)**

Students will demonstrate written competence in adapting communication to specific purposes and audiences **(this outcome has already been approved by the Undergraduate Committee).**

## **Area A2—Quantitative Skills (at least 3 hours)**

Students will represent, manipulate, and apply mathematical knowledge using analytical, graphical, and numerical approaches **(this outcome has already been approved by the Undergraduate Committee).**

## **Area B—Institutional Options (at least 3 hours) Global Engagement**

Students will identify major themes across diverse societies in their historical and cultural contexts and will apply this knowledge through engagement in local and global communities **(this outcome has already been approved by the Undergraduate Committee).**

## **Area C—Humanities, Fine Arts, and Ethics (at least 6 hours)**

Students will analyze historical and contemporary fine arts or other cultural products from individual and diverse social perspectives.

## **Area D—Natural Sciences, Math, and Technology (at least 7 hours and at least 4 of these hours must be in a lab science course)**

Students will apply foundational principles of science, math, or technology to the process of scientific inquiry.

## **Area E—Social Sciences**

Students will examine and articulate how constitutional, cultural, economic, geographic, historical, political, or social forces have shaped and continue to shape an evolving and diverse human experience.

## **Critical Thinking**

Students will interpret, analyze, and evaluate information and ideas using a logical and ethical framework.

## **US Perspectives**

Students will examine and articulate how constitutional, cultural, economic, geographic, historical, political, or social forces have shaped and continue to shape an evolving and diverse US experience.

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## Global Perspectives

Students will identify major themes across diverse societies in their historical and cultural contexts and will apply this knowledge through engagement in local and global communities **(this outcome has already been approved by the Undergraduate Committee)**.

Students will construct informed and ethical arguments about historical and contemporary fine arts or other cultural products from the standpoint of diverse cultures.

Students will apply scientific inquiry to evaluate evidence, results, and claims related to the natural sciences or technology and their effects on broader human or societal issues.

Students will examine and articulate how constitutional, cultural, economic, geographic, historical, political, or social forces have shaped and continue to shape an evolving and interdependent global community.

Summary of the Academic Advisory Council  
Chair: Jean Bartels, Acting Provost