

2016

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2016

Librarian's Report 2-15-2016

Georgia Southern University

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Faculty Senate

Senate Librarian's Report

February 15, 2016

Academic Standards Committee Report (August 6, 2015)	2
Academic Standards Committee Report (August 12, 2015)	3
Academic Standards Committee Report (June 19, 2015)	4
Academic Standards Committee Report (September 23, 2015)	5
Athletics Committee Report (November 30, 2015)	6
Graduate Committee Minutes (November 12, 2015)	8
Graduate Committee Minutes (January 21, 2016)	19
NCAA Faculty Athletic Representative (February 2016)	43
Undergraduate Committee Minutes (November 10, 2015)	46
Undergraduate Committee Minutes (January 19, 2016)	54

Academic Standards Committee met on August 6, 2015.

Present at the August 6th meeting were John Brown (COBA), Elise Boyett (FIN AID), Joanne Chopak-Foss (JPHCOPH), Bob Fernekes (LIB), Lori Gwinett (LIB), John King (COBA), Brian Koehler (PROVOST), Bill Levernier (COBA), Danda Rawat (CEIT), Amy Jo Riggs-Deckard (CHHS), Wayne Smith (REG), Diana Sturges (CHHS).

Not present at the August 6th meeting were Debbie Allen (CHHS), Sally Brown (COE), Susan Franks (COE), Tim Giles (CLASS), Guatam Kundu (CLASS), Lili Li (LIB), Terri Melton (COE), Anirrudha Mitra (CEIT), Marshall Ransom (COSM), Hani Samawi (JPHCOPH), Mark Welford (COSM).

**Appeals for August 6, 2015
Tally**

Automatic* 10 pts down or less	30	Approved by Dean	8
Automatic Autos-2.0 or better for past 2 terms* List	16	Denied by Dean	18
Denied by Committee*	26		
Approved by Committee*	7	Approved by Provost	12
Total Approved Appeals	76		
Total Appeals*	91		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

Academic Standards Committee met on August 12, 2015.

Present at the August 12th meeting were Debbie Allen (CHHS), Michelle Cawthorn (COSM), Joanne Chopak-Foss (JPHCOPH), Bob Fernekes (LIB), Tim Giles (CLASS), Brian Koehler (PROVOST), Bill Levernier (COBA), Marshall Ransom (COSM), Amy Jo Riggs-Deckard (CHHS), Jon Rawlinson (REG), Diana Sturges (CHHS).

Not present at the August 12th meeting were John Brown (COBA), Sally Brown (COE), Elise Boyett (FIN AID), Susan Franks (COE), Lori Gwinett (LIB), John King (COBA), Guatam Kundu (CLASS), Lili Li (LIB), Terri Melton (COE), Anirrudha Mitra (CEIT), Danda Rawat (CEIT), Hani Samawi (JPHCOPH), Mark Welford (COSM).

**Appeals for August 12, 2015
Tally**

Automatic* 10 pts down or less	0	Approved by Dean	6
Automatic Autos-2.0 or better for past 2 terms* List	0	Denied by Dean	6
Denied by Committee*	12		
Approved by Committee*	1	Approved by Provost	0
Total Approved Appeals	7		
Total Appeals*	13		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

Academic Standards Committee met on June 19, 2015.

Present at the June 19th meeting were Sally Brown (COE), Michelle Cawthorn (COSM), Diana Cone (Provost), Tim Giles (CLASS), Lori Gwinett (LIB), John King (COBA), Guatam Kundu (CLASS), Marshall Ransom (COSM), Hani Samawi (JPHCOPH), Wayne Smith (REG).

Not present at the June 19th meeting were Deborah Allen (CHHS), John Brown (COBA), Joanne Chopak-Foss (JPHCOPH), Susan Franks (COE), Lili Li (LIB), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID), Danda Rawat (CEIT), Diana Sturges (CHHS).

**Appeals for June 19, 2015
Tally**

Automatic* 10 pts down or less	0	Approved by Dean	2
Automatic Autos-2.0 or better for past 2 terms* List	0	Denied by Dean	5
Denied by Committee*	7		
Approved by Committee*	7	Approved by Provost	3
Total Approved Appeals	12		
Total Appeals*	17		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

Academic Standards Committee met on September 23, 2015.

Present at the September 23th meeting were Bob Fernekes (LIB), Tim Giles (CLASS), Brian Koehler (PROVOST), Bill Levernier (COBA), Teri Melton (COE), Danda Rawat (CEIT), Jon Rawlinson (REG), Amy Jo Riggs-Deckard (CHHS), Lina Bell Soares (COE), Diana Sturges (CHHS), Mark Welford (COSM).

Not present at the September 23th meeting were Evans Afriyie-Gyawu (JPHCOPH), Moya Alfonso (JPHCOPH), Elise Boyett (FIN AID), Joanne Chopak-Foss (JPHCOPH), Katrina Jackson (LIB), Guatam Kundu (CLASS), Marcel Maghiar (CEIT), Lowell Mooney (COBA), Marshall Ransom (COSM), Marian Tabi (CHHS).

1. Dr. Teri Melton was elected as the new Academic Standards Committee Chair.

UNIVERSITY ATHLETICS COMMITTEE

November 30, 2015

The meeting was called to order at 8:00 AM by Alice Hall, Chair.

Members and Visitors Present

Cordelia Zinskie, Eric Hall, Alice Hall, Chris Geyerman, Christine Whitlock, Tom Kleinlein, Chris MacDonald, Chuck Harter, Mary Philips Smith, Kelly Berry, Fred Smith, Andrew Hansen, Cathy Beene, Jeff Blythe, Keith Roughton, Reggie Simpkins

Guest Speaker

Sander Koning:

- We had a good Fall, played in 7 tournaments, most players played in 4 or 5
 - 2 guys made the finals in singles and we made a doubles final.
 - We did better than in the past in the fall.
- We have a good Strength and Conditioning Coach and we are doing well Academically
- We have some tough matches at home scheduled this spring.
- Also doing no shave November to raise cancer awareness.
- There is a free clinic tonight from 5 – 7:30.

Approval of Minutes

- The minutes of the October 26, 2015 meeting were unanimously approved.

Financial Update

Jeff Blythe:

- We are holding steady on student fees.
- NCAA Sun Belt revenue comes in at end of year.
- We have exceeded the football ticket budget.
- WBB and VB have already exceeded the ticket budgets we allotted, so that is good news.
- We are ahead of schedule in terms of budget.

Schedule Approvals

Cathy Beene:

- There were no schedules to approve at the meeting.
- Track & Field Indoor & Outdoor schedules were approved through email in December.

SAAC President's Update

Mary Philips Smith:

- We got 3rd in Community Service for the month of October.
 - We did a canned food drive and also Holiday Helper.
 - Went to Roger Inman's house and pulled tabs for Ronald McDonald Charity.

Athletics Update

Tom Kleinlein:

- Busy time of year in transition period from Football to Basketball.
- Our Rifle team is ranked nationally as well as our Swimming and Diving Team.
- Men's Soccer and Women's Soccer are looking to improve next year.
- Football has last game this Saturday and our 1st run through at a Bowl Game.
- Many people are still holding off on buying tickets until they find out exactly when and where we are playing.
- From the Foundation side we will be announcing the Savannah/Jacksonville position soon.

- We decided to no longer have an Atlanta position and will instead all work together to cover it.

FAR Update

Chris Geyerman:

- Nothing new to report at this time.

Student Athlete Services Update

Reggie Simpkins:

- Progress reports: Over a 50% response rates from the 3 we sent out. Thank you to all faculty who sent it to us as this is a fairly good response rate.
- We are trying to keep the students focused going into the end of the semester.
- The shot clock is off in Academics and we will be pushing as hard as we can into finals.

New Business

- Gender Equity Report was sent out.

Old Business

Standardized Absence Policy for Student Athletes.

- There is still some rewording in the policy that needs to get finished.
- Hopefully we can get it approved before the President switch since Dr. Bartels is familiar with it.
- Grade Replacement is another policy that is on the table as well that would benefit retention.

Next Meeting

- January 27

The meeting was adjourned at 8:37 AM.

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – November 12, 2015

Present: Dr. Danda Rawat, CEIT; Dr. Jim Harris, CEIT; Dr. Li Li, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Jake Simons, COBA; Dr. Meca Williams-Johnson, COE; Dr. Colton Magnant, COSM; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Ms. Debra Skinner, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Tristam Aldridge, COGS; Ms. Mary Jernigan, COGS; Marla Bruner, COGS; Dr. Devon Jensen, COGS, Mr. John LeMay, SGA Representative; Dr. Tharanga Wickramarachchi [Alternate], COSM; Dr. Bill Mase, JPHCOPH

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Jason Slone, CLASS; Dr. Lance McBrayer, COSM; Dr. Johnathan O'Neill, CLASS; Dr. Alisa Leckie, COE; Dr. Tracey Linderholm, COE; Dr. Chrstine Ludowise, CLASS; Dr. Ryan Fortenbetter, COSM; Dr. Brian Koehler, COSM; Dr. Eric Kartchner, CLASS; Dr. Robert Vogel, COPH; Dr. David Williams, CEIT; Mr. David Schott, GSO Representative; Dr. Dan Bauer, CLASS; Dr. Marieke VanWilligen, CLASS; Dr. Michael Nielsen, CLASS; Dr. Stuart Tedders, JPHCOPH; Dr. Steven Harper, CLASS

Absent: Dr. Jake Simons, COBA; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, November 12, 2015 at 9:02 AM.

II. APPROVAL OF AGENDA

MOTION: Dr. Bob Fernekes made a motion to move the Dean's Update to after section V, "New Business". A second was made by Dr. Richard Flynn and the motion to approve the agenda was passed.

Dr. Fernekes suggested that new business and curriculum items are the primary business of this committee and everything else is secondary and the reason for his motion.

III. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEWS

Comprehensive Program Reviews Due in Spring 2016:

College of Business Administration:

Graduate Certificate - Applied Economics
Graduate Certificate - Enterprise Resources Planning
MS Applied Economics
PhD Logistics & Supply Chain Management

College of Health and Human:

Graduate Certificate - Dietetic Internship Program
Graduate Certificate – Coaching
Post-Master's Certificate - Nurse Educator
Post-Master's Certificate - Family Nurse Practitioner

College of Engineering and Information Technology:

Graduate Certificate – Occupational Safety & Environmental Compliance
Graduate Certificate - Engineering & Manufacturing Management

College of Liberal Arts and Social Sciences:

Graduate Certificate - Public History
MA History
MS Psychology

Dr. Anderson reported that we have team leaders for each one of these and during the interim between semesters, Dr. Anderson will email the committee members to let them know what team leader they will be working with on the program reviews.

Candace Griffith and Cindy Groover confirmed that new mechanisms have been put in place to help facilitate these and will be re-addressed when the Spring Semester begins.

IV. NEW BUSINESS

A. College of Science and Mathematics

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

Department of Chemistry

New Course(s)

CHEM 7231 – Theoretical Chemistry

JUSTIFICATION:

This course will be an elective for all concentrations within the Master of Science in Applied Physical Science program.

Department of Geology & Geography

Course Revision(s)

GEOG 5090G – Selected Topics

- Credit/Contact Hours, Repeatable for Credit

JUSTIFICATION:

Selected Topics (GEOG 5090) is used to offer new content or new educational opportunities to students before committing to a permanent course number. These changes in the contact hours are needed to allow more flexibility in BANNER with how a particular Selected Topics is set up (current settings require a minimum 3 hr lecture/seminar and up to 2 hrs of lab, which unduly limits the types of instructional combinations that could be applied using Selected Topics. Furthermore, the course is currently a non-repeatable course but should be repeatable for credit like other Selected Topics courses throughout the college.

GEOL 5090G – Selected Topics

- Credit/Contact Hours

JUSTIFICATION:

Selected Topics (GEOL 5090) is used to offer new content or new educational opportunities to students before committing to a permanent course number. These changes in the contact hours are needed to allow more flexibility in BANNER with how a particular Selected Topics is set up (current settings erroneously require a minimum 1 hr lecture/seminar and 3 hrs of lab, forcing all Selected Topics to be mixed lecture-lab combo courses and no lecture-only or lab-only course could be created).

No action was needed for Selected Topics Announcement.

Dr. Jensen questioned on page 13 if the course number was listed correctly. Dr. Williams-Johnson clarified that the course number listed was the current course number not the revised number.

Dr. Flynn questioned that if the forms should have information on what a student would have to do differently for Graduate, “G” courses. Dr. Anderson confirmed that the catalog descriptions are not listed in the agenda, just the justifications.

MOTION: Dr. Richard Flynn made a motion to approve the agenda items submitted by the Department of Geology and Geography. A second was made by Dr. Colton Magnant. The motion to approve the New Course and the Course Revisions was approved.

B. College of Liberal Arts and Social Sciences

Dr. Christine Ludowise presented the course deletions for the College of Liberal Arts and Social Sciences.

CLASS Dean

Course Deletion(s)

AMST 5133G - Revolutionary America

AMST 5134G - Civil War and Reconstruction

AMST 5137G - The Antebellum South
AMST 5138G - The New South
AMST 5230G - Colonial American Literature
AMST 5232G - Work, Family, and Community
AMST 5233G - American Realism
AMST 5234G - Southern Literature
AMST 5236G - Jazz History

JUSTIFICATION:

We are no longer offering courses with the AMST prefix. Most of the AMST prefix courses at the 5000 level have already been deleted as edits were made to the home department courses. These courses were apparently overlooked.

Dr. Eric Kartchner presented the course deletions for the Department of Foreign Languages.

Department of Foreign Languages

Course Deletion(s)

GRMN 5090G - Selected Topics in German

JUSTIFICATION:

The Department is no longer offering courses at the 5000 level in German. The undergraduate section has already been deactivated. The graduate section was apparently overlooked.

Dr. Eric Kartchner presented the revised program description of the Spanish M.A. for the Department of Foreign Languages.

Proposed New, Revised, or Deleted Program(s)

Spanish, M.A.

JUSTIFICATION:

We have simplified the description of the written and oral comprehensive examinations so that we do not have to make yearly changes to the Catalog each time our Annual Program Assessment Review dictates small changes to our program. We have also changed the admissions requirement to a 3.0 GPA in upper-division coursework completed in Spanish rather than a cumulative GPA in order to accommodate students who have performed well in their advanced Spanish coursework but who may have struggled in other subjects. If they can perform well in upper-division coursework in Spanish, they have an excellent chance of being successful in our M.A. program. We have students currently in this situation, and we would like to accommodate them immediately. This is why we are requesting that the changes be accepted for Spring semester 2016. This aligns with the University's strategic plan to increase graduate enrollment. Finally, we have corrected some typos/errors in the current catalog. The number of credit hours in the combined M.A./M.A.T. program, for example, should add to 48, not to 30, as currently stated. We have made the necessary textual adjustments to rectify the errors.

Dr. James Stephens asked Dr. Kartchner to clarify the GPA Calculation and which courses would be accounted, as in only freshman/sophomore or will junior/senior courses affect the students GPA. Dr. Kartchner explained that he would like to consider the upper level Spanish courses as that demonstrates that the students can perform in the Spanish Master's program.

Dr. Anderson asked if other institution are utilizing a similar admissions criteria. Dr. Kartchner stated that he was not sure of this. Dr. Stephens voiced concerns that not all courses would be calculated in the students GPA. Kartchner stated that the 5000 level courses are taught at both levels. This GPA calculation does not apply to the M.A.T. program, as that program has other requirements. For the M.A. Spanish, they will be taking courses in Spanish and if they have already demonstrated they can make A's and B's in the Upper level Spanish courses, then they have proven that they will perform well in the M.A. Spanish program.

Dr. Anderson asked if it was clear in the admissions criteria that this is part of a larger consideration that the admissions committee in the Department looks at. Dr. Kartchner replied that the GPA is not weighted and that it is either "you're in or you're out". The other criteria is a little more flexible and the GPA has been a problem. He mentioned they had a student who had a 3.9 in his Spanish upper division courses but had a 2.7 because as a freshman he performed poorly.

Dr. Jensen asked for confirmation that the students had to have several courses in Spanish upper level courses, not just one. Dr. Kartchner indicated they would have to have a number of courses to use to calculate GPA based upon Spanish classes.

MOTION: Dr. Jim Harris made a motion to approve the agenda items submitted by the Department of Foreign Languages. A second was made by Dr. Rawat. The motion to approve the Course Deletions and the Revised Program was approved.

C. College of Education

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

Department of Leadership, Technology & Learning

Course Revisions

EDLD 9999-Final Dissertation

➤ title, pre-requisite, catalog description

JUSTIFICATION:

Research supports designated courses for each part of the dissertation. Instituting a dissertation sequence within the system, however, has created barriers that outweigh the benefits involved in the implementation of these separate courses. It is the EDLD Program's belief that the benefits of the designated Pre-Prospectus, Prospectus, and Final Dissertation courses can still be reaped without institutionalizing the entire sequence of courses. Therefore, this course will serve as the sole dissertation course.

Course Deletion

EDLD 9997- Pre-Prospectus

EDLD 9998- Prospectus

JUSTIFICATION:

While research supports having designated courses for each part of the dissertation, in reality doing so presents a great deal of confusion for students at registration. It is the Program's belief that the benefits of having designated courses can still be reaped without having three separate dissertation courses (Pre-Prospectus, Prospectus, and Final Dissertation).

Proposed New, Revised, or Deleted Program

Ed.D. Educational Leadership

JUSTIFICATION:

Research supports designated courses for each part of the dissertation. Instituting a dissertation sequence within the system, however, has created barriers that outweigh the benefits involved in the implementation of these separate courses. It is the EDLD Program's belief that the benefits of the designated Pre-Prospectus, Prospectus, and Final Dissertation courses can still be reaped without institutionalizing the entire sequence of courses. Therefore, the following course changes need to be made as indicated:

- EDLD 9997, Pre-Prospectus: Delete
- EDLD 9998, Prospectus: Delete
- EDLD 9999, Final Dissertation: Name change from Final Dissertation to Dissertation.

Ed.S. Counseling Education

JUSTIFICATION:

At this time, enrollment in the Ed.S. Program is declining, with very few students interested in pursuing an Ed.S. in Counselor Education. With declining interest and subsequent declining enrollment, it is challenging to place additional resources into this program.

Dr. Tracy Linderholm reviewed the suggested changes with the committee about their experience of having broken up the dissertation into 3 "courses". Numerous unseen challenges evolved that made it difficult to manage the new structure. She would like to revert back to just having EDLD 9999.

A major change is for the Ed Specialist program in Counselor Education and is seeking to de-activate the program at this time. It currently has seven students with decreased enrollment over the last several years. Eliminating this program would allow them to focus their resources on the master's program in counselor

education. The faculty is in communication with the current seven students to get them through the program.

Dr. Flynn confirmed this is for the Ed.S. Counselor Education.

Dr. Anderson asked Dr. Linderholm if this would have an impact on personnel and faculty. Dr. Linderholm stated that no it would not because they have a Master's Program in Counselor Education and COE needs the faculty re-allocated to help grow this master's program. The faculty is behind this program deletion and are ready to focus their attention on the master's program.

MOTION: Dr. Stevens made a motion to approve the agenda items submitted by the Department of Leadership, Technology & Learning. A second was made by Dr. Flynn. The motion to approve the Course Revisions, Course Deletions, Program Revision and the Counselor Education Ed.S. Program Deletion was passed.

D. College of Engineering and Information Technology

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

Computer Science

Course Revision(s)

CSCI 5431G – Computer Security

➤ Prerequisite(s)

JUSTIFICATION:

Correcting a Banner error and enforcing prerequisites at registration.

Electrical Engineering

New Course(s)

EENG 5538G - Cybersecurity for Networked Electrical and Electronics Systems

JUSTIFICATION:

This is an elective course for the Electrical Engineering graduate program to provide students with advanced training in cybersecurity for networked electrical and electronics systems, smart power grids, engineering systems, embedded systems, space communications, connected systems and electric vehicles. The course will be unique in the Electrical Engineering department. This course helps to prepare a cybersecurity workforce needed for United States as well as local and global industrial needs in the area of cybersecurity for electrical and electronics systems. This course is being offered as a Special Topics of Electrical Engineering in Fall 2015 and has attracted large number of students (21 students: 14 undergraduate and 7 graduate, all Electrical Engineering Majors).

EENG 5544G – Smart Grids Technology Fundamentals

JUSTIFICATION:

This is an elective course for the Electrical Engineering graduate program to provide students with fundamentals of smart grid technologies to introduce students to contemporary topics related to distributed generation, micro-grids, renewable energy sources, and smart homes applications. The course will be unique in the Electrical Engineering department.

Course Revision(s)

EENG 5540G – Communication Systems

➤ Prerequisite(s)

JUSTIFICATION:

Course pre-requisites needed to be updated to allow EENG 3420 to be taken concurrently with EENG 5540G. This update will allow interested students to take both of their EE electives in the Communications Systems related courses.

Information Technology

Course Revision(s)

IT 5135G – Data Analytics

➤ Prerequisite(s)

JUSTIFICATION:

STAT 2231 is removed as a prerequisite because it is now a prerequisite for IT 3233. The CSCI course is no longer required as a prerequisite in the IT curriculum. BUSA 3131 and CISM 4134 are added to allow Information Systems (IS) student to take this course.

IT 5235G – Advanced Web Interfaces

➤ Prerequisite(s)

JUSTIFICATION:

IT 2430 is a new course that provides an alternative course to learn the necessary prerequisite content previously only available in IT 3130.

IT 5236G – Mobile Web Infrastructure

➤ Prerequisite(s)

JUSTIFICATION:

IT 2431 is a new course that provides an alternative course to learn the necessary prerequisite information previously only available in IT 3131.

IT 5434G – Network Security Fundamentals

➤ Catalog Description

JUSTIFICATION:

This course is cross listed with IT 5434. A phrase is added to the course description to provide information about the additional course requirements expected of graduate students in the course.

Selected Topics Announcement(s)

IT 5090G - Selected Topics in Data Programming

JUSTIFICATION:

A three course programming sequence will be required for the approved data science concentration in the BSIT degree program to be delivered starting Fall 2016. The concentration was proposed due to the shortage of data scientists and lack of skilled workers in this area as documented in numerous academic and industry based articles. Additionally, the proliferation of data in nearly every facet of society is driving the demand for graduates with the skills addressed in the proposed concentration. This special topics course is a course in the Python programming language, one of the most important development languages in the data science area as seen in <http://www.fastcolabs.com/3030716/the-9-best-languages-for-crunching-data> and <http://www.kdnuggets.com/2014/08/four-main-languages-analytics-data-mining-data-science.html>. The course will provide the necessary foundation in the Python language for analyzing data.

IT 7090 – Selected Topics in IT Governance

JUSTIFICATION:

IT Governance addresses how an organizations maintains flexibility through the use of Information Technology, assuring the IT organization aligns its strategies with those of the organization it supports. This course looks at multiple IT Governance structures and looks at the data that is collected in these structures.

Dr. David Williams discussed the changes and new courses that they had in the CEIT program. Dr. Williams explained that this is the first installment of the curriculum revision.

Dr. Jensen had a question related to 5431G in regards to the proposed effective term date of 201508. Dr. Jensen asked if this was possible of if it was a type to 201608. Dr. Williams explained this was an issue with registration and the Registrar's office was willing to make the change in Banner as quickly as they could. Mr. Wayne Smith stated that there were many pre-req problems and they were in the middle of addressing all of those with course leaf. Mr. Smith stated that they were in the process of correcting all of this.

No action was needed for Selected Topics Announcement.

MOTION: Dr. Harris made a motion to approve the agenda items submitted by CEIT. A second was made by Dr. Meca Williams-Johnson. The motion to approve the New Course and Course Revisions was passed.

E. Jiann-Ping Hsu College of Public Health

Dr. Robert Vogle presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Environmental Health

New Course(s)

ENVH 8335 – Global Water Quality and Health: Principles and Research

JUSTIFICATION:

Elective

ENVH 8435 – Toxicology and Health

JUSTIFICATION:

Elective

ENVH 9133 – Vector-borne and zoonotic diseases: Biology Epidemiology and Control

JUSTIFICATION:

Elective

Epidemiology

New Course(s)

EPID 8130 – Field Methods in Epidemiology

JUSTIFICATION:

Required for major

EPID 8230 – Observational Study Design and Analysis

JUSTIFICATION:

Elective

EPID 8231 – R for Epidemiologists

JUSTIFICATION:

Elective

EPID 8431 – Stata for Epidemiologists

JUSTIFICATION:

Elective

EPID 9131 – Epidemiology of Infectious Diseases of Direct Interpersonal Transmission

JUSTIFICATION:

Elective

EPID 9132 – Epidemiology of Infectious Diseases Transmitted via Bodily Fluids

JUSTIFICATION:

Elective

EPID 9231 – Chronic Disease Epidemiology

JUSTIFICATION:

Elective

EPID 9232 – Cardiovascular Disease Epidemiology

JUSTIFICATION:

Elective

EPID 9233 – Cancer Epidemiology

JUSTIFICATION:

Elective

EPID 9431 – Mental Health Epidemiology

JUSTIFICATION:

Elective for major

Proposed New, Revised, or Deleted Program(s)

Epidemiology, DrPH

JUSTIFICATION:

The Jiann-Ping Hsu College of Public Health consists of five core areas: Biostatistics, Community Health, Epidemiology, Environmental Health and Health Policy. All five core areas offer an MPH as required for CEPH Accreditation. Currently only three of the five core areas offer a DrPH. These areas are Biostatistics, Community Health and Health Policy. The current degree structure and number of areas for degrees (5 MPH and 3 DrPH areas) was required for our initial accreditation with CEPH. The college strategy has always been once we met our initial accreditation, we would expand to offer a DrPH in all five core areas. Because Epidemiology is one of the corner stone areas of study in public health, a DrPH in Epidemiology is the next logical program to add to our college offerings. The focus of our proposed DrPH program in Epidemiology is on research on the health problems in populations. The scope of this program ranges from the study of the causes of disease to the control and prevention of disease as well as the distribution of health resources. Epidemiologists study the variation of disease in relation to age, sex, race, occupation and social characteristics, place of residence, susceptibility, exposure to specific agents or other relevant factors. This DrPH program is intended primarily for students who wish to work in public health agencies. However due to the structure of the program, graduates could also be prepared for positions in academia. The program consists of 18-21 public health core courses, all of which are taught on a regular schedule; 15 hours of required courses or which four are currently being taught on a regular basis and 12 to 15 hours of guided elective (new course). Because of the structure in this program, students can become generalists or specialize in one or more tracts which include chronic disease, infection disease and environmental epidemiology. We expect this will be a very popular degree program in public health as the faculty in Epidemiology currently are receiving approximately six requests each year as to when and if we will offer a DrPH in Epidemiology. Due to the size of our college and resources we expect to admit no more than six students per year. This program will fill a very important role in the Jiann-Ping Hsu College of Public Health.

Dr. Vogle presented the information on adding a fourth concentration and would correct a deficiency that they have in the college.

Dr. Jensen had a question regarding EPID8130 in terms of University Resources that the course would need some additions to the library holdings. Dr. Vogle stated that would not be a barrier that he has secured funding for those resources.

Dr. Anderson commented that a number of the courses were already being offered and asked if this concentration would have an impact on faculty teaching loads or personnel. Dr. Vogle confirmed and said that there would not be a need for any faculty additions in year one, but suspects that in 2017 there will most likely need an infectious disease epidemiologist added to the Faculty.

Dr. Anderson asked if other students in the program would be able to take these courses as well. Dr. Vogle said they would be able and this would also be an asset to the other concentrations.

Dr. Anderson commented on the program having to bring in a cohort of six students. Dr. Vogle this is because of resources. Dr. Vogle doesn't think he can support more than 6 for the first year, but are looking to expand to 15. Dr. Anderson asked how many students are interested in the program. Dr. Vogle stated that they have three students who could be signed up immediately and that this program has been needed for sometime.

Dr. Jensen stated that on page 146 of the agenda under degree requirements that the TOEFL scores are valid for two years. The recommendation from COGS is that they "are required to submit valid TOEFL scores".

MOTION: Dr. Stevens made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health with the revision to the language regarding the TOEFL scores. A second was made by Dr. Harris. The motion to approve the New Courses and New Program was passed.

F. Jack N. Averitt College of Graduate Studies

- Graduate Faculty Status

Dr. Jensen requested the committee table the proposed revision to the Graduate Faculty moves to table Policy status at this time. COGS hopes to have ready for the next meeting.

Dr. Flynn asked why the policy is being considered for a change. Dr. Jensen explained that the terms “eligibility” or if the items are being viewed as “all or nothing”. This issue being that “eligibility” had different meanings across campus.

Dr. Flynn expressed that there was not a need for a provisional category and explained that during his time as chair the committee decided that being hired as a tenure-track professor meant that the faculty member would be qualified to direct theses and dissertation. Dr. Jensen discussed that there was also an interpretation of Affiliate Status to be used for external people or people who do not have a faculty status on campus. Dr. Flynn expressed his hesitations for the change in policy stating that the committee had gone through extensive deliberations to do away with a “second-class citizen” category of graduate faculty. Dr. Jensen has tabled this issue until the next meeting. Dr. Flynn requested that the item remains tabled.

- Graduate Credit Hour Requirement

Dr. Jensen introduced Mrs. Marla Bruner who reviewed the current issues that we have with Graduate Credit Hour Requirements. Mrs. Bruner said that Doctoral Students are the ones who are mainly experiencing the credit hours issue. Dr. Jensen clarified this does not apply to all Doc Grad students, just the Doctoral students with a GA appointment. When students with a GA Appointment reach their dissertation phase, they won't have the required 9 hours for them to keep their GA Status. Students are put in the position to pick up a class here-and-there just to maintain their 9 hours, which takes their attention away from their dissertation.

Dr. Flynn asked how long can a grad student who has finished their classwork, how long can they hold a GA. Dr. Williams-Johnson explained that some of her GA's are actually TA's who teach classes, which is also a heavy load.

Dr. Flynn asked is there a time limit on how long a student can hold a GA? Mrs. Bruner explained that yes, there are time limits, depending on the program requirement and that Mrs. Bruner tracks their hours. This can be found under GA Eligibility. Dr. Ludowise encouraged the support the students during their dissertation phase and would like to recommend having language that reads that the time is limited in some way. Dr. Jensen suggested that COGS will revise the language and present to the committee at a later date.

Dr. Nielsen brought up issues that the students may have in relation to the Affordable Care Act. Mrs. Bruner explained that they have policies in place where the GA's would not be affected. Dr. Jensen continued the discussion to confirm that the GA's will not go over their hours to where they will be ACA non-compliant.

Dr. Anderson questioned how policy might affect students who have other funding, including grants. Mrs. Bruner said that they were also looking into this and how it will affect the policy and will be revisited at a later committee meeting.

- Design and Structure of Dissertation Document

Dr. Jensen presented and reviewed the ETD that we have at Georgia Southern University. He discussed the change in the form and design of the dissertation document. Dr. Jensen wanted to discuss whether the policy is consistent with what is done here on campus or if the committee needs to open it up to a broader range of spectrums.

Dr. Jensen presented language that can be found at other institutions as it relates to authorship, documents beyond the normal five chapter dissertation and the possibility of group/team dissertation. Dr. Jensen went through the language in the ETD as it relates to authorship and major advisor responsibilities. This opens up the department to set what an acceptable dissertation might look like.

Dr. Jensen asked if the committee was seeing any change requests in their programs as it relates to the dissertation. Dr. Jensen wanted to raise awareness to this or get insight in terms of what is being seen in their field of study.

Dr. Anderson confirmed with Dr. Jensen that at this point COGS would just like feedback on what members of the committee are seeing in their programs.

Mrs. Bruner responded with what questions she receives most while receiving the ETD's, including what students can or cannot include. Dr. Harris brought up an issue with plagiarism and having second authors and the issues they have with who does the most work in group projects.

Dr. Anderson confirmed we are not looking for a motion on this item. The committee member, chairs, or program directors should get in touch with Dr. Jensen with any feedback.

V. DEAN'S UPDATE

Dr. Devon Jensen provided an update on the following items:

- Graduate Catalog – Is complete and is at the printers now. Once they arrive, the committee will be notified when your catalog will be available.

Dr. Jensen presented the challenges/issues facing graduate education that as of programs that the committee may consider while designing programs and potential program changes or course revisions. Please refer to the attachment provided at the meeting for more detail.

- Tax Reform making borrowing more expensive for Graduate Students - There is continued conversation and concern about the rapid increase in graduate student borrowing and the disproportionate share of overall student debt held by graduate students. This is leading to potential changes to federal loan programs. Some of these loan programs are actually making the cost of borrowing more expensive for master's and doctoral students. Some of these tax realities could be a deterrent to people pursuing graduate education.
- Affirmative Action and Diversity in Graduate Education – Dr. Jensen discussed the challenge for us in graduate education to devise a strategy or set of strategies that can escalate the rate of diversity change for both those who enter our programs and those who earn degrees.
- Graduate Education and Career Pathways - Dr. Jensen reported on the need for students to have a closer link between their education and career opportunities. There is a need for the committee to develop a better understanding of the long-term career outcomes of masters and doctoral graduates. Inform students what career options are available with your program and market this information so students can make informed decisions.
- Masters Education - Timely Completion and Enrollment Concerns – Dr. Jensen encouraged all faculty to work with students to contribute to a timely master's degree completion and assist the student in finding the appropriate career pathway. What is the impact that your students are making as a result of your program?
- Graduate Assistant Handbook – Because COGS has had issues come to our attention as it relates to the GA Experience. COGS will be working on this for the student and for those who are supervising the Graduate Assistant Handbook that addresses all of the realities of the students and the supervisors.
- Graduate Assistant Forum – Will be held on Monday November 16th. It will be from 1 – 2 pm in the Nessmith-Lane Auditorium. Dr. Jensen, Marla Bruner, Dr. Ale Kennedy from HR, and Geoff Carson from Legal Affairs will be there as panel members. This is for all Graduate Assistants and Supervisors over GA's. We will be discussing the changing context of GA's on campus. There will be a Q&A session for both open and anonymous questions. For all GA's and supervisors.

Dr. Anderson had a question regarding the timing of the graduate assistant forum. Mrs. Bruner confirmed that due to scheduling issues with Nessmith-Lane, that the Forum will be captured and posted on the COGS website and made available for those who could not attend.

Dr. Anderson had a second question regarding a perceived negative aspect of a MA not tracking to a direct career path. Dr. Anderson commented that the draw of the MA is the wide variety of career

pathways and that an MA should not be negatively perceived. Dr. Jensen agreed and discussed there is a need for marketing these types of degrees to show the value of a MA.

Dr. Anderson's last question was regarding Diversity in Education – is there anything COGS is able to do to facilitate colleges and programs in recruitment of students that would assist in this capacity. Is there something else strategically COGS could offer beyond the efforts already being made by Mr. Aldridge and his office. Dr. Jensen discussed the data that COGS is collecting and reporting to the programs including expanding the notion of diversity.

Dr. VanWilligen asked about the basic protocol on what happens if COGS receives feedback, good or bad, from a student – are the programs notified? Dr. Jensen and Mrs. Bruner discussed the current processes including what the current process is and how COGS makes sure that communication is open between COGS and the Programs. Dr. VanWilligen would like to encourage COGS to refer the students back to the program. Dr. Harris asked how the role of Graduate Advisors are in the line of communication and Mrs. Bruner discussed some examples.

VI. OLD BUSINESS

A. Prior Learning Assessment Sub-Committee Update – Dr. Koballa had nothing new to report.

VII. ANNOUNCEMENTS – Mr. Wayne Smith reminded the room that the January meeting will be the last time to get information in the 2016-2017 calendar. These items are due for submission by November 20, 2015 for that information to be submitted.

Dr. Anderson reminded everyone to please sign in on the sign in sheet.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 12, 2015 at 10:21 AM.

Respectfully submitted,

Mary Jernigan, Recording Secretary

Minutes were approved November 25, 2015 by electronic vote of Committee Members
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GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – January 21, 2016

- Present: Dr. Jim Harris, CEIT; Dr. Danda Rawat, CEIT; Dr. Li Li, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Colton Magnant, COSM; Dr. James Stephens, JPHCOPH; Dr. Bill Mase, JPHCOPH; Ms. Debra Skinner, Library; Dr. Bob Fernekes, Library; Dr. Tharanga Wickramarachchi [Alternate], COSM, Dr. Deborah Allen [Alternate], CHHS; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Tristram Aldridge, COGS; Ms. Mary Jernigan, COGS; Dr. Devon Jensen, COGS; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Jason Slone, CLASS; Dr. Chrstine Ludowise, CLASS; Dr. Lance McBrayer, COSM; Dr. Tracey Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Stuart Tedders, JPHCOPH; Dr. Stephen Rossi, CHHS; Dr. Bill Wells, COBA; Dr. Dawn Tysinger, COE; Dr. Cordelia Zinskie, COE; Dr. Michele McGibony, COSM; Dr. Julie Garlen, COE; Dr. James Jupp, COE; Mr. Jay Pollett, Career Services
- Absent: Dr. Jake Simons, COBA; Dr. Scott Kersey, COSM

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, January 21, 2016 at 9:02 AM.

II. APPROVAL OF AGENDA

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

III. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEWS

Dr. Anderson stated Candace Griffith and himself will be including information related to the comprehensive program reviews in the February Graduate Committee agenda. The information will include the list of teams, instructional material on procedures and program reviews, and information on methodology for the reviews.

IV. NEW BUSINESS

A. College of Business Administration

Dr. Constantin Ogloblin presented the economics agenda items for the College of Business Administration. Dr. Bill Wells presented the remaining agenda items for the College of Business Administration.

Office of Graduate Programs

Proposed New, Revised, or Deleted Programs

Applied Economics M.S., Revised

JUSTIFICATION:

The credit hour change for ECON 7110 will allow for additional content and better prepare the students for the mathematical challenges of the Applied Econ graduate program. Only students with insufficient math preparation are required to take the course.

Applied Economics Certificate (Online), Revised

JUSTIFICATION:

The credit hour change for ECON 7110 will allow for additional content and better prepare the students for the mathematical challenges of the Applied Econ graduate program. Only students with insufficient math preparation are required to take the course.

Business Administration MBA (With International Business Concentration), Deleted

JUSTIFICATION:

Demand for concentration in international business is not sufficient to justify expenditure of college resources to maintain program. Additional areas of concentration are available that more accurately meet demands of current students.

Accounting M.Acc. (Forensic Accounting Concentration), Deleted

JUSTIFICATION:

Demand for concentration is not sufficient for continuation of program. School resources will be better utilized focusing on the traditional MAcc program of studies.

Graduate Certificate in Forensic Accounting, New

JUSTIFICATION:

The School of Accountancy has offered a forensic concentration in the MAcc program. Students with an MBA or MAcc may complete the certificate requirements in addition to current graduate degree. This change provides a streamlined path to forensic education and better supports the needs of the profession. No new courses are required.

Graduate Certificate in Taxation, New

JUSTIFICATION:

The School of Accountancy has offered a forensic concentration in the MAcc program. Students with an MBA or MAcc may complete the certificate requirements in addition to current graduate degree. This change provides a streamlined path to forensic education and better supports the needs of the profession. No new courses are required.

Course Revisions

ACCT 7331 – Taxation of Estates, Gifts, and Trusts

- Course Title, Prerequisites

JUSTIFICATION:

To address changes in the tax laws. The revised course more accurately reflects content required for management of trusts and estates and supports a current and changing environment.

ACCT 7332 – Advanced Tax Planning and Research

- Course Title, Prerequisites

JUSTIFICATION:

The course title and description more accurately reflect the tax environment in 2016 and allows for continuous updating resulting from a dynamic tax code. The course now encompasses state, federal and international tax considerations for the firm.

ECON 7110 – Math for Applied Economics

- Course Number Change, Credit Hour Change

JUSTIFICATION:

The revised course will cover additional material and permit a more complete exploration of mathematical topics relevant to the graduate program. The course will be scheduled across a full semester and better prepare students for the rigors of a graduate economics program of study.

MOTION: Dr. Flynn made a motion to approve the Applied Economics Program and Certificate Revisions and the ECON 7110 Course Revision. A second was made by Dr. James Stephens. The motion to approve the Economics agenda items was approved.

Dr. Bill Wells stated prior to the meeting he received suggested revisions from Mr. Tristram Aldridge and Dr. Anderson related to both of the new graduate certificate items. The suggestions include the following changes:

- 1) Change language in the admission requirements to remove the statement regarding GMAT scores.**
- 2) Remove text referencing work experience under the admissions requirements.**
- 3) Correct the credit hour listed on the curriculum form of the Forensic Accounting Certificate. The form stated 15 hours, but the credit hours should be listed as 12.**

Dr. Wells agreed to make the suggested revisions.

Dr. Devon Jensen asked if the removal of the Forensic Accounting Concentration within the M.Acc. Program was based on the fact that there was not a driving need for this concentration. Dr. Wells

stated there were students enrolled in the concentration; however, after working with employers and their Board of Directors they determined students would have more opportunities to participate if it is a certificate program.

Dr. Flynn asked if students could earn a certificate while in the M.Acc. program. Dr. Wells said yes, but the student would have to submit the admission application for the certificate.

Dr. Anderson asked if the deletion of the concentration would have any effect on faculty. Dr. Wells said no.

MOTION: Dr. Ogloblin made a motion to approve the Deleted Program Concentrations and New Graduate Certificates, with the understanding that the suggested revisions be made. A second was made by Dr. Flynn, and the motion to approve these items with revisions was approved.

Dr. Flynn stated the course revision forms for ACCT 7331 and ACCT 7332 need to include the new course title on Item 2 of the curriculum forms. Mr. Wayne Smith stated the drop-down for the catalog descriptions should also be added. Dr. Wells agreed to make the changes.

MOTION: Dr. Deborah Allen made a motion to approve the Accounting Course Revisions, with the understanding that Item 2 on the ACCT 7331 and ACCT 7332 curriculum forms be corrected. A second was made by Dr. Ogloblin. The motion to approve the Accounting Course Revisions with revisions was approved.

B. Office of Career Services

Mr. Jay Pollett presented the agenda item for the Office of Career Services.

Career Services, Experiential Learning

Proposed New Course

COOP 6090 Full-time/Part-time

JUSTIFICATION:

The graduate level COOP course will allow graduate students to earn non-academic hours for relevant work experiences while pursuing their graduate degree. Additionally, the non-academic hours will assist students in maintaining their full-time student status with the University during semesters when they otherwise would not be enrolled.

Dr. Anderson stated something similar was discussed at the Graduate Program Directors meeting in August 2015. He asked Mr. Pollett if there were any questions raised by the Program Directors. Mr. Pollett said he was not present at that meeting. Dr. Jensen stated there were general questions regarding the structure of how it would function, but everyone seemed to be fine with the idea.

Dr. Jensen asked how graduate students would be made aware of this course and if it would be for all graduate students. Mr. Pollett said the course will be open to all graduate students who have an opportunity related to their major. The course will be promoted to graduate students through the career development specialist assigned to each college and through Career Net. Dr. Jensen asked if there were any stipulations related to students doing cooperative experiences in state or in another state. Mr. Pollett said no, but they would need the I-20 work authorizations.

MOTION: Dr. Allen made a motion to approve the agenda item submitted by Career Services. A second was made by Dr. Jim Harris. The motion to approve the New Course was approved.

C. College of Science and Mathematics

Dr. Michele McGibony presented the revised program agenda item and the PHYS 6133 new course item for the College of Science and Mathematics. Dr. Brian Koehler presented the PHYS 7090 new course item for the College of Science and Mathematics.

College of Science and Mathematics

Proposed New, Revised, or Deleted Program(s)

Applied Physical Science, M.S.

JUSTIFICATION:

The changes in this proposal are to clearly identify the program requirements that were developed to provide a Professional Science Master's (PSM) degree option (formerly labeled "non-thesis track" as approval to label the degree a PSM was not yet approved during the original program creation but which has now been received). Additional professional and management course options were also added to the PSM degree option. Finally, a new "non-thesis option" (coursework only) is being added for students who seek the additional science content of a traditional science masters degree but for whom research and the associated thesis is not the experience they desire. The overall result of these changes is to provide three degree options for this program: a Professional Science Master's, a Thesis, and a Non-Thesis option.

Department of Physics

New Course(s)

PHYS 6133 – Photonics, Plasmonics and Metamaterials

JUSTIFICATION:

This course will serve as an elective course in the Materials & Coating Science concentrations within the Master of Science in Applied Physical Science program.

PHYS 7090 – Selected Topics in Physics

JUSTIFICATION:

Currently, the Physics Department only has a 5000-level Selected Topics Course. The department desires to create a 7000-level Selected Topics Course for offering new or opportunistic courses to graduate students.

Dr. Anderson asked how the admission process would work when students are applying to the program, and if they would apply to the non-thesis track. Dr. McGibony stated they prefer not to have students in the non-thesis track, so they will not have that option listed on the application. Once students are admitted and if they are not doing well in the thesis-track then they would have an option to move to the non-thesis track.

Dr. Anderson asked if there are more students in the non-thesis track, will this affect other non-COSM courses (i.e. public health or writing courses). Dr. McGibony said she does not feel the enrollment in the non-thesis track will be very high. Dr. Lance McBrayer stated the Biology Master's Program has a non-thesis track and it has very low enrollment. Dr. McBrayer said it is not a track they encourage, but it is available to people who may want to go into public education and be a teacher in a high school.

Dr. Ming Fang He asked when the changes would take effect. Dr. McGibony said Fall 2016. There was a discussion of what options would be listed on the admission application. Mr. Aldridge stated the application will have to be modified to remove the non-thesis track and alter the program title.

Ms. Griffith asked if she could get a copy of the accrediting letter. Dr. McGibony said she would send her a copy.

There was a discussion of whether the enrollment in the Business or Writing courses would be impacted. Dr. McGibony said no. Dr. Christine Ludowise stated the colleges have been talking and there are no concerns.

MOTION: Dr. Flynn made a motion to approve the Revised Program agenda item submitted by the College of Science and Mathematics. A second was made by Dr. Magnant. The motion to approve the Revised Program was passed.

Dr. Jensen noticed a spelling error in the catalog description of the new Photonics course. The word introduction was misspelled. Dr. Koehler agreed to make the change.

MOTION: Dr. Fernekes made a motion to approve the New Course agenda items submitted by the College of Science and Mathematics, with the understanding that the typo is corrected. A second was made by Dr. He. The motion to approve the New Courses was passed.

D. College of Engineering and Information Technology

Dr. Jim Harris presented the Computer Science agenda items for the College of Engineering and Information Technology. Dr. Danda Rawat presented the Electrical Engineering agenda item for the College of Engineering and Information Technology.

Computer Science

New Course(s)

CSCI 7433 – Data and Database Security

JUSTIFICATION:

This course will serve as an elective in the Data and Knowledge Engineering concentration within the Master of Science in Computer Science (MSCS) program as a recommended course in the field of Cyber Security.

CSCI 7437 - Ethics and Research in CS

JUSTIFICATION:

This course is designed to support our MSCS program, specifically to cover research and writing skills and address non-technical basis for Cyber Security area electives.

CSCI 7535 - Applied Cryptography

JUSTIFICATION:

The need for cyber-security specialists is rapidly increasing. Georgia just recently announce a cyber-security initiative for higher education recognizing the extreme lack of supply of trained cyber-security professionals in Georgia and the intense demand. The addition of the Army cyber security training center at Fort Gordon with an expected 3000 to 4000 new civilian employees will create a need for an expanded cyber-security education in Georgia. Cryptography is the basis for all secure systems.

CSCI 7536 - Network and Computer Security

JUSTIFICATION:

This course has been offered several years as an elective 7090 course in our MSCS program and needs to be permanently placed in the catalog.

Electrical Engineering

Course Revision(s)

EENG 5242G – Power Systems

- Title, Course Description, Prerequisite(s)

JUSTIFICATION:

This course will provide students with more advanced topics related to power grids protection to prepare them for work in the power sector. It is an advanced course The aims of this course will be achieved based on modern methods and devices used in power system protection including relay types and responses, pilot wire, carrier systems, transmission lines, transformers, machines protection, and modern trends in protection technology. Moreover, exploring recent smarter development and flexible protective systems. The new course EENG 3337 - Power Systems Fundamentals provides a better foundation of prerequisite content necessary for this course than was provided by the more focused EENG 3241- Electric Machines course.

Dr. Anderson asked if there is enough faculty to support the demand. Dr. Harris said yes and they are in the process of hiring another faculty member.

Dr. Jensen stated the ratio contact hours on the CSCI 7535 curriculum page is listed as 3:3, but it should be 1:1. There was also a minor typo in the catalog description of CSCI 7433. Dr. Harris agreed to make the revisions.

MOTION: Dr. James Stephens made a motion to approve the New Course agenda items submitted by the College of Engineering and Information Technology, with the understanding that the contact hours on the CSCI 7535 curriculum form and the CSCI 7433 typo be corrected. A second was made by Dr. Li Li. The motion to approve the New Courses with the edits was passed.

MOTION: Dr. Fernekes made a motion to approve the Course Revision agenda item submitted by the College of Engineering and Information Technology. A second was made by Dr. Allen. The motion to approve the Course Revision was passed.

E. Jiann-Ping Hsu College of Public Health

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

New Course(s)

PUBH 7530 – Integrated Capstone Experience

JUSTIFICATION:

At present, all MPH students are required to complete a 3-credit Public Health Capstone Research Project (PUBH 7991). Completion of this experience requires students to identify a faculty research mentor and work with that faculty to plan, conduct, and present (written and oral) a research project. Since the adoption of this requirement in 2007, the delivery (implementation and evaluation) of PUBH 7991 has had considerable variation in process and overall quality. Factors related to variability include, but are not limited to, the following issues:

- (1) Differences in an individual student's interest in learning about and conducting research.
- (2) Differences in an individual student's ability to master complex concepts related to conducting research.
- (3) Differences in the mentoring approach used by individual faculty.
- (4) Differences in the overall expectations of individual faculty with respect to the research project.
- (5) Difference in the breadth of information on career preparation and expectation received by student.
- (6) Differences in the assessment of student performance throughout the research experience itself.

In addition to observable variability, anecdotal evidence suggest PUBH 7991 does not conform to a specific criterion (2.5) as outlined by the Council on Education for Public Health (CEPH), the college's accrediting body. The specific language of this criterion is as follows:

Culminating Experience. All graduate professional degree programs, both professional public health and other professional degree programs, identifying in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice.

As such, the college developed a new integrated approach to fulfilling this particular CEPH criterion and initiated a pilot test in the Fall 2014 semester. The focus and objectives of this pilot testing relied heavily on case analysis and professional development. Specifically, the experience was designed to refine a student's ability to apply general and specific public health knowledge, as well as to effectively integrate knowledge from other public health disciplines. In addition, this course identifies strengths and weaknesses in the required public health competencies, enhances critical thinking and problem solving skills, provide guidance on career development, and advances written and communication skills. The new course and content was evaluated throughout the semester. Group consensus was that the course, while challenging, was beneficial from the standpoint of inspiring the student to grow as skilled public health practitioner and leader. Moreover, students responded favorably to group work designed to facilitate integration of disciplines, as well as acknowledging that self-efficacy with respect to problem solving and critical thinking improved. Another pilot test of this new integrated approach is presently underway (Fall 2015).

Proposed Revised Program(s)

Public Health, MPH

JUSTIFICATION:

At present, all MPH students are required to complete a 3-credit Public Health Capstone Research Project (PUBH 7991). Completion of this experience requires students to identify a faculty research mentor and work with that faculty to plan, conduct, and present (written and oral) a research project. Since the adoption of this requirement in 2007, the delivery (implementation and evaluation) of PUBH 7991 has had considerable variation in process and overall quality. Factors related to variability include, but are not limited to, the following issues:

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Biostatistics, MPH

JUSTIFICATION:

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integrate knowledge from other public health disciplines. In addition, this course identifies strengths and weaknesses in the required public health competencies, enhances critical thinking and problem solving skills, provide guidance on career development, and advances written and communication skills. The new course and content was evaluated throughout the semester. Group consensus was that the course, while challenging, was beneficial from the standpoint of inspiring the student to grow as skilled public health practitioner and leader. Moreover, students responded favorably to group work designed to facilitate integration of disciplines, as well as acknowledging that self-efficacy with respect to problem solving and critical thinking improved. Another pilot test of this new integrated approach is presently underway (Fall 2015).

Community Health, MPH

JUSTIFICATION:

At present, all MPH students are required to complete a 3-credit Public Health Capstone Research Project (PUBH 7991). Completion of this experience requires students to identify a faculty research mentor and work with that faculty to plan, conduct, and present (written and oral) a research project. Since the adoption of this requirement in 2007, the delivery (implementation and evaluation) of PUBH 7991 has had considerable variation in process and overall quality. Factors related to variability include, but are not limited to, the following issues:

- (1) Differences in an individual student's interest in learning about and conducting research.
- (2) Differences in an individual student's ability to master complex concepts related to conducting research.
- (3) Differences in the mentoring approach used by individual faculty.
- (4) Differences in the overall expectations of individual faculty with respect to the research project.
- (5) Difference in the breadth of information on career preparation and expectation received by student.
- (6) Differences in the assessment of student performance throughout the research experience itself.

In addition to observable variability, anecdotal evidence suggest PUBH 7991 does not conform to a specific criterion (2.5) as outlined by the Council on Education for Public Health (CEPH), the college's accrediting body. The specific language of this criterion is as follows:

Culminating Experience. All graduate professional degree programs, both professional public health and other professional degree programs, identifying in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice.

As such, the college developed a new integrated approach to fulfilling this particular CEPH criterion and initiated a pilot test in the Fall 2014 semester. The focus and objectives of this pilot testing relied heavily on case analysis and professional development. Specifically, the experience was designed to refine a student's ability to apply general and specific public health knowledge, as well as to effectively integrate knowledge from other public health disciplines. In addition, this course identifies strengths and weaknesses in the required public health competencies, enhances critical thinking and problem solving skills, provide guidance on career development, and advances written and communication skills. The new course and content was evaluated throughout the semester. Group consensus was that the course, while challenging, was beneficial from the standpoint of inspiring the student to grow as skilled public health practitioner and leader. Moreover, students responded favorably to group work designed to facilitate integration of disciplines, as well as acknowledging that self-efficacy with respect to problem solving and critical thinking improved. Another pilot test of this new integrated approach is presently underway (Fall 2015).

Environmental Health, MPH

JUSTIFICATION:

At present, all MPH students are required to complete a 3-credit Public Health Capstone Research Project (PUBH 7991). Completion of this experience requires students to identify a faculty research mentor and work with that faculty to plan, conduct, and present (written and oral) a research project. Since the adoption of this requirement in 2007, the delivery (implementation and evaluation) of PUBH 7991 has had considerable variation in process and overall quality. Factors related to variability include, but are not limited to, the following issues:

- (1) Differences in an individual student's interest in learning about and conducting research.
- (2) Differences in an individual student's ability to master complex concepts related to conducting

research.

- (3) Differences in the mentoring approach used by individual faculty.
- (4) Differences in the overall expectations of individual faculty with respect to the research project.
- (5) Difference in the breadth of information on career preparation and expectation received by student.
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Epidemiology, MPH

JUSTIFICATION:

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- (6) Differences in the assessment of student performance throughout the research experience itself.

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integrate knowledge from other public health disciplines. In addition, this course identifies strengths and weaknesses in the required public health competencies, enhances critical thinking and problem solving skills, provide guidance on career development, and advances written and communication skills. The new course and content was evaluated throughout the semester. Group consensus was that the course, while challenging, was beneficial from the standpoint of inspiring the student to grow as skilled public health practitioner and leader. Moreover, students responded favorably to group work designed to facilitate integration of disciplines, as well as acknowledging that self-efficacy with respect to problem solving and critical thinking improved. Another pilot test of this new integrated approach is presently underway (Fall 2015).

Health Policy & Management, MPH

JUSTIFICATION:

At present, all MPH students are required to complete a 3-credit Public Health Capstone Research Project (PUBH 7991). Completion of this experience requires students to identify a faculty research mentor and work with that faculty to plan, conduct, and present (written and oral) a research project. Since the adoption of this requirement in 2007, the delivery (implementation and evaluation) of PUBH 7991 has had considerable variation in process and overall quality. Factors related to variability include, but are not limited to, the following issues:

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- (2) Differences in an individual student's ability to master complex concepts related to conducting research.
- (3) Differences in the mentoring approach used by individual faculty.
- (4) Differences in the overall expectations of individual faculty with respect to the research project.
- (5) Difference in the breadth of information on career preparation and expectation received by student.
- (6) Differences in the assessment of student performance throughout the research experience itself.

In addition to observable variability, anecdotal evidence suggest PUBH 7991 does not conform to a specific criterion (2.5) as outlined by the Council on Education for Public Health (CEPH), the college's accrediting body. The specific language of this criterion is as follows:

Culminating Experience. All graduate professional degree programs, both professional public health and other professional degree programs, identifying in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice.

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Proposed New Program(s)

Certificate in Public Health

JUSTIFICATION:

Offering a Certificate in Public Health aligns with the workforce development aspect within the mission of the Jiann-Ping Hsu College of Public Health. This Certificate would serve as a way for current working professionals to increase their knowledge of public health without having to enroll in the M.P.H. program. This Certificate would serve as a bridge between undergraduate studies and graduate studies for those students that are not ready to commit to a graduate degree. This Certificate would also allow individuals interested in taking the Certification Exam for Public Health (CPH) to sit for the exam as they would have completed the core public health classes. Lastly, the trend in public health education

in the United States is to offer a certificate program so this would aid in keeping our College competitive.

Dr. Anderson stated the PUBH 7991 course was removed in the Program Revisions. He asked if this course was being deactivated. Dr. Tedders said no, they are only removing the course from the degree requirements.

Dr. Tedders said there was some language issues in the admission criteria and he will be working with Mr. Aldridge and Dr. Jensen to correct the language.

Dr. Anderson asked if the certificate courses would be considered in the student's admission into the MPH program. Dr. Tedders said yes.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health, with the understanding that the admission requirements be revised. A second was made by Dr. Stephens. The motion to approve the New Course, Revised Programs, and New Certificate with revisions was passed.

F. College of Health and Human Sciences

Dr. Deborah Allen presented the School of Nursing agenda items for the College of Health and Human Sciences. Dr. Stephen Rossi presented the School of Health and Kinesiology agenda items for the College of Health and Human Sciences.

School of Nursing

New Course(s)

NURS 6240 – Chronic Care Management

JUSTIFICATION:

Required for the major

NURS 6241 – Chronic Care Management Capstone

JUSTIFICATION:

Required for the major

NURS 6260 – Chronic Care Management II

JUSTIFICATION:

Required for the major

Course Reactivation(s)

NURS 6133 – Health Care Organization and Policy for APN

JUSTIFICATION:

Re-activating the MSN program with a different Clinical focus. This a core course for the MSN Degree.

NURS 6136 – Family Health Promotion for APN

JUSTIFICATION:

Re-activating the MSN program with a different Clinical focus. This a core course for the MSN Degree.

Course Revision(s)

NURS 6133 – Health Care Organization and Policy for APN

➤ Level

JUSTIFICATION:

Course schedule type needed to be changed from seminar to asynchronous instruction

NURS 6136 – Family Health Promotion for APN

➤ Level

JUSTIFICATION:

Course schedule type needed to be changed from seminar to asynchronous instruction

NURS 8136 – Family Theory and Issues Management

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9126 – Biomedical Ethics in Practice and Leadership

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9131 – Biometrics for Advanced Practice Nursing

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9132 – Leadership and Management in Practice Transition

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9134 – Health Care Organization, Financing, and Policy Development

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9135 – Outcomes Management Strategies for Improved Health Care

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9136 – Population Focused Collaborative Initiative

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9137 – Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9138 - Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

NURS 9231 – Advanced Nursing Practice and DNP Role Transition

➤ Level

JUSTIFICATION:

The course needs to be available to students in the masters, BSN to DNP, and Post MSN DNP programs. The effective date reflects changes made due to accreditation visit.

Proposed New, Revised, or Deleted Program(s)

Nursing (Online), MSN

JUSTIFICATION:

According to the Centers for Medicare and Medicaid Services (May, 2015) chronic care management is a critical component of primary care. Implementing effective chronic care management will contribute to better health and care for individuals as well as reducing healthcare costs. The effective date reflects changes made due to accreditation visit.

Nursing, BSN to DNP

JUSTIFICATION:

The BSN to DNP additional doctoral courses were not in the original submission when the program was proposed. The credit hours were in error.

School of Health and Kinesiology

New Course(s)

KINS 7898 – Project in Athletic Training

JUSTIFICATION:

This course will be an alternative for the thesis option and will be required for the major. Currently, changes in the program of study due to assessment of successful completion of the MS in Kinesiology, concentration in Athletic Training are ongoing. After thorough review, success rates of successful completion to matriculate in two years has averaged 70%. As a result, we desire to offer a project option for the students to address the research (student learning outcome 1) component of the assessment plan. This will be an option in lieu of the thesis requirement for the major.

Course Deletion(s)

KINS 7538 – Clinical Gait Analysis

JUSTIFICATION:

This course is no longer taught in the curriculum. The students receive biomechanics in KINS 7234 or KINS 7235. This course is not required for completion of the curriculum.

Course Revision(s)

SMGT 6132 - Current Trends in Sport Administration

➤ Title

JUSTIFICATION:

Updating the title to stay consistent with the sport industry

NTFS 7314 - Applied Medical Nutrition Therapy

➤ Credit Hours, number

JUSTIFICATION:

Based on feedback from current students and internship preceptors, it appears that students need more time in the classroom for topics related to medical nutrition therapy than they currently receive in the GSU Dietetic Internship Graduate Certificate Program. The additional coursework is necessary to prepare students more thoroughly to enter their clinical nutrition supervised practice rotations. The content from this course represents approximately 50% of the content on their professional registration examination and warrants more than 1 hour credit in the curriculum.

NTFS 7335 – Nutrition in the Community

➤ Title, Catalog description

JUSTIFICATION:

The course title did not adequately convey the role of public health in community nutrition or in this course. The title was changed to better reflect the current content and intent of this course, including public health topics taught within the course. This change also reflects a general change in the profession of dietetics to more formally include public health topics in nutrition and dietetic education and practice (see <http://www.phcnpg.org/> for the Public Health/Community Nutrition Practice Group). Additionally, this course will not provide significant experiential learning in the community in the future.

KINS 7336 – Current Issues in Athletic Training

➤ Repeatable for Credit

JUSTIFICATION:

Currently, this course focuses on concussion and traumatic brain injury as the current topic. However, based upon changes in the assessment plan and student learning outcomes for the program, we would like to offer address additional current issues in athletic training such as sudden cardiac death, diabetic patients, sickle cell issues, changes in policies and procedures, new technology etc. This will allow the

program to expand the breadth of knowledge our students will need to become competent and experienced clinicians working across all areas of healthcare.

Proposed New, Revised, or Deleted Program(s)

Coaching Education Certificate

JUSTIFICATION:

There has not been any students in this program for several years.

Dietetic Graduate Certificate Program

JUSTIFICATION:

Justification for revision of coursework requirements for the Georgia Southern Dietetic Internship Graduate Certificate Program concerns the need to adjust the 13 graduate credits as follows:

1) Increase the number of hours for NTFS 7314 - Applied Medical Nutrition Therapy from 1 hr credit to 4 hrs credit due to the need to cover more content than is possible in the 1 hr format; drop NTFS 7430 Health Behavior in Nutrition that contains content that can be covered in another course. At the conclusion of the program, the interns must take a professional registration examination of which 50% of the questions are from the domain of the content of the Applied Medical Nutrition Therapy course. Based on feedback from current students and internship preceptors, it appears that students need more time in the classroom for topics related to medical nutrition therapy than they currently receive in the GSU Dietetic Internship Graduate Certificate Program in order to prepare students more thoroughly to enter their clinical nutrition supervised practice rotations.

2) Change the title for NTFS 7335 Nutrition in the Community to NTFS 7335 Public Health & Community Nutrition to more accurately reflect the existing course content. The course title did not adequately convey the role of public health in community nutrition or in this course. The title was changed to better reflect the current content and intent of this course, including public health topics taught within the course. This change also reflects a general change in the profession of dietetics to more formally include public health topics in nutrition and dietetic education and practice (see <http://www.phcnpg.org/> for the Public Health/Community Nutrition Practice Group). The prerequisite was changed to allow other majors to enroll in this course, if deemed appropriate by the Instructor.

M.S.K, Athletic Training

JUSTIFICATION:

The program of study has been updated to align the college catalog with the curriculum outcomes and goals of the program. Further, due to changes in the assessment plan to represent the goals and mission of the program and become consistent with other MS programs in Kinesiology, we are addressing student learning outcomes to affective improve the program. Further, the clinical responsibilities of students in the program will align more readily with a project option to successfully matriculate through the program. Additional changes include allowing the current issues course to be repeated for credit which will support SLO 2 where expansion of therapeutic and general medical patient care can be explored rather than just concussion assessment and management. Lastly, addressing content issues in the biomechanics course and are moving a course that has been in the catalog but not taught for several years will provide a more comprehensive and thorough description of our program.

Dr. Allen stated typographical errors were found in the School of Nursing submission. Dr. Stephen Rossi will correct the errors.

MOTION: Dr. Stephens made a motion to approve the School of Nursing agenda items submitted by the College of Health and Human Sciences, with the understanding that the typographical errors be corrected. A second was made by Dr. Flynn. The motion to approve the New Courses, Course Reactivations, Course Revisions, and Revised Programs was passed.

Dr. Anderson asked if there are any students currently enrolled in the KINS 7538. Dr. Rossi said no.

Dr. Magnant asked if the reason for deleting the certificate was because no one was enrolled in the certificate program. Dr. Rossi said yes, there have not been any students enrolled in the certificate within the last three years and there are some SACSCOC requirements.

MOTION: Dr. He made a motion to approve the School of Health and Kinesiology Nursing agenda items submitted by the College of Health and Human Sciences. A second was made by Dr. Rawat. The motion to approve the items was passed.

ADDENDUM: Following the meeting the College of Graduate Studies contacted Dr. Rossi and Dr. Allen with a couple of suggested edits concerning two of the College of Health and Human Sciences' agenda items:

- 1) Regarding the Nursing, BSN to DNP Program Revision - Under the "Other Program Requirements" section, adding the language in red: *"However, the student MUST contact the Graduate Program Director **and submit an application for graduation NO LATER THAN . . .**"*
- 2) Regarding the Dietetic Graduate Certificate Program Revision – Replace the lengthy Georgia Southern DI application fee URL listed in Item #10 with a cleaner URL:
<http://www.georgiasouthern.edu/cogs/dieteticsapp.php>.

Dr. Rossi and Dr. Allen agreed via email correspondence with the suggested edits.

G. College of Education

Dr. Cordelia Zinskie and Dr. Tracy Linderholm presented the Department of Curriculum, Foundations, and Reading agenda items for the College of Education.

Dr. Linderholm presented the Department of Leadership, Technology, and Human Development & the Department of Teaching and Learning agenda items for the College of Education.

Dr. Julie Garlen also presented the Teaching MAT Program Revision for the Department of Teaching and Learning.

Dr. James Jupp also presented the tentative proposal for the Teaching Culturally and Linguistically Diverse Students M.Ed. New Program for the Department of Teaching and Learning.

Department of Curriculum, Foundations, and Reading

Course Revision

EDUR 8434- Field Based Educational Research

➤ prerequisite

JUSTIFICATION:

Change in prerequisite required due to revised Ed.S. policies and procedures.

New Course

EDUR 8331- Applied Measurement

JUSTIFICATION:

This is a required course in the Evaluation, Assessment, Research, and Learning M.Ed.

EDUR 8231- Applied Qualitative Research Methods

JUSTIFICATION:

This course will provide practical experiences in applying qualitative research methods to complete evaluations and other research reports.

EDUR 7999- Thesis/Research Project

JUSTIFICATION:

This course is included as one of the culminating experience options for the Evaluation, Assessment, Research, and Learning M.Ed.

READ 7630- The Literature of Social Reflection

JUSTIFICATION:

This course will be a restricted elective in the Reading MED program and Reading EdS. It will also serve as an elective for other programs and colleges.

Proposed New, Revised, or Deleted Programs

Curriculum Studies Ed.D.

JUSTIFICATION:

Revision to ESED 9233, course title and description: A course name is being revised on the Program of Study. Based on student and faculty feedback, the Curriculum Studies program committee has determined that the current course focus does not meet the needs of doctoral candidates due to a lack

of continuity with overall program goals and objectives. The new title and course description offers a more critical approach to analyzing teaching and learning that aligns with certification requirements and program goals. The new course title for ESED 9233 is being changed on the program of study.

Reading Education M.Ed. (Online)

JUSTIFICATION:

This course "READ 7630" was successfully taught three times as a special topics course and the reading faculty voted to include the course in our restricted electives.

Instructional Improvement M.Ed.

JUSTIFICATION:

We are proposing a substantive change to the existing (currently deactivated) M.Ed. in Instructional Improvement. As part of this substantive change, we also propose changing degree name to Evaluation, Assessment, Research, and Learning. This degree will offer a broader, more contemporary perspective on instructional improvement, focusing on the tools, processes, and policies that inform decision making of stakeholders in P-12 and higher education as well as fields outside of education.

While the program of study for the deactivated master's program included content to support teachers in addressing instructional needs at the classroom level, the curriculum for the revised program of study approaches improvement of instruction, and ultimately learning, by emphasizing the tools that underlie the continuous improvement of instructional practices. Data continue to play a central role in the improvement of instruction, and the credibility and usefulness of data depend upon the quality of the assessment tools and processes employed. Graduates of the program will possess the knowledge and skills needed to develop and implement research, assessment, and evaluation practices designed to determine and address the needs of learners in a variety of complex educational environments.

Applied Research and Evaluation Certificate

JUSTIFICATION:

This certificate offers students the opportunity to develop fundamental research strategies and apply this knowledge in various situations. Courses in the program provide students with hands-on experience collecting and analyzing data, interpreting data, and preparing findings for research reports. These skills will be useful for individuals seeking or employed in a professional position where evaluation and assessment are required to monitor and maintain high quality services.

Department of Leadership, Technology, and Human Development

Course Revision

COUN 8839 – Action Research

- repeatable for credit, catalog description

JUSTIFICATION:

To encourage students to complete projects in a timely manner, students will be limited to register for this course twice during the program of study.

EDLD 8839- Directed Research in Educational Leadership

- repeatable for credit, catalog description

JUSTIFICATION:

The purpose of creating a maximum number of times for this course is to encourage students to complete projects in a timely manner. Students will be limited to register for this course twice during the program of study.

ESPY 8839-Action Research in School Psychology

- repeatable for credit, catalog description

JUSTIFICATION:

To encourage students to complete projects in a timely manner, students will be limited to register for this course twice during the program of study.

ITEC 8838- Field-Based Research in School Library Media

- repeatable for credit, catalog description

JUSTIFICATION:

These changes are being made to encourage students to complete projects in a timely manner. Students will be limited to register for this course twice during the program of study.

ITEC 8839- Field-Based Research in Instructional Technology

- repeatable for credit, catalog description

JUSTIFICATION:

These changes are being made to encourage students to complete projects in a timely manner. Students will be limited to register for this course twice during the program of study.

New Course

ITEC 7539- Technology for Higher Education Leaders

JUSTIFICATION:

This new course is being proposed for the M.Ed. in Higher Education program as a replacement for the ITEC 7430 or ITEC 7530 requirement on the program of study. The course will be aligned with the newly approved American College Personnel Association/Student Affairs Administrators in Higher Education (ACPA/NASPA) Technology Competencies, which did not exist until recently, and thus will be more relevant than the ITEC courses currently included on the program of study for M.Ed. Higher Education students. ACPA and NASPA are the leading national organizations for Higher Education Administration/Student Affairs. The course will be a required course for the M.Ed. in Higher Education.

Proposed New, Revised, or Deleted Programs

School Psychology Ed.S.

JUSTIFICATION:

The SPED 6130 course has never been included in the program of study for Ed.S. in School Psychology students. However, the PSC previously required graduates to have the course for certification purposes. The PSC has now removed this requirement. Therefore the course along with the certification requirement needs to be removed from the Graduate catalog program description.

Higher Education Administration M.Ed.

JUSTIFICATION:

Currently MED HIED students must take an ITEC course as part of their professional education core. Either:

ITEC 7430 – Instructional Design

An introduction to systems theory as applied to the design of instructor. Examines principles of systems theory in the context of the design, development, selection and utilization of curriculum, instruction and instructional materials.

OR

ITEC 7530 – ITEC Foundations

Instructional technology for Educators is an introduction to the use of the computer in the instructional process. The course focuses on the uses of the computer as a medium of instruction. Meets the Special Georgia Technology Requirement for Teacher Certification.

MED HIED students regularly comment that these two courses are heavily focused on P-12 education. In addition ITEC faculty struggle at times to make assignments fit the needs of HIED students. There is a need for technology education specific to higher education administrators as evidenced by the professional organizations for the field's (ACPA/NASPA) recent inclusion of technology competencies in their standards.

This new ITEC course provides students with an overview of specific issues surrounding technology in higher education, and some hands-on experience with technology tools available to enhance productivity, creativity, and classroom and online learning. This course examines issues related to the use of technology in teaching and learning both in academic and in extracurricular settings. In addition this course will guide students in the development of effective technology-enhanced learning activities both in and out of the classroom. It will be aligned with the newly approved ACPA/NASPA Technology Competencies.

Topics covered in the course may include:

Online Learning and Meeting needs of Online Learners
Professional Development Communities

Promotion and Understanding Digital Literacy/Digital Citizenship
Emerging Tech Tools (using Web Tools and Social Media to Enhance Learning)
ADA Compliance and Technology

With the creation of this course ITEC 7430 and ITEC 7530 would be moved out of the professional core and added to specialized content electives in the event HIED students wanted additional courses in ITEC. We would insert the new course into the Professional Education Core (as a required course for all MED HIED students along with EDUR 7130 and EDUF 7130).

Both the EDLD and ITEC faculty voted unanimously in favor of this change. The new course would be housed in ITEC.

Department of Teaching and Learning

Course Revision

ESED 8839- Seminar and Field Study

➤ repeatable for credit, catalog description

JUSTIFICATION:

To encourage students to complete projects in a timely manner. Students will be limited to register for this course twice during the program of study.

ESED 9233- Scholarship of Teaching and Learning

➤ title, catalog description

JUSTIFICATION:

Based on student and faculty feedback, the Curriculum Studies program committee has determined that the current course focus does not meet the needs of doctoral candidates due to a lack of continuity with overall program goals and objectives. The new title and course description offers a more critical approach to analyzing teaching and learning that aligns with certification requirements and program goals.

MGED 6799- Supervised Internship

➤ corequisite, catalog description

JUSTIFICATION:

This is a request to remove MSED 7635 as a co-requisite with MGED 6799. MSED 7635 requires a field experience in order to complete the action research project associated with the course. Interns in MGED 6799 who are employed as the teacher of record in a school setting may take the MSED 7635 course in a semester after MGED 6799, rather than during the same semester as Internship (MGED 6799).

SCED 6799- Supervised Internship

➤ corequisite, catalog description

JUSTIFICATION:

This is a request to remove MSED 7635 as a co-requisite with SCED 6799. MSED 7635 requires a field experience in order to complete the action research project associated with the course. Interns in SCED 6799 who are employed as the teacher of record in a school setting may take the MSED 7635 course in a semester after SCED 6799, rather than during the same semester as Internship (SCED 6799).

New Course

ECED 6130- Culturally Relevant Pedagogy in Elementary Education

JUSTIFICATION:

Required introductory course for new MAT in Early Childhood Education

ECED 7332- Problem Solving and Mathematical Representations in the Elementary Classroom

JUSTIFICATION:

Required course for new MAT in Early Childhood Education

ECED 7766- Internship in Early Childhood Education

JUSTIFICATION:

Required field placement for new MAT in Early Childhood Education

EDUF 7131- Assessment and Management of Elementary Learners

JUSTIFICATION:

This is a new course focused on classroom assessment and classroom management of elementary learners, grades K-5. This course is required for students in the Early Childhood Education Master of Arts in Teaching program.

EDUF 7132- Critical Approaches to Early Childhood Development and Learning

JUSTIFICATION:

Early childhood majors need an understanding of early childhood developmental and learning theories in order to plan developmentally appropriate learning activities. This survey course will provide a foundational understanding of theoretical concepts and practical application of these concepts in the early childhood learning environment. A field experience, in which candidates will begin the planning process by examining the learning environment, will accompany the course. This course is required for candidates in the Early Childhood Education Master of Arts in Teaching program.

Proposed New, Revised, or Deleted Programs

Teaching MAT (New Concentration- Early Childhood Education)

JUSTIFICATION:

This is a new concentration for the existing Teaching M.A.T. program. This concentration meets a documented need for additional certified teachers to fill the existing shortage of early childhood educators as well as a demand for an online MAT program in Early Childhood Education that leads to certification in Georgia.

Curriculum and Instruction-Accomplished Teaching M.Ed. (Online)

JUSTIFICATION:

The collaborative program between the three universities of Valdosta State, Columbus State, and Georgia Southern University determined that raising the minimum required GPA to 2.75 will bring the required GPA into line with other similar degree programs without affecting the population of candidates who are currently applying for the program. The students who apply and who are admitted to this program who bring a GPA lower than 2.75 have been documented as less than 1% over the past 8 semesters.

Teaching Culturally and Linguistically Diverse Students M.Ed. (tentative proposal pending invitation to submit full proposal to USG)

JUSTIFICATION:

Broadly speaking, the justification and rationale for the M.Ed. in Teaching Culturally and Linguistically Diverse Students (T-CLAD) is based on (a) demographic shifts in Georgia coupled with growth in educational service jobs, (b) documented market demand for English for Speakers of Other Languages (ESOL) based programs, and (c) scarcity of a practical outcomes-based ESOL-related master's degree programs in South Georgia.

First, demographic shifts in Georgia, related educational challenges, and growth in educational service jobs all provide strong support for the M.Ed. in T-CLAD.

- Specifically, in 1990 Hispanics made up only 1.7% of the Georgia population, and in 2010, Hispanics made up 8.8% of the population.
- Outpacing growth at the state level, in 2013 Hispanic students made up 13% of Georgia public school students.
- Hispanics represented growth in all counties except Randolph County, and eighteen counties served between 18% and 68% Hispanic students.
- Between 1990 and 2010, the Asian population increased by 290% from 73,764 to 365,497 in 2010.
- Outpacing growth at the state level, in 2013 Asian students made up 4% of Georgia students.
- The Asian population grew in all counties, and eleven counties had between 3% and 5% Asian students, and four counties had between 6% and 10% Asian students.
- Hispanic and ELL students posted the worst cohort completion rates in Georgia at 58% and 32%, respectively.
- Posing a particular challenge to Designers of the M.Ed., the Georgia Department of Labor Statistics does not yet collect data on teachers of English Language Learners (ELL). Despite Georgia's gap in data collection, overall growth in teacher demand is clearly noted, especially at the elementary level.

- o Elementary and secondary school teacher demand is projected at an average annual growth rate of 2.3% per year between 2012 and 2022, and this growth rate represents an average of 6796 new jobs per year.
- o Preschool teacher (daycare) demand is projected at an annual growth rate of 2.6%, and this growth rate represents an average of 909 new jobs per year.
- o The Georgia Department of Labor Statistics listed the following “hot careers” in Georgia for the decade between 2012 and 2022: elementary and secondary school administrators (370 openings per year), educational and school guidance counselors (320 openings per year), instructional coordinators (150 openings per year), and elementary school teachers (2320 openings per year).

Given this strong growth of educational services coupled with the sudden and rapid increase in cultural and linguistic minority students, Designers of the M.Ed. hold that now is the time to develop an M.Ed. to capacitate teachers, instructional coaches, administrators, and educational leaders to better serve these groups.

Second, private market research on ESOL-related masters degrees demonstrated strong growth in our region and also in “no incentives” states. The Eduventures marketing survey, privately funded by GaSoU, demonstrated demand for skills associated with the M.Ed.

- 43% of all those surveyed indicated that they needed stronger skill sets in both “instruction for a diverse classroom” or “teaching ELLs.”
- 47% of Principals and Superintendents indicated a need for teachers to have professional development in instruction for a diverse classroom.
- ESOL-related master’s programs demonstrated 50% growth rate in the region between 2009 and 2013.
- ESOL-related master’s programs demonstrated 280% growth rate in “no-incentives” states between 2009 and 2013.

Eduventures research demonstrate clear and growing demand for the existing ESOL-related degrees suggesting that this is a solid path for growth in GaSoU’s graduate credit hour production.

Third, the M.Ed. in T-CLAD represents the only K12 practical- and outcomes-based ESOL-related master’s program south of I-20 in Georgia. Briefly, there are only three ESOL-related master’s degree programs in Georgia (KSU, UGA, and GSU). In close examination of each program of study, GSU’s MA is in applied linguistics (not K12 education), and UGA’s is focused on experimental research epistemology (not outcomes-based education). Only KSU’s program provides a similar applications- and outcomes-based program to the GaSoU proposal. Given geographical demands of South Georgia and its growing English Language Learner, Hispanic, and Asian populations, we sustain that GaSoU’s geographic region is currently underserved, and we pose that the M.Ed. in T-CLAD is necessary to better serve cultural and linguistic minority students in our region.

The handout below was distributed for the Department of Curriculum, Foundations, and Reading submission.

Overview

Master's in Education: Evaluation, Assessment, Research, and Learning

Introduction

The CFR M.Ed. committee requests to move forward with proposing a substantive change to the existing (currently deactivated) M.Ed. in Instructional Improvement. As part of this substantive change, we also propose changing degree name to Evaluation, Assessment, Research, and Learning). This degree will offer a broader, more contemporary perspective on instructional improvement, focusing on the tools, processes, and policies that inform decision making of stakeholders in P-12 and higher education as well as fields outside of education.

Rationale for Curriculum Modification

While the program of study for the deactivated master's program included content to support teachers in addressing instructional needs at the classroom level, the curriculum for the revised program of study approaches improvement of instruction, and ultimately learning, by emphasizing the tools that underlie the continuous improvement of instructional practices. Data continue to play a central role in the improvement of instruction, and the credibility and usefulness of data depend upon the quality of the assessment tools and processes employed. Graduates of the program will possess the knowledge and skills needed to develop and implement research, assessment, and evaluation practices designed to determine and address the needs of learners in a variety of complex educational environments.

Program Overview

The Evaluation, Assessment, Research, and Learning (EARL) program in the College of Education at Georgia Southern University is a fully online degree program that leads to a Master's degree in Education. [Note: This program is a non-certification program that does not lead to a certificate upgrade.] The program is housed in the Department of Curriculum, Foundations, and Reading and is offered collaboratively by Educational Research and Educational Psychology faculty. The program provides students rigorous training in research and learning that can be used for assessment and evaluation in a variety of settings. The program prepares students for professional positions in public and private institutions where systematic assessment for accountability purposes is required to monitor and maintain high quality services. Graduates of the program will be capable of functioning in demanding social science research environs such as public schools and school districts, higher education institutions, private research and assessment firms, not-for-profit organizations, and government positions.

Program Mission

Georgia Southern University is committed to advancing the State of Georgia by fostering access to its educational programs that enhance quality of life in the region by promoting student growth and preparation for positions that support education, human and health care services, cultural, scientific, and technological advancement, and overall regional development. The EARL program supports this mission by aiming to prepare students for the growing number of professional research positions that require ongoing systematic assessment to maintain accountability and the successful delivery of human services.

The growing trend toward accountability, not just in public education, but in other social institutions such as higher education systems, state and local governments, health care organizations, corrections departments, and the like, requires that employees have the necessary skills and abilities to design and create assessment protocols, gather and analyze data, and make informed decisions based on empirical evidence. The overarching goal of the EARL program is to prepare students for the demands of systematic assessment in a variety of social science research settings.

Examples of Employment Opportunities for M.Ed. Students

Here is a list of Georgia-based organizations that sought candidates with master's degrees in evaluation, assessment, and/or research methods during the past two years. This list provides a sampling of the types of positions that may be available for graduates once they complete the program.

- Gwinnett County Public Schools/Executive Director of Accountability & Assessment
- Savannah-Chatham County Public Schools/Psychometric Statistician
- Atlanta Public Schools/Senior Data Strategist
- Governor's Office of Student Achievement/Research & Data Specialist
- Georgia College and State University/Assistant Vice President of Institutional Research
- Southern Regional Education Board (SREB)/Research Associate
- Savannah College of Art & Design/Senior Assessment Coordinator
- Spelman College/Institutional Research Project Specialist
- Georgia State University/Institutional Research Associate
- Emory University/Institutional Research Analyst
- University of West Georgia/Strategic Planning Analyst, Student Affairs & Enrollment Management
- Georgia Tech – Office of Undergraduate Education/Data and Assessment Coordinator/Analyst
- Families First (non-profit family service agency)/Data Analyst
- ICF International (consulting firm)/Evaluation Specialist

Timeline

EPC: 10/22/15

COE Curriculum Committee: 11/13/15

University Graduate Committee: 1/21/16

Faculty Senate/Provost/President Review: Spring 16

USG Review: Spring/Summer 16 (requires at least 6 months)

Planned Launch: Spring 17

Dr. Tracy Linderholm stated they received feedback regarding the course description for READ 7630. She said the Program Director is willing to revise the description, and the revised submission will be sent to the College of Graduate Studies.

Mr. Aldridge asked if the Department of Curriculum, Foundations, and Reading envisions the admission into the Curriculum, Ed.D. Program being competitive. Dr. Zinskie said yes, they would not plan to admit students into this program with a GPA lower than 3.0.

Dr. Ludowise stated Dean Curtis Ricker has concerns with a course having the word "Literature" in the title that is not offered by the Department of Literature and Philosophy. Dr. Ludowise asked if they would consider changing things around so that the word "Literature" is not in the title. Dr. Flynn suggested using "Culture", instead of "Literature". Dr. Linderholm will discuss revisions of the READ 7630 title with the Program Director, Dr. Anderson, and Dr. Jensen to satisfy Dean Ricker's concerns.

In reference to the reactivation of the Instructional Improvement M.Ed. Program, Dr. Jensen asked for clarification of when an old degree becomes a new degree. Ms. Griffith said the Board of Regents has a two-step process for new degrees. Instead of going that route, the Provost Office will submit the College's item as a BOR subsidized change and list it as a program reorganization and rename. Ms. Griffith said if the BOR does not approve the item, then the College will have to begin the submission process for a new program. Dr. Linderholm said the faculty in the program are aware of the risk and willing to take it.

MOTION: Dr. Magnant made a motion to approve the Department of Curriculum, Foundations, and Reading agenda items submitted by the College of Education, with the understanding that the College comes to an agreement with Dean Ricker and the Program Director regarding the title change to New Course READ 7630. A second was made by Dr. Harris. The motion to approve the items with revisions was passed.

MOTION: Dr. He made a motion to approve the Department of Leadership, Technology, and Human Development agenda items submitted by the College of Education. A second was made by Dr. Meca Williams-Johnson. The motion to approve the items was passed.

Dr. Linderholm stated there was a typo regarding the credit hours of the new proposal for the M.Ed. in Teaching and Culturally and Linguistically Diverse Students. The curriculum form on the tentative proposal states the program is 39 hours; however, the credit hours should be listed at 36. Dr. Linderholm said the College will make the correction.

Dr. He raised a concern regarding the ESED 9233 Course Revision in regards to staffing.

MOTION: Dr. Harris made a motion to approve the Department of Teaching and Learning agenda items submitted by the College of Education, with the understanding that the credit hour typo is corrected. A second was made by Dr. Allen. The motion to approve the items was passed.

ADDENDUM: Following the meeting Dr. Tracy Linderholm contacted the College of Graduate Studies to request the READ 7630 New Course be tabled from the January 21, 2016 College of Education curriculum submission. The two deans involved in the title issue with READ 7630 have been unable to meet and the College felt it would be better to table this item at this time.

V. OLD BUSINESS

- A. Prior Learning Assessment Sub-Committee Update** – Dr. Dawn Tysinger provided a brief update on the progress of the Prior Learning Assessment report. Dr. Tysinger, Dr. Allen, and Dr. Thomas Koballa have been working on this project since last spring. Dr. Williams-Johnson and Dr. Jason Slone have recently joined the sub-committee. Dr. Tysinger said the sub-committee was focusing on three areas: 1) What potential cap of graduate hours would be accepted for the PLA credit? 2) What type of assessment would be done? 3) What the fee will be for PLA?

The sub-committee developed a table to compare universities who are using PLA and what their structure looks like, but there was very little consensus. Dr. Tysinger stated the sub-committee felt that 9 hours of PLA credit would be appropriate. The sub-committee still feels the decision making would be made within the individual programs and their faculty members; meaning some programs

may feel 9 hours is too much for their program. The programs would determine what courses should be accepted for PLA credit and which ones should be excluded.

Based on the data collected, the type of assessment being done is a portfolio based on learning objectives. The sub-committee feels this should be included, but they would like to give departments other options (i.e. exams for skilled based classes and digital badging).

Dr. Tysinger stated the sub-committee wanted the fee to be high enough to make the student consider the price before submitting a hurried portfolio, but also wanted the fee low enough to act as an incentive. The sub-committee agreed the fee should be the equivalent of 1 hour of graduate credit, that would be non-refundable.

The sub-committee welcomes feedback from the committee on these items. Their next step will be to consider all feedback received and update PLA draft document.

Dr. Anderson asked how this would look for a student coming in who has a graduate assistantship position. He asked if the PLA would be a pre-requisition to admission. Dr. Tysinger stated the sub-committee has not discussed timing of when students would complete the PLA. Dr. Jensen stated the PLA credits would not impact GA appointments, because the College of Graduate Studies monitors the number of credit hours a student is enrolled in during a semester. Mr. Smith suggested the sub-committee check with student fees to get their input regarding fees. Committee members were asked email their feedback to Dr. Anderson and he would forward information along to Dr. Tysinger.

**B. Tabled items from November 12, 2015 Graduate Committee meeting –
Jack N. Averitt College of Graduate Studies**
Revisiting Existing Policies:
Graduate Faculty Status

Due to time constraints, Dr. Jensen agreed to keep this item tabled until the next meeting. The committee agreed and the item remained tabled.

C. Curriculum Inventory Management Update – Mr. Smith stated the Registrar’s Office is having another Curriculum Inventory Management meeting today. Other graduate stakeholders involved in the process include Dr. Ludowise, Dr. Koehler, Ms. Griffith, and Alan Woodrum. The electronic curriculum forms will be tested in the next couple of weeks. Mr. Smith asked colleges to continue to use the old process when submitting items for the February Graduate Committee meeting. Mr. Smith reminded everyone if there are items that affect accreditation then they can be brought to the February, March, or April meetings and will be included in the 2016-2017 catalog. The deadline for the catalog is May 1, 2016.

VI. ANNOUNCEMENTS – Dr. Wells stated the College of Business Administration has deleted the pre-business status major. On page 63 of the catalog, in the college overview section, the word pre-business is used three times. To be consistent, the College would like to delete this language. Dr. Wells said this change has no impact on course work.

MOTION: Dr. Allen made a motion to approve removing the pre-business wording out of the College of Business Administration college overview section of the Graduate Catalog. A second was made by Dr. He. The motion to approve the item was passed.

Dr. Anderson reminded everyone to read carefully through the February Graduate Committee agenda. The committee members will also be receiving an email from their team leaders around the February meeting, regarding comprehensive program reviews.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on January 21, 2016 at 11:04 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 8, 2016 by electronic vote of Committee Members

**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
February, 2016**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab “Academic Progress Rate Search”):
<http://www.ncaa.org/about/resources/research/academic-progress-rate-apr>

The most recent GSR and Federal Graduation Rate data were released on November 4, 2015. Below are links to the information released by the NCAA:

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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

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

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

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

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

2. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
<http://www.knightcommission.org/>

3. Below is a link to “The Drake Group,” whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”
<http://thedrakegroup.org/>

4. Below is the link to a November 15, 2015 article from the Huffington Post & Chronicle of Higher Education on Subsidies in College Athletics.
<http://projects.huffingtonpost.com/ncaa/sports-at-any-cost>

5. Below is a link to a response to the story published in 4 above.
<http://colleagead.com/attacks-on-athletic-subsidies-from-student-fees-miss-the-point/>

6. Below is the Fall 2015 Student-Athlete Grade Summary Report:

12 teams posted a semester GPA of 3.0 or higher

Women’s Tennis had the highest female team GPA with a 3.79

Men’s Tennis had the highest male GPA with a 3.

The 2.98 GPA for Fall 2015 is the highest overall Fall GPA for all student athletes in the history of athletics at

Georgia Southern. The closest Fall GPA has been a 2.92 in Fall 2011, 2012, and 2013.

Women’s Basketball posted the highest semester GPA in program history with a 3.35.

Men’s Basketball posted the highest semester GPA in program history with a 2.83.

Baseball posted the highest semester GPA in program history with a 3.25

Women’s Tennis posted the second highest GPA since tracking began in 1991 with a 3.79. This is 21st consecutive semester that the women’s tennis program have posted a GPA of a 3.0 or higher.

Women Soccer earned its highest Fall GPA in school history with a 3.45.

Volleyball: 13th consecutive semester with a 3.0 or higher.

Swimming: 17th consecutive semester with a 3.0 or higher.

Softball: 11th consecutive semester with a 3.0 or higher.

Women’s Soccer: 8th consecutive semester with a 3.0 or higher.

Men’s Tennis: 8th consecutive semester with a 3.0 or higher.

Men’s Golf: 5th consecutive semester with a 3.0 or higher.

Fall 2015 Honor Roll Summary

TEAM	GPA	3.0-3.49	3.5-3.99	4.0	Honor Roll
RIFLE	2.76	4	0	1	5
WTK	3.01	10	10	3	23
WSO	3.45	8	15	2	25
SWIM	3.37	7	7	6	20
SB	3.09	6	3	1	10
WGOLF	3.08	3	1	0	4
WTN	3.79	0	4	2	6
VB	3.42	5	8	1	14
WBK	3.35	5	5	2	12

MBK	2.85	5	1	1	7
BASE	3.25	13	12	3	28
FB	2.47	21	15	0	36
MTN	3.34	4	4	1	9
MSO	3.09	5	4	4	13
MGOLF	3.29	3	3	1	7
Total	2.98	100	92	30	222

Four Semester Summary

	Fall 2015	Spring 2015	Fall 2014	Spring 2014
Semester GPA	2.98	2.97	2.88	2.98
Honor Roll	222	220	202	216
4.0	30	37	40	27
3.50-3.99	92	78	72	90
3.00-3.49	100	105	90	99
Highest GPA Male	Men's Tennis 3.34	Men's Tennis 3.62	Men's Tennis 3.55	Men's Tennis 3.21
Highest GPA Female	W Tennis 3.80	Volleyball 3.58	WSO 3.41/SWIM 3.41	W Tennis 3.61

UNDERGRADUATE COMMITTEE
MINUTES
NOVEMBER 10, 2015
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 3206

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Zhan Chen, Dr. Joanne Chopak-Foss, Dr. Hyo-Joo Han, Dr. Chuck Harter, Ms. Barbara King, Dr. Enka Lakuriqi, Mr. Lili Li, Dr. Marla Morris, Dr. Peggy Mossholder, Dr. Lace Svec

Non-Voting Members Present: Mrs. Jade Brooks, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith

Guests: Dr. Finbarr Curtis, Dr. Steven Harper, Dr. Brian Koehler, Dr. Christine Ludowise, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Deborah Thomas, Dr. David Williams

Absent: Dr. Moya Alfonso, Dr. Larisa Elisha, Dr. Laurie Gould, Dr. Ellen Hamilton, Dr. Celine Manoosingh, Ms. Jessica Minihan, Dr. William Reynolds, Dr. Marian Tabi

Dr. Cheryl Aasheim called the meeting to order at 3:37 p.m.

II. APPROVAL OF AGENDA

A Harter/King motion to approve the agenda was passed unanimously.

III. COURSELEAF AND COURSE INVENTORY MANAGEMENT (CIM) UPDATE

Mr. Wayne Smith announced that the PDF of the 2015-2016 Graduate Catalog is now available on the Office of the Registrar's website. Mr. Smith also provided members with a brief update on the status of the CourseLeaf and Course Inventory Management (CIM) project. A date of completion is unknown for full implementation, but is expected to be in early 2016.

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ **Department of Communication Arts**

Items for consideration were presented by Dr. Christine Ludowise.

Selected Topics Announcement(s)

COMS 3030 - Rehearsal and Performance: From the Page to the Stage

MMFP 3030 - Environmental Film Production

PRCA 3030 - Non-Profit Public Relations

Selected Topics Announcements are for information only.

- **Department of Literature and Philosophy**
Items for consideration were presented by Dr. Finbarr Curtis.

New Course(s)

RELS 3137 - Introduction to Christianity
RELS 3430 - Religion and Politics

Proposed New, Revised, or Deleted Program(s)

Religious Studies Interdisciplinary Concentration **(REVISED)**
Religious Studies Interdisciplinary Minor **(REVISED)**

A Morris/Mossholder motion to approve the new courses and revised programs was passed unanimously.

- **Department of Music**
Item for consideration was presented by Dr. Steven Harper.

Proposed New, Revised, or Deleted Program(s)

Music, B.M. **(REVISED)**

A King/Harter motion to approve the revised program was passed unanimously.

- **Department of Political Science and International Studies**
Item for consideration was presented by Dr. Finbarr Curtis.

Proposed New, Revised, or Deleted Program(s)

International Studies Interdisciplinary Minor **(REVISED)**

A Morris/Mossholder motion to approve the revised program was passed unanimously.

V. COLLEGE OF SCIENCE AND MATHEMATICS

- **Department of Chemistry**
Items for consideration were presented by Dr. Brian Koehler.

Proposed New, Revised, or Deleted Program(s)

Chemistry (Concentration in Biochemistry), BSICHEM **(REVISED)**
Minor in Chemistry **(REVISED)**

A Morris/Harter motion to approve the revised programs was passed unanimously.

- **Department of Geology & Geography**
Items for consideration were presented by Dr. Brian Koehler.

Course Revision(s)

GEOG 5090 – Selected Topics
➤ Credit/Contact Hours
GEOG 5090S – Selected Topics
➤ Credit/Contact Hours
GEOL 5090 – Selected Topics
➤ Credit/Contact Hours
GEOL 5090S – Selected Topics
➤ Credit/Contact Hours

A Chopak-Foss/Han motion to approve the course revisions was passed unanimously.

➤ **Department of Mathematical Sciences**

Item for consideration was presented by Dr. Brian Koehler.

Course Revision(s)

MATH 1112 – Trigonometry

- Title, Catalog Description

A Morris/Mossholder motion to approve the course revision was passed unanimously.

VI. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

➤ **Civil Engineering and Construction Management**

Items for consideration were presented by Dr. David Williams.

New Course(s)

TCM 4518 - Introduction to Senior Project

Course Revision(s)

TCM 2240 - Introduction to Structures

- Number, Credit/Contact Hours, Lab Hours, Catalog Description, Prerequisite(s)

TCM 3231 – Structures I

- Title, Prerequisite(s)

TCM 3232 – Structures II

- Title, Prerequisite(s)

Proposed New, Revised, or Deleted Program(s)

B.S. Construction, BSCons. **(REVISED)**

A Chopak-Foss/Harter motion to approve the new course, course revisions and revised program was passed unanimously.

➤ **Computer Science**

Item for consideration were presented by Dr. David Williams.

CSCI 5431 – Computer Security

- Prerequisite(s)

A Morris/King motion to approve the course revision was passed unanimously.

➤ **Electrical Engineering**

Items for consideration were presented by Dr. David Williams.

New Course(s)

EENG 5538 - Cybersecurity for Networked Electrical and Electronics Systems

EENG 5544 – Smart Grids Technology Fundamentals

Course Revision(s)

EENG 2323 – Digital Design Lab

- Prerequisite(s)

EENG 3241 – Electric Machines

- Prerequisite(s)

EENG 5540 – Communication Systems

- Prerequisite(s)

A Morris/Mossholder motion to approve the new courses and course revisions was passed unanimously.

➤ **Information Technology**

Items for consideration were presented by Dr. David Williams.

Course Revision(s)

IT 1430 – Web Page Development

- Lecture/Seminar Hours, Lab Hours, Credit Hours, Schedule Type

IT 2333 – IT Infrastructure

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Credit Hours, Schedule Type

IT 2430 – Data Programming I

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Schedule Type

IT 2431 – Data Programming II

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Schedule Type, Catalog Description

IT 3130 – Web Application Design and Development I

- Prerequisite(s)

IT 3131 – Web Application Design and Development II

- Prerequisite(s)

IT 3132 – Web Software

- Prerequisite(s)

IT 3230 – Data Visualization

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Schedule Type

IT 3233 – Database Design and Implementation

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Schedule Type

IT 3234 – Systems Acquisition Integration and Implementation

- Prerequisite(s)

IT 3432 – Advanced Data Programming

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Schedule Type

IT 4131 – Information Technology Capstone Project

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Schedule Type

IT 4136 – Knowledge Discovery and Data Mining

- Prerequisite(s)

IT 4137 – Data Science and Big Data Analytics Capstone Project

- Prerequisite(s), Lecture/Seminar Hours, Lab Hours, Schedule Type

IT 4790 – Internship in Information Technology

- Prerequisite(s)

IT 5135 – Data Analytics

- Prerequisite(s)

IT 5235 – Advanced Web Interfaces

- Prerequisite(s)

IT 5236 – Mobile Web Infrastructure

- Prerequisite(s)

IT 5434 – Network Security Fundamentals

- Catalog Description

A Harter/Morris motion to approve the course revisions was passed unanimously.

Selected Topics Announcement(s)

IT 5090 - Selected Topics in Data Programming

Selected Topics Announcements are for information only.

VII. COLLEGE OF BUSINESS ADMINISTRATION

➤ School of Accountancy

Items for consideration were presented by Mrs. Cindy Randall.

Course Revision(s)

- ACCT 2101, Financial Accounting
 - Prerequisites
- ACCT 3132, Intermediate Accounting II
 - Prerequisites
- LSTD 3630, White Collar Crime
 - Catalog Description

Deleted Course(s)

- LSTD 3631, Fraud and Law

Proposed New, Revised, or Deleted Programs

- BBA Accounting **(REVISED)**
- Fraud Examination Certificate **(NEW)**
- Fraud Examination Minor **(DELETED)**

A Harter/Morris motion to approve the course revisions, deleted course and revised, new and deleted programs was passed unanimously.

➤ Department of Finance and Economics

Items for consideration were presented by Mrs. Cindy Randall.

New Course(s)

- ECON 4631, Eagles on Wall Street
- FINC 4631, Eagles on Wall Street

A Han/Harter motion to approve the new courses was passed unanimously.

➤ Department of Information System

Items for consideration were presented by Mrs. Cindy Randall.

Course Revision(s)

- CISM 3131, Management Information Systems
 - Prerequisites
- CISM 3135, Systems Analysis and Design
 - Prerequisite(s)
- CISM 4134, Database Management
 - Prerequisite(s)
- CISM 4135, Project Management and Development
 - Prerequisite(s)
- CISM 4335, Advanced Business Applications Programming (ABAP) for the SAP/ERP System
 - Prerequisite(s)

Proposed New, Revised or Deleted Program(s)

- BBA - ERP Emphasis; ERP and Enterprise Performance **(REVISED)**
- BBA - AIS Emphasis **(DELETED)**
- BBA - Electronic Commerce Emphasis **(DELETED)**
- BBA - Logistics Information Systems Emphasis (low enrollment) **(DELETED)**

A Han/Harter motion to approve the course revisions and revised and deleted programs was

passed unanimously.

➤ **Department of Logistics and Supply Chain Management**

Items for consideration were presented by Mrs. Cindy Randall.

Course Revision(s)

BUSA 3131, Business Statistics

➤ Prerequisite(s)

LOGT 3231, Principles of Transportation

➤ Prerequisite(s)

LOGT 3232, Logistics and Supply Chain Management

➤ Prerequisite(s)

LOGT 4263, Seminar in Intermodal Transportation

➤ Prerequisite(s)

Proposed New, Revised or Deleted Program(s)

BBA – LIT **(REVISED)**

BBA – MGNT/OM **(REVISED)**

A Chopak-Foss/Harter motion to approve the course revisions and revised programs was passed unanimously.

➤ **Department of Management**

Items for consideration were presented by Mrs. Cindy Randall.

Course Revision(s)

BUSA 1105, Introduction to Business

➤ Prerequisites

MGNT 3130, Principles of Management

➤ Prerequisites

MGNT 3130H, Principles of Management (Honors)

➤ Prerequisites

MGNT 3130S, Principles of Management (Study Abroad)

➤ Prerequisites

MGNT 3334, Human Resource Management

➤ Prerequisites

Proposed New, Revised or Deleted Program(s)

BBA - Management Human Resources Minor **(REVISED)**

BBA - Management (Emphasis in Human Resource Management) **(REVISED)**

A request was made by Mrs. Cindy Randall to add an additional prerequisite of sophomore standing to MGNT 3130/3130H/3130S, which was not included on the curriculum forms. Mr. Wayne Smith approved this amendment to the forms.

A Morris/Mossholder motion to approve the course revisions and revised programs was passed unanimously.

➤ **Department of Marketing**

Items for consideration were presented by Mrs. Cindy Randall.

Course Revision(s)

MKTG 3131, Principles of Marketing

➤ Prerequisite(s), Catalog Description

- MKTG 3131H, Principles of Marketing (Honors)
 - Prerequisites
- MKTG 3131 S, Principles of Marketing (Study abroad)
 - Prerequisites
- MKTG 3134, Business Marketing
 - Prerequisites
- MKTG 4135, Buyer Behavior
 - Title, Cross List, Course Description
- MKTG 4135S, Buyer Behavior
 - Title
- MKTG 4137, Marketing Management
 - Prerequisite(s)
- MKTG 4232, Advanced Selling
 - Prerequisite(s)

Revised Program(s)

BBA Marketing, Emphasis in Sales and Sales Management **(REVISED)**

For Information:

The College of Business has voted to delete its Pre-Business designation effective Fall 2016. The Pre-Business designation is not currently a degree program, and now all current and entering students will declare a specific business major. This information will be removed from the 2016-2017 catalog.

A Chopak-Foss/Harter motion to approve the course revisions and revised program was passed unanimously.

VIII. COLLEGE OF EDUCATION

➤ **Department of Teaching and Learning**

Items for consideration were presented by Dr. Deborah Thomas.

Course Revision(s)

- ECED 3732
 - catalog description
- ECED 4733
 - catalog description
- ESED 4739
 - number, credit hour, catalog description

A Morris/Chopak-Foss motion to approve the course revisions was passed unanimously.

IX. OTHER BUSINESS

Mr. Wayne Smith provided committee members with a reminder that all curriculum changes for the 2016-2017 catalog must be submitted to the Office of the Registrar by November 20, 2015 to be included in the agenda for the January 2016 committee meeting.

X. ADJOURNMENT

There being no further business to come before the committee, a Mossholder/Han motion to adjourn the meeting at 4:05 p.m. passed unanimously.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Jade Brooks". The signature is written in a cursive style with a large initial "J" and "B".

Jade Brooks
Recording Secretary

UNDERGRADUATE COMMITTEE
MINUTES
JANUARY 19, 2016
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1004

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Joanne Chopak-Foss, Dr. Hyo-Joo Han, Dr. Chuck Harter, Barbara King, Dr. Enka Lakuriqi, Ms. Jessica Minihan, Dr. Marla Morris, Dr. William Reynolds, Dr. Lace Svec

Non-Voting Members Present: Mrs. Jade Brooks, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith

Visitors: Dr. Robert Batchelor, Dr. Dan Bauer, Dr. Elizabeth Butterfield, Dr. Adrienne Cohen, Mr. Robert Farber, Mrs. Cynthia Groover, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Daniel Pioske, Dr. Stephen Rossi, Ms. Danielle Smith, Dr. Stuart Tedders, Dr. Joseph Telfair, Dr. Deborah Thomas, Dr. Patrick Wheaton, Dr. David Williams

Absent with Alternate in attendance: Dr. Larisa Elisha, Dr. Laurie Gould

Absent: Dr. Moya Alfonso, Dr. Ellen Hamilton, Mr. Lili Li, Dr. Celine Manoosingh, Dr. Marian Tabi

Dr. Cheryl Aasheim called the meeting to order at 3:37 p.m.

II. APPROVAL OF AGENDA

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

III. COURSELEAF AND COURSE INVENTORY MANAGEMENT (CIM) UPDATE

Mr. Wayne Smith provided members with a brief update on the status of the CourseLeaf and Course Inventory Management (CIM) project. A date of completion is unknown for full implementation, but is expected to be in early 2016, likely March or April. Mr. Smith also updated members on the status of the 2016-2017 Catalog and reminded members that the catalog information would be sent out for review in the next few weeks.

IV. JIANN-PING HSU COLLEGE OF PUBLIC HEALTH

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

➤ **Jiann-Ping Hsu College of Public Health**

Course Revision(s)

PUBH 2130 – Foundations of Health Education and Promotion

Title, Number, Catalog Description, Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence of two courses in the degree program to better meet the needs of incoming students. The new course will combine content from PUBH 2130 and PUBH 4618 (proposed deletion). The course revision reflects both a title change and a merging of content from two existing courses.

PUBH 3128 – Multi and Social Determinants of Health

Credit Hour(s), Number, Prerequisite

JUSTIFICATION:

The addition of a credit hour will facilitate additional learning experiences in the subject area.

PUBH 3132 – Health Care Systems and Advocacy

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 3132S – Health Care Systems and Advocacy

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 3136 – Principles of Environmental Health

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 3136S – Principles of Environmental Health

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 3230 – Community Health

Title, Subject, Number, Catalog Description, Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 3231 – Epidemiology and Biostatistics

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 3330 – Modifying Health Behaviors

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 4132 – Program Planning in Health Education and Promotion

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 4134 – Research Methods and Evaluation in Health Education and Promotion

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

PUBH 4330 – Promotional Strategies

Prerequisite

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence in the degree program to better meet the needs of incoming students.

Course Deletion

PUBH 4618 – Senior Seminar

JUSTIFICATION:

The course information will be absorbed into PUBH 3230 Foundations of Health Education and Promotion Practice.

Proposed New, Revised, or Deleted Program

BSPH, Health Education and Promotion (REVISED)

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence of two courses in the degree program to better meet the needs of incoming students. Making the curriculum more challenging by raising grade and course requirements allows students the opportunity to better compete for graduate school and other post-secondary opportunities.

Proposed New, Revised, or Deleted Program

BSPH, Health Education and Promotion Minor (REVISED)

JUSTIFICATION:

The name of the degree changed from a B.S. in Health Science to a B.S. in Public Health. This necessitated changing the scope and sequence of two courses in the degree program to better meet the needs of incoming student.

Proposed New, Revised, or Deleted Program

Public Health Minor (NEW)

JUSTIFICATION:

The courses in the newly proposed minor represent the Five Core Areas of the Public Health Discipline. This is being offered in addition to the minor in Health Education and promotion.

Proposed New, Revised, or Deleted Program

Public Health Informatics Second Discipline Concentration (DELETED)

JUSTIFICATION:

The currently existing second discipline in Health Informatics in IT does not adequately address the course for a true health informatics concentration.

A Morris/Harter motion to approve the course revisions, program revisions, new program and deleted program was passed unanimously.

V. COLLEGE OF SCIENCE AND MATHEMATICS

➤ **Department of Chemistry**

Item for consideration was presented by Dr. Brian Koehler.

Course Revision(s)

CHEM 4244 - Advanced NMR Spectroscopy

Number, Credit/Contact Hours, Title, Catalog Description, Schedule Type

JUSTIFICATION:

In the two decades since the original course in NMR spectroscopy was first created, the utility of spectroscopic techniques for the elucidation of chemical structures has grown. Faculty have been added with the expertise to expand the original course beyond its focus on NMR spectroscopy. Thus the proposed name change and expansion of the catalog description. In addition, the original four credit class (with lab) was intended for students who would otherwise have little exposure to working with an NMR instrument. Today, the larger chemistry department has dozens of undergraduate students running the various spectroscopic instruments each term. It was decided that the required lab experience in this course was no longer needed and to change the course to a three credit lecture course, in line with the other offerings in the department.

A King/Chopak-Foss motion to approve the course revision was passed unanimously.

➤ **Department of Mathematical Sciences**

Item for consideration was presented by Dr. Brian Koehler.

Course Revision(s)

MATH 2010 - Problem Solving for K-8 Teachers

Catalog Description

JUSTIFICATION:

Students in the middle grades education program who choose mathematics as one of their teaching areas will be required to perform operations and computations from precalculus and calculus on their certification test. However, these students will not be required to perform these operations and computations at the advanced level of a traditional calculus course. An overview of these topics can easily be integrated into an existing course that also covers material middle grade majors need for certification as well as for teaching in the middle grades.

A Lakuriqi/Harter motion to approve the course revision was passed unanimously.

➤ **Department of Physics**

Items for consideration were presented by Dr. Brian Koehler.

Course Deletion(s)

ASTR 1211F – Astr Lab/CoReq ASTR 1010/1020

JUSTIFICATION:

The Physics Department is removing the suffix-designated versions of Astronomy Lab (ASTR 1211F for Fall semester and ASTR 1211S for Spring semester) and will just use the base ASTR 1211 designation for Astronomy Lab. As the base ASTR 1211 will remain as a prerequisite for ASTR 1010 and ASTR 1020, it will not be deleted even though it is cross-listed with these courses.

ASTR 1211S – Astronomy Lab-Spring Semester

JUSTIFICATION:

The Physics Department is removing the suffix-designated versions of Astronomy Lab (ASTR 1211F for Fall semester and ASTR 1211S for Spring semester) and will just use the base ASTR 1211 designation for Astronomy Lab. As the base ASTR 1211 will remain as a prerequisite for ASTR 1010 and ASTR 1020, it will not be deleted even though it is cross-listed with these courses.

PHYS 1113 – Physics Lab I**JUSTIFICATION:**

The Physics Department is merging the Physics I and II labs (PHYS 1113 and PHYS 1114) with their respective lectures. This will remove student confusion (the labs were used as corequisites for both the trig-based and calculus-based Physics I and II lectures) as well as technical issues from having the labs serve both the trig-based and calculus-based courses (causing excessive student difficulties and errors when registering for classes).

PHYS 1113H – Physics Lab I (Honors)**JUSTIFICATION:**

The Physics Department is merging the Physics I and II labs (PHYS 1113 and PHYS 1114) with their respective lectures. This will remove student confusion (the labs were used as corequisites for both the trig-based and calculus-based Physics I and II lectures) as well as technical issues from having the labs serve both the trig-based and calculus-based courses (causing excessive student difficulties and errors when registering for classes).

PHYS 1114 – Physics Lab II**JUSTIFICATION:**

The Physics Department is merging the Physics I and II labs (PHYS 1113 and PHYS 1114) with their respective lectures. This will remove student confusion (the labs were used as corequisites for both the trig-based and calculus-based Physics I and II lectures) as well as technical issues from having the labs serve both the trig-based and calculus-based courses (causing excessive student difficulties and errors when registering for classes).

PHYS 1114H – Physics Lab II (Honors)**JUSTIFICATION:**

The Physics Department is merging the Physics I and II labs (PHYS 1113 and PHYS 1114) with their respective lectures. This will remove student confusion (the labs were used as corequisites for both the trig-based and calculus-based Physics I and II lectures) as well as technical issues from having the labs serve both the trig-based and calculus-based courses (causing excessive student difficulties and errors when registering for classes).

Course Revision(s)**ASTR 1010 – Astronomy of the Solar System*****Prerequisite(s)*****JUSTIFICATION:**

Currently, no prerequisite or corequisite courses are listed for the Astronomy of the Solar System (ASTR 1010) lecture course. It is desired for students to concurrently enroll in the lecture course and the Astronomy Lab (ASTR 1211) course. Alternatively, students may have completed the lab course previously while taking the Stellar and Galactic Astronomy (ASTR 1020) course.

ASTR 1020 – Stellar and Galactic Astronomy***Prerequisite(s)*****JUSTIFICATION:**

Currently, no prerequisite or corequisite courses are listed for the Stellar and Galactic Astronomy (ASTR 1020) lecture course. It is desired for students to concurrently enroll in the lecture course and the Astronomy Lab (ASTR 1211) course. Alternatively, students may have completed the lab course previously while taking the Astronomy of the Solar System (ASTR 1010) course.

ASTR 1211 – Astronomy Lab***Cross-Listing*****JUSTIFICATION:**

The cross-listed ASTR 1211F and ASTR 1211S are being deleted.

PHYS 1111 – Introduction to Physics I*Credit/Contact Hours, Corequisite(s), Lab hours, Additional Fee, Schedule Type***JUSTIFICATION:**

The Physics Department is merging the Physics I lab (PHYS 1113) into its respective lecture courses (PHYS 1111 or PHYS 2211). Since the move to "studio style" instruction in the department the lecture and lab have out of necessity been linked concurrently between a specific lecture section and specific lab section (with a single identical grade given for both lecture and lab). This revision updates the catalog to match current teaching practice. The lecture course is increasing from a 3 credit hour course to a 4 credit hour course due to including the 3 contact hours of lab. Additionally, the (prior approved) fee associated with the lab needs to now be associated with the combined lecture-lab course. Since the lab material is now included in the revised course, the co-requisite is no longer needed. The lab course is being deleted.

PHYS 1112 –Introduction to Physics II*Credit/Contact Hours, Corequisite(s), Lab hours, Additional Fee, Schedule Type***JUSTIFICATION:**

The Physics Department is merging the Physics II lab (PHYS 1114) into its respective lecture courses (PHYS 1112 or PHYS 2212). Since the move to "studio style" instruction in the department the lecture and lab have out of necessity been linked concurrently between a specific lecture section and specific lab section (with a single identical grade given for both lecture and lab). This revision updates the catalog to match current teaching practice. The lecture course is increasing from a 3 credit hour course to a 4 credit hour course due to including the 3 contact hours of lab. Additionally, the (prior approved) fee associated with the lab needs to now be associated with the combined lecture-lab course. Since the lab material is now included in the revised course, the co-requisite is no longer needed. The lab course is being deleted.

PHYS 2211 – Principles of Physics I*Credit/Contact Hours, Corequisite(s), Lab hours, Additional Fee, Schedule Type***JUSTIFICATION:**

The Physics Department is merging the Physics I lab (PHYS 1113) into its respective lecture courses (PHYS 1111 or PHYS 2211). Since the move to "studio style" instruction in the department the lecture and lab have out of necessity been linked concurrently between a specific lecture section and specific lab section (with a single identical grade given for both lecture and lab). This revision updates the catalog to match current teaching practice. The lecture course is increasing from a 3 credit hour course to a 4 credit hour course due to including the 3 contact hours of lab. Additionally, the (prior approved) fee associated with the lab needs to now be associated with the combined lecture-lab course. Since the lab material is now included in the revised course, the co-requisite is no longer needed. The lab course is being deleted.

PHYS 2211H – Principles of Physics I (Honors)*Credit/Contact Hours, Corequisite(s), Lab hours, Additional Fee, Schedule Type***JUSTIFICATION:**

The Physics Department is merging the Physics I lab (PHYS 1113) into its respective lecture courses (PHYS 1111 or PHYS 2211). Since the move to "studio style" instruction in the department the lecture and lab have out of necessity been linked concurrently between a specific lecture section and specific lab section (with a single identical grade given for both lecture and lab). This revision updates the catalog to match current teaching practice. The lecture course is increasing from a 3 credit hour course to a 4 credit hour course due to including the 3 contact hours of lab. Additionally, the (prior approved) fee associated with the lab needs to now be associated with the combined lecture-lab course. Since the lab material is now included in the revised course, the co-requisite is no longer needed. The lab course is being deleted.

PHYS 2212 – Principles of Physics II*Credit/Contact Hours, Corequisite(s), Lab hours, Additional Fee, Schedule Type***JUSTIFICATION:**

The Physics Department is merging the Physics II lab (PHYS 1114) into its respective lecture courses (PHYS 1112 or PHYS 2212). Since the move to "studio style" instruction in the department the lecture and lab have out of necessity been linked concurrently between a specific lecture section and specific lab section (with a

single identical grade given for both lecture and lab). This revision updates the catalog to match current teaching practice. The lecture course is increasing from a 3 credit hour course to a 4 credit hour course due to including the 3 contact hours of lab. Additionally, the (prior approved) fee associated with the lab needs to now be associated with the combined lecture-lab course. Since the lab material is now included in the revised course, the co-requisite is no longer needed. The lab course is being deleted.

PHYS 2212H – Principles of Physics II (Honors)

Credit/Contact Hours, Corequisite(s), Lab hours, Additional Fee, Schedule Type

JUSTIFICATION:

The Physics Department is merging the Physics II lab (PHYS 1114) into its respective lecture courses (PHYS 1112 or PHYS 2212). Since the move to "studio style" instruction in the department the lecture and lab have out of necessity been linked concurrently between a specific lecture section and specific lab section (with a single identical grade given for both lecture and lab). This revision updates the catalog to match current teaching practice. The lecture course is increasing from a 3 credit hour course to a 4 credit hour course due to including the 3 contact hours of lab. Additionally, the (prior approved) fee associated with the lab needs to now be associated with the combined lecture-lab course. Since the lab material is now included in the revised course, the co-requisite is no longer needed. The lab course is being deleted.

Core Curriculum Revision(s)

Area D

JUSTIFICATION:

The Physics Department is merging the Physics I and II labs (PHYS 1113 and PHYS 1114) with their respective lectures. This will remove student confusion (the labs were used as co-requisites for both the trig-based and calculus-based Physics I and II lectures) as well as technical issues from having the labs serve both the trig-based and calculus-based courses (causing excessive student difficulties and errors when registering for classes).

Proposed New, Revised, or Deleted Program(s)

BA, Physics and Astronomy (REVISED)

JUSTIFICATION:

The Physics Department is merging its Introductory Laboratory courses with its Principles of Physics lecture courses. The lecture courses are being increased to 4 credit hours and now include 3 contact hours of lab. The lab fee is being transferred from the lab courses to the newly revised courses. The laboratory course is being deleted. The department also desires to change Observational Techniques in Astronomy (ASTR 4330) from a required course to an upper-level major elective. This will allow a larger number of upper level Astronomy courses to be offered more frequently in the course rotation. Additionally, in order to become consistent with the other science departments within the College of Science and Mathematics, the department desires to eliminate the listing of specific courses in the upper-level major electives on the catalog page.

BSP, Physics (REVISED)

JUSTIFICATION:

The Physics Department is merging its Introductory Laboratory courses with its Principles of Physics lecture courses. The lecture courses are being increased to 4 credit hours and now include 3 contact hours of lab. The lab fee is being transferred from the lab courses to the newly revised courses. The laboratory course is being deleted. Additionally in order to become consistent with the other science departments within the College of Science and Mathematics, the department desires to eliminate the listing of free physics electives on the catalog page.

Appendix

PHYS list of Catalog Changes Affected

A Reynolds/Lakuriqi motion to approve the course deletions, course revisions, core curriculum revisions and revised programs was passed unanimously.

VI. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ CLASS Dean

Items for consideration were presented by Dr. Christine Ludowise.

Proposed New, Revised, or Deleted Program(s)

General Studies, B.G.S. - substantive change form included (REVISED)

JUSTIFICATION:

We have proposed changing the name of the major program of study to better indicate the nature of the degree program. Students and employers report that they have a hard time understanding the value of "general studies." However, when "interdisciplinary" is substituted for "general," the overall perception of the degree program changes in a positive direction. The degree program is not general, at all, nor is it unstructured. Rather, it is a versatile, interdisciplinary degree program that allows students to focus on and to develop connections between multiple disciplines in a single degree. The student learning outcomes for the program (listed below) clearly articulate the interdisciplinary nature of the degree program. The change to the name of the major will better reflect the changes that have been made to the program over the past five years.

Student Learning Outcomes:

1. Communicate effectively with diverse audiences, for a variety of purposes, using written English, oral communication, or technical competencies.
2. Critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems.
3. Apply essential ideas, principles, theories, and methods relevant to their concentration and minor disciplines.
4. Apply knowledge and skills across interdisciplinary boundaries (combine examples, facts, and/or theories from more than one discipline; integrate multiple perspectives in discussions and conclusions).
5. Evaluate and integrate new information into existing frameworks of knowledge.
6. Integrate learning about diverse cultures, groups, and ideas across interdisciplinary boundaries (strong understanding of other cultures; discussion and interpretation of intercultural experiences; integration of multiple perspectives).

General Studies, (Online), B.G.S. - substantive change form included (REVISED)

JUSTIFICATION:

We have proposed changing the name of the major program of study to better indicate the nature of the degree program. Students and employers report that they have a hard time understanding the value of "general studies." However, when "interdisciplinary" is substituted for "general," the overall perception of the degree program changes in a positive direction. The degree program is not general, at all, nor is it unstructured. Rather, it is a versatile, interdisciplinary degree program that allows students to focus on and to develop connections between multiple disciplines in a single degree. The student learning outcomes for the program (listed below) clearly articulate the interdisciplinary nature of the degree program. The change to the name of the major will better reflect the changes that have been made to the program over the past five years.

Student Learning Outcomes:

1. Communicate effectively with diverse audiences, for a variety of purposes, using written English, oral communication, or technical competencies.
2. Critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems.
3. Apply essential ideas, principles, theories, and methods relevant to their concentration and minor disciplines.
4. Apply knowledge and skills across interdisciplinary boundaries (combine examples, facts, and/or theories from more than one discipline; integrate multiple perspectives in discussions and conclusions).
5. Evaluate and integrate new information into existing frameworks of knowledge.
6. Integrate learning about diverse cultures, groups, and ideas across interdisciplinary boundaries (strong

understanding of other cultures; discussion and interpretation of intercultural experiences; integration of multiple perspectives).

Latin American Studies Interdisciplinary Concentration (REVISED)

JUSTIFICATION:

The proposed revisions to the Concentration are designed to increase enrollment in the program and update courses with significant Latin American content.

Latin American Studies Interdisciplinary Minor (REVISED)

JUSTIFICATION:

Proposed revisions to the Minor are designed to increase enrollment in the program and update courses with significant Latin American content, as well as correct misinformation in the course catalog about the Minor.

A King/Morris motion to approve the revised programs was passed unanimously.

➤ **Department of Art**

Items for consideration were presented by Mr. Robert Farber.

Course Revision(s)

ART 1536 - Animation I

Other (CIP Code)

JUSTIFICATION:

A change in CIP Code for ART 1536 to 50.0706 Intermedia/Multimedia will accurately reflect the faculty credentials required for teaching ART 1536 and bring the CIP code in alignment with SACS-COC requirements for faculty credentials.

ART 2335 - Photography/Digital Imaging: Introduction

Title, Catalog Description

JUSTIFICATION:

The course name change and the change to the catalog description results from our NASAD accreditation visit and our goal to make the course content more clear to current and prospective students.

ART 2430 - Print, Paper, Book Arts: Introduction

Catalog Description, Prerequisite(s)

JUSTIFICATION:

The department added a Studio Art Minor program in FY15 which requires students to complete three 3000 level courses within 15 credits. Eliminating the 2000 level studio course prerequisites will enable students to achieve the needed 3000 level studio course work for the Minor within 15 credits. The change to the course catalog description reflects curriculum changes.

ART 2536 - Animation II

Other (CIP Code)

JUSTIFICATION:

A change in CIP Code for ART 2536 to 50.0706 Intermedia/Multimedia will accurately reflect faculty credentials required for teaching and bring the CIP Code in alignment with SACS-COC requirements for faculty credentials.

ART 3335 - Photography/Digital Imaging: Intermediate

Title, Catalog Description

JUSTIFICATION:

There were errors in online course listings and in the course catalog regarding the course description. The course name change is a result of our NASAD accreditation visit and our goal to make the course content more clear to current and prospective students.

ART 3536 - Video and Motion Graphics

Prerequisite(s), Other (CIP Code)

JUSTIFICATION:

Eliminating the 2536 level studio course prerequisite will provide scheduling flexibility for students and enable them to achieve the needed 3000/4000 level studio course work for the Minor within 15 credits.

A change in CIP Code for ART 3536 to 50.0706 Intermedia/Multimedia will accurately reflect the faculty credentials required for teaching and bring the CIP code in alignment with SACS-COC requirements for faculty credentials.

ART 3537 - Installation and Interactivity

Prerequisite(s), Other (CIP Code)

JUSTIFICATION:

Eliminating the 2536 level studio course prerequisite will provide scheduling flexibility for students and enable them to achieve the needed 3000/4000 level studio course work for the Minor within 15 credits.

A change in CIP Code for ART 3537 to 50.0706 Intermedia/Multimedia will accurately reflect the faculty credentials required for teaching and bring the CIP code in alignment with SACS-COC requirements for faculty credentials.

ART 4334 - Photography/Digital Imaging: Advanced Title

JUSTIFICATION:

The course name change is a result of our NASAD accreditation visit and our goal to make the course content more clear to current and prospective students.

ART 4536 - 3D Animation

Prerequisite(s), Other (CIP Code)

JUSTIFICATION:

Eliminating the 2536 level studio course prerequisite will provide scheduling flexibility for students and enable them to achieve the needed 3000/4000 level studio course work for the Minor within 15 credits.

A change in CIP Code for ART 4536 to 50.0706 Intermedia/Multimedia will accurately reflect the faculty credentials required for teaching and bring the CIP code in alignment with SACS-COC requirements for faculty credentials.

Proposed New, Revised, or Deleted Program(s)

Art, (Concentration in Art History), B.A. (REVISED)

JUSTIFICATION:

Course title(s) have been changed to reflect appropriate Photography course title(s) for exploratory course options. In addition, a statement permitting students to take other exploratory courses that are not listed, with the consent of their advisor, has been added.

Art, (Concentration in Studio Art), B.A. (REVISED)

JUSTIFICATION:

Course title(s) have been changed to reflect appropriate Photography course title(s) for exploratory course options in the B.A. Art (Concentration in Studio Art). In addition, a statement permitting students to take other exploratory courses that are not listed, with the consent of their advisor, has been added.

Art, (Concentration in 2D Studio: Drawing, Painting, Print/Paper/Book Arts), B.F.A. (REVISED)

JUSTIFICATION:

Course title(s) have been changed to reflect appropriate Photography course title(s) for exploratory course options in the Art, B.F.A. (Concentration in 2D Studio: Drawing, Painting, Print/Paper/Book Arts). In

addition, a statement permitting students to take other exploratory courses that are not listed, with the consent of their advisor, has been added.

Art, (Concentration in 3D Studio: Ceramics, Small Metals Design, Sculpture), B.F.A. (REVISED)
JUSTIFICATION:

Course title(s) have been changed to reflect appropriate Photography course title(s) for exploratory course options in the B.F.A. Art (Concentration in 3D Studio: Ceramics, Small Metals Design, Sculpture). In addition, a statement permitting students to take other exploratory courses that are not listed, with the consent of their advisor, has been added.

Graphic Design, B.F.A. (REVISED)
JUSTIFICATION:

Course title(s) have been changed to reflect appropriate Photography course title(s) for exploratory course options in the B.F.A. Graphic Design. In addition, a statement permitting students to take other exploratory courses that are not listed, with the consent of their advisor, has been added.

Photography/Digital Imaging Minor (REVISED)
JUSTIFICATION:

Course title changes for Photography courses in the Photography/Digital Imaging Minor.

A Chopak-Foss/Morris motion to approve the course revisions and revised programs was passed unanimously.

➤ **Department of Communication Arts**

Items for consideration were presented by Dr. Patrick Wheaton.

Course Deletion(s)

THEA 3331 - Advanced Stagecraft

JUSTIFICATION:

The Theatre program has been revised previously to focus on more specific electives and to improve program RPG. Subsequently, fewer specific electives are being offered in the regular course rotation. This course is an elective course that will not be regularly offered but may be offered as a Special Topics course as the need and demand arise.

Course Revision(s)

COMM 3430 - Media Management and Sales

Schedule Type

JUSTIFICATION:

The department is developing a fully online version of this course, and asynchronous needed to be added as a potential schedule type for this course.

COMM 3530 - Media Ethics

Schedule Type

JUSTIFICATION:

The department is developing a fully online version of this course, and asynchronous needed to be added as a potential schedule type for this course.

COMS 1711 - Communication Studies Practicum

Lecture/Seminar Hour(s), Other Hour(s), Schedule Type

JUSTIFICATION:

An "audit" of Fall 2015 courses in Banner and a review of the 2015-2016 catalog revealed that this course was listed as one hour of lecture and was not listed as a practicum course. Due to the nature of this course, the Communication Studies faculty are correcting the hours and the schedule type to reflect that it is a

practicum course.

COMS 2711 - Communication Studies Practicum

Lecture/Seminar Hour(s), Other Hour(s), Schedule Type

JUSTIFICATION:

An "audit" of Fall 2015 courses in Banner and a review of the 2015-2016 catalog revealed that this course was listed as one hour of lecture and was not listed as a practicum course. Due to the nature of this course, the Communication Studies faculty are correcting the hours and the schedule type to reflect that it is a practicum course.

COMS 3711 - Communication Studies Practicum

Lecture/Seminar Hour(s), Other Hour(s), Schedule Type

JUSTIFICATION:

An "audit" of Fall 2015 courses in Banner and a review of the 2015-2016 catalog revealed that this course was listed as one hour of lecture and was not listed as a practicum course. Due to the nature of this course, the Communication Studies faculty are correcting the hours and the schedule type to reflect that it is a practicum course.

COMS 4711 - Communication Studies Practicum

Lecture/Seminar Hour(s), Other Hour(s), Schedule Type

JUSTIFICATION:

An "audit" of Fall 2015 courses in Banner and a review of the 2015-2016 catalog revealed that this course was listed as one hour of lecture and was not listed as a practicum course. Due to the nature of this course, the Communication Studies faculty are correcting the hours and the schedule type to reflect that it is a practicum course.

COMS 4791 - Communication Studies Internship

Lecture/Seminar Hour(s), Credit Hours, Other Hour(s), Repeatable for Credit, Schedule Type

JUSTIFICATION:

BANNER and the current catalog currently lists the hours as lecture hours and the schedule type as lecture. These are being corrected to reflect that the course is indeed an internship course. Additionally, course number indicates variable hours; hours are being amended to allow for variable hours, which also necessitates making the course repeatable for credit.

COMS 4831 - Directed Study in Communication Studies

Lecture/Seminar Hour(s), Other Hour(s), Schedule Type

JUSTIFICATION:

BANNER and the current catalog currently lists the hours as lecture hours and the schedule type as lecture. These are being corrected to reflect that the course is indeed a directed studies course.

THEA 2331 - Stage Makeup

Number

JUSTIFICATION:

Stage Makeup's shift from a lower-division course to an upper-division reflects both the faculty's opinion that the course difficulty and content is more specialized and advanced than that of a lower-division. The addition of a course fee will cover the purchase of the makeup kits and supplies which are the most important tools needed for the class (no textbook is required for the class).

Selected Topics Announcement(s)

PRCA 3030 - Health Promotion

THEA 3030 - Devised Theatre

Selected Topics Announcements are for information only.

Proposed New, Revised, or Deleted Program(s)

Communication Studies, B.S. (REVISED)

JUSTIFICATION:

COMM 3331 and COMM 4331 are being added to the list of additional upper-division requirements. This list consists of all Communication Studies courses that are electives for the major rather than required courses. Courses in the Department of Communication Arts that cross disciplinary areas are listed as COMM in the catalog. COMM 3331 and COMM 4331 are two such courses; they cross the disciplinary boundaries of Communication Studies and Multimedia Communication. Therefore, they should be included as elective courses to satisfy the Communication Studies additional upper-division requirements.

Journalism, (Multimedia Journalism Emphasis), B.S. (REVISED)

JUSTIFICATION:

The B.S. Journalism (Multimedia Journalism Emphasis) has undergone a major revision in 2014-2015 and a minor revision in 2015-2016. The following change is part of another minor revision to more clearly outline the program for undergraduate students: The program is specifying which courses in the department count toward the five upper-division Journalism electives that students are required to take as part of their studies. Because of the overlapping nature of many of the majors with Communication Arts, some of the courses approved as Journalism electives are drawn from other degree programs, including Multimedia Film and Production. Within the department, courses that serve more than one major are often designated with the COMM prefix. Several Journalism electives, including International Media System, Digital Media Entrepreneurship, and Media Management and Sales, have COMM prefixes versus MMJ prefixes. The revised program page identifies those courses that students can take to fulfill the Major Electives requirement.

Multimedia Communication, (Film and Production Emphasis), B.S. – substantive change form included (REVISED)

JUSTIFICATION:

The "emphasis" designation was an indicator that this program was one of three emphases within the Multimedia degree program. Following program revisions during the 2013-2015 academic years, two areas of emphasis were combined while the third emphasis was combined with the B.S. Journalism degree. The term "emphasis" is no longer applicable now that there is only one emphasis within the B.S. Multimedia Communication degree. This program name change affirms these past changes and recognizes that there is only one track within the degree program, rather than one degree program with multiple areas of emphasis. The name change also reflects the current practice and focus of the degree program and the multimedia industry.

Theatre, B.A. (REVISED)

JUSTIFICATION:

These program revisions reduce the number of upper-division elective courses in the rotation; the deleted courses are not regularly offered, and in the future will be offered as Special Topics when the need and demand arise.

The changes in the number of hours for Major Requirements, Major Electives, and General Electives is to bring the number of required hours in Major Electives to 15, in line with College policies.

The program pages also reflect that THEA 2331 is being changed to an upper-division course, THEA 3131.

THEA 3030 was inadvertently left off the list of Major Electives in the previous catalog; that oversight is corrected by adding THEA 3030 to this program page.

A King/Morris motion to approve the course deletion, course revisions and revised programs was passed unanimously.

➤ **Department of Criminal Justice and Criminology**

Items for consideration were presented by Ms. Barbara King.

New Course(s)

CRJU 3538 - Gender, Crime, and Justice

This course is a critical examination of gender as a significant, yet overlooked, dimension of criminality. Topics include the nature and extent of women as victims, offenders, and workers in the criminal justice system. The course will examine the causes of crime and victimization, gender disparities in processing and punishing female offenders, female offenders in the community, responses to female victimization, as well as consider ways to reduce both crime and victimization, while promoting justice by recognizing the important role of gender. A significant emphasis will be placed on the intersection of gender and other social inequalities.

CRJU 4137 - Law and Society

This course examines the creation, uses, and impacts of law on the criminal justice system and society. The definition of law is explored using a variety of theoretical perspectives. In addition, law is explored as a dependent variable, paying special attention to social and political forces that are exerted on it. The role of law on criminal justice system functions and agent decision-making also is reviewed. The course concludes with an examination of the impact of law on society, or law as an independent variable. Important and/or current cases/laws will be reviewed throughout the semester. Scholarly literature will be utilized as frameworks to critique and understand each case/law.

Course Reactivation(s)

CRJU 3732 - Conflict Resolution

JUSTIFICATION:

The department now has the faculty necessary to teach the course. Conflict resolution is burgeoning in the field of criminal justice as an alternative to or part of traditional approaches to punishment. This course would provide an in-depth examination of a process with an important relationship to victimization in the areas of school and family violence. The department also is closely associated with Mock Mediation. This course would allow the department to better serve the needs and desires of our students as reflected in their interest in Mock Mediation and victim-centered courses.

Course Revision(s)

CRJU 3532 - Organized Criminality

Number, Title, Catalog Description, Schedule Type

JUSTIFICATION:

Changing the title and course description of "Organized Criminality" (CRJU 3532) to "Transnational Crime in a Global Society" better reflects the appropriate content area of the course as taught. An accurate study of organized crime is impossible without accounting for its relationship to globalization and the impact this trend has had on organized crime activities. Such criminality is not only organized, but also part of transnational networks. This change also incorporates an additional departmental learning outcome regarding the comparison of United States criminal justice with that of other nations (SLO #4). In addition to changes in the title and course description, the course number should be changed to CRJU 4532, as this better reflects course sequencing. Courses with more focused topics are better suited for senior-level standing after students have established a firm base of general system knowledge, theory, and research skills.

CRJU 4032 - Criminal Behavior

Number, Catalog Description

JUSTIFICATION:

In line with course sequencing, Criminal Behavior should be re-numbered to 3233. The course is intended to be one of the first upper-division courses taken by criminal justice students to better prepare them for theories they will encounter in later criminal justice courses. Changing the second number brings the course in-line with the course numbering guidelines set by the university. This change also will better guide students in their

program planning.

CRJU 4032S - Criminal Behavior

Number, Catalog Description

JUSTIFICATION:

In line with course sequencing, Criminal Behavior should be re-numbered to 3233S. The course is intended to be one of the first upper-division courses taken by criminal justice students to better prepare them for theories they will encounter in later criminal justice courses. Changing the second number brings the course in-line with the course numbering guidelines set by the university. This change also will better guide students in their program planning.

CRJU 4231 - Justice Studies Research Methods

Number

JUSTIFICATION:

In line with course sequencing, Research Methods should be re-numbered to 3234. The course is intended to be one of the first upper-division courses taken by criminal justice students to better prepare them for research they will encounter in later criminal justice courses. This change also will better guide students in their program planning.

CRJU 4632 - Senior Seminar in Justice Studies

Catalog Description, Schedule Type

JUSTIFICATION:

This additional line to the course description will alert students that both Criminal Behavior and Research Methods are recommended prior to registering for Senior Seminar. This will better guide students in their program planning by informing them what will prepare them best for the course.

Proposed New, Revised, or Deleted Program(s)

Justice Studies, B.S.J.S. (REVISED)

JUSTIFICATION:

The additions of a “Law and Society” (CRJU 4137) and Gender, Crime, and Justice (CRJU 3538) bring the program more in-line with expectations of course offerings reflecting several guidelines set by the Academy of Criminal Justice Sciences (ACJS) regarding the number and variety of course offerings compatible with institutional resources and the production of qualified graduates well-versed in the field of criminal justice and capable of engaging critical thinking skills to resolve common problems and dilemmas facing criminal justice practitioners. Specifically, “Law and Society” will expand department offerings in the area of law adjudication and administration of justice, as expected by ACJS content guidelines. “Gender, Crime, and Justice” will expand department offerings in the area of diversity, as expected by ACJS content guidelines. In addition, the course objectives directly relate to the Criminal Justice and Criminology Department's learning outcomes #1, #2, #3, #5, concerning competencies in theory, ethics, criminal justice process, and policy.

Changing the title and course description of “Organized Criminality” (CRJU 3532) to “Transnational Crime in a Global Society” better reflects the appropriate content area of the course as taught. An accurate study of organized crime is impossible without accounting for its relationship to globalization and the impact this trend has had on organized crime activities. Such criminality is not only organized, but also part of transnational networks. This change also incorporates an additional departmental learning outcome regarding the comparison of United States criminal justice with that of other nations (learning outcome #4). In addition to changes in the title and course description, the course number also should be changed to CRJU 4532, as this better reflects course sequencing. Courses with more focused topics are better suited for senior level standing after students have established a firm base of general system knowledge, theory, and research skills. This change also frees the CRJU 3532 number for the new course, "Gender, Crime, and Justice," so it is grouped with other related courses.

In line with course sequencing, both Criminal Behavior and Research Methods should be re-numbered to CRJU 3232/3232S and CRJU 3231, respectively. In the case of Research Methods, this involves simply

changing from CRJU 4231 to CRJU 3231. Criminal Behavior also has changed the second number to bring it in-line with the course numbering guidelines set by the university. The number would change from CRJU 4032/4032S to CRJU 3232/3232S suggesting a traditional lecture course, rather than a special topics. Both courses are intended to be some of the first upper-division courses taken by criminal justice students to better prepare them for research methods and theories they will encounter in later criminal justice courses. This change also will better guide students in their program planning.

An additional line should be added to the course description of Senior Seminar (CRJU 4632) to alert students that both Criminal Behavior and Research Methods are recommended prior to registering for Senior Seminar. Students who have completed these courses will be better prepared to maximize their educational experience in Senior Seminar. This suggestion will better guide students in their program planning. The department strongly believes encouraging students to take these courses earlier will improve learning outcomes associated with Senior Seminar, particularly outcomes #1 and #6 concerning the application of theory and conduction of research. Lastly, the course's designation has been changed from lecture to seminar to better reflect course name and format.

The reactivation of "Conflict Resolution" (CRJU 3732) is requested because the department now has the faculty necessary to teach the course. Conflict resolution is burgeoning in the field of criminal justice as an alternative to or part of traditional approaches to punishment. This course would provide an in-depth examination of a process with an important relationship to victimization in the areas of school and family violence. The department also is closely associated with Mock Mediation. This course would allow the department to better serve the needs and desires of our students as reflected in their interest in Mock Mediation and victim-centered courses.

A Chopak-Foss/Harter motion to approve the new courses, course reactivation, course revisions and revised program was passed unanimously.

➤ **Department of History**

Items for consideration were presented by Dr. Robert Batchelor.

New Course(s)

HUMN 3431 - Digital Humanities

This course provides a hands-on overview of the rapidly-expanding world of digital applications of the humanities. Ranging from visualizing data in maps and diagrams to interactive experiences like games, the digital humanist is not only a researcher but also a designer who helps make things public and the humanities social. This class not only introduces principles and theoretical approaches, but also offers opportunities to learn techniques and begin to build a portfolio of work for the Digital Humanities Minor.

HUMN 3731 - Digital Humanities Internship

The Digital Humanities Internship is intended to offer the student a chance to individually or with a larger group create a portfolio-quality digital humanities project for an organization outside of the university, building skills for a career involving the digital humanities. In tandem with a faculty mentor, students will plan a project and then over the course of a semester develop content and a platform for its digital delivery in relation to the needs of the organization with which they are working. This class may be taught as a tutorial with a single professor as mentor or as a seminar with other students.

HUMN 4631 - Capstone Project for Digital Humanities

The capstone class is the final class in the Digital Humanities Minor and is intended to offer the student a chance to individually or with a larger group create a portfolio-quality digital humanities project. Students will plan a final project, research content and develop a platform for its digital delivery. At the end of the process, the project will go 'live' for both an academic audience and a larger public. This class may be taught as a tutorial with a single professor as mentor or as a seminar with other students.

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

Humanities Interdisciplinary Minor

JUSTIFICATION:

We are updating the Humanities Interdisciplinary Minor to a Digital Humanities focus. Changing the focus will allow students to engage a wider audience in an understanding of and appreciation for the humanities in the public sphere. Students will engage in research and design, focusing on public outreach and interactive, approachable humanities disciplines. The minor will introduce students to theoretical approaches, offer opportunities to learn techniques, and provide them with the opportunity to build a portfolio of work.

Students minoring in Digital Humanities will:

SLO 1: Use fundamental concepts and practices of Digital Humanities to create content appropriate for use in digital media applications.

SLO 2: Develop skills in the best practices of presenting Humanities content in public, non-academic settings.

SLO 3: Synthesize learning from prior coursework to create an original Digital Humanities capstone project, demonstrating the technical knowledge and skill sufficient to execute the project for both academic and public audiences.

A Chopak-Foss/Morris motion to approve the new courses and revised program was passed unanimously.

➤ **Department of Literature and Philosophy**

Items for consideration were presented by Dr. Beth Butterfield.

New Course(s)

PHIL 4434 - Focus on the Philosopher

The work of a great philosopher warrants a more detailed study than a survey course can allow. This advanced course is a detailed, semester-long study of the work of an important philosopher. The philosophers covered may vary from semester to semester, and from instructor to instructor.

Proposed New, Revised, or Deleted Program(s)

Philosophy, B.A. (REVISED)

JUSTIFICATION:

A new course, Focus on the Philosopher, PHIL 4434, is being added to give Philosophy majors the opportunity to study the works of one philosopher in depth.

Religious Studies Interdisciplinary Minor (REVISED)

JUSTIFICATION:

The existing catalog language should be updated to move RELS 2130-Introduction to Religion from its current listing as a required course to the list of elective courses. Listing RELS 2130 as an elective course gives students increased flexibility by giving them the choice to use RELS 2130 to fulfill the Area C core requirement or to fulfill the requirements for the Religious Studies minor. The Religious Studies curriculum committee has agreed that this solves at least two problems: (1) The current catalog language that requires RELS 2130 for the Religious Studies minor means that minors do not have the option of using the course to fulfill Area C core requirement. This means that students who took RELS 2130 to fulfill Area C do not get to fulfill the core requirement they intended to fulfill; (2) Some Religious Studies minors currently take RELS 2130 as a final course to complete the minor simply because it is required. RELS 2130 is not a prerequisite to other Religious Studies courses (nor do we wish it to be); therefore, many students are introduced to the minor through other elective courses. The proposed revision allows these students to take a fourth elective course of their choosing.

A King/Harter motion to approve the new course and revised programs was passed unanimously.

➤ **Department of Political Science and International Studies**

Items for consideration were presented by Ms. Danielle Smith.

New Course(s)

EURO 4160 - Federalism and Multilevel Governance in the EU

An examination of multilevel governance in the European Union and the United States, comparing American federalism to the EU's less centralized, more confederal system. The origins and development of each system are examined, as are the complex relationships between the different levels of government in each.

EURO 4260 - European Monetary Union

An examination of the history and evolution of the European Economic and Monetary Union and its impact on the United States and global economy.

EURO 4430 - EU Environmental Policy

A survey of critical issues in EU environmental policy, including key environmental problems, the challenges of making and implementing environmental policy in the EU's multilevel governance system, and future prospects for EU environmental regulation.

EURO 4530 - European Social Policy

An examination of social policy in Europe and of current social policy arrangements in Europe and the EU.

EURO 4630 - EU Communications and Media

A comparison of communications and media in the EU with the United States. The course examines media law, policies, and practices in voice telephony, the Internet, and social media.

EURO 4730 - EU Foreign Policy

An examination of the foreign policy of the EU. Examines how EU foreign policy is made, the intersection of national and EU foreign policies, and EU policies regarding key issues in countries and areas of the world.

EURO 4760 - US-EU Relations

An examination of relations between the United States and the European Union, including US-EU cooperation on global issues and the future of Transatlantic relations in a changing world.

EURO 4830 - EU Studies Capstone Course

A capstone course for students in the EU Studies Certificate Program. The course explores various topics in a way that allows students to synthesize their knowledge of the EU.

POLS 3438 - Gender and the Law

This course focuses on legal issues related to gender, and considers judicial decisions that have helped shape policies related to issues such as reproductive rights, employment discrimination, family law, Title IX, and sexual harassment.

POLS 4438 - Legal Reasoning and Writing

This course introduces rule-based reasoning in writing legal documents. Students read and analyze precedents and statutes, use them as a basis for their argument, and translate written arguments into oral arguments. The persuasive writing style is emphasized.

Course Revision(s)

EURO 3234 - Introduction to the European Union

Cross-list, Schedule Type

JUSTIFICATION:

Remove the cross-listed courses INTS 3234 and POLS 3234 from the online EURO 3234-Introduction to the European Union course. EURO 3234 is now the designation for the section of Introduction to the European

Union only taught online through the European Union Studies Certificate Program. This is an online state-wide program where registration will be handled through Ingress, which currently does not support cross-listing. INTS 3234/POLS 3234 will remain the designation for Introduction to the European Union sections of the course taught face-to-face on the main campus.

INTS 3234 - Introduction to the European Union

Cross-list

JUSTIFICATION:

Remove the cross-listed course EURO 3234-Introduction to the European Union. EURO 3234 is now the designation for the section of Introduction to the European Union only taught online through the European Union Studies Certificate Program. This is an online state-wide program where registration will be handled through Ingress, which currently does not support cross-listing. INTS 3234/POLS 3234 will remain the designation for Introduction to the European Union sections of the course taught face-to-face on the main campus.

POLS 3234 - Introduction to the European Union

Cross-list

JUSTIFICATION:

Remove the cross-listed course EURO 3234-Introduction to the European Union. EURO 3234 is now the designation for the section of Introduction to the European Union only taught online through the European Union Studies Certificate Program. This is an online state-wide program where registration will be handled through Ingress, which currently does not support cross-listing. INTS 3234/POLS 3234 will remain the designation for Introduction to the European Union sections of the course taught face-to-face on the main campus.

Proposed New, Revised, or Deleted Program(s)

Political Science, B.A. (REVISED)

JUSTIFICATION:

The department has added two courses, POLS 3438-Gender and the Law and POLS 4438-Legal Reasoning and Writing, to the upper-division electives offered by the department. The change to the program page is to add the courses in the appropriate area of the curriculum.

A Chopak-Foss/Han motion to approve the new courses, course revisions and revised program was passed unanimously.

➤ **Department of Sociology and Anthropology**

Items for consideration were presented by Dr. Adrienne Cohen.

New Course(s)

SOCI 2130 - Introduction to Gerontology

This is a comprehensive introduction to the field of gerontology meant to assist students in the application of an aging perspective for any discipline or major. The course includes a focus on the social, psychological, biological, policy, and humanities perspective of the aging experience.

SOCI 3233 - Aging Programs and Policies

This course is designed to familiarize students with current programs and policies for older adults. Familiarity with these programs and policies requires an understanding of the social policy process and the role of norms, values and beliefs in that process. The course will move from an understanding of demographic trends to an understanding of policy development for the aging community and then focus on the programs that exist to support our aging society at the local, state and federal levels.

Proposed New, Revised, or Deleted Program(s)

Gerontology Interdisciplinary Minor (NEW)

JUSTIFICATION:

The population of Georgia is relatively young when comparing the ages of our citizens with other states in the nation. In 2013, only 12% of the population was aged 65 or above, in comparison to the national average of 14% (US Census, 2015). However, according to the Georgia State Plan on Aging (2011), “Georgia's population, ages 65 and above, is expected to increase 142.95%...between 2000 and 2030” (p.12). In order to prepare our workforce to respond to these trends, it is essential that students, in a range of disciplines, are exposed to aging-related issues. This interdisciplinary minor will allow students, regardless of their major, to better understand how to respond to the needs of older adults in our state and in the nation.

A King/Chopak-Foss motion to approve the new courses and new program was passed unanimously.

➤ **Department of Writing and Linguistics**

Items for consideration were presented by Dr. Dan Bauer.

Course Revision(s)

ESL 0093 - English as a Second Language I

Number, Credit Hours, Title, Catalog Description, Prerequisite(s), Schedule Type, Other

JUSTIFICATION:

Currently ESL 0093 is a six-credit course for institutional but not degree credit. While many students benefit from the full course's instruction in reading/writing AND speaking/listening, we increasingly have students who need work on text-based English, but not spoken, and students who need work on their spoken English and listening, but not their reading and writing. By separating the six-credit course into two 3-credit classes -- one for reading/writing (ESL 0094) and one for listening/speaking (ESL 0095) we can continue to serve the students who still need a full six-credit hours of instruction, but also better serve those who only need half that amount. The course number is indicative of the traditional numbering of ESL and learning support courses.

ESL 0095 - English as a Second Language II

Title, Catalog Description, Prerequisite(s), Schedule Type

JUSTIFICATION:

Currently ESL 0093 is a six-credit course for institutional but not degree credit. While many students benefit from the full course's instruction in reading/writing AND speaking/listening, we increasingly have students who need work on text-based English, but not spoken, and students who need work on their spoken English and listening, but not their reading and writing. By separating the six-credit course into two 3-credit classes -- one for reading/writing (ESL 0094) and one for listening/speaking (ESL 0095) we can continue to serve the students who still need a full six-credit hours of instruction, but also better serve those who only need half that amount.

The course number is indicative of the traditional numbering of ESL and learning support courses.

LING 3030 - Selected Topics in Linguistics

Schedule Type

JUSTIFICATION:

This revision allows this course to be offered online as well as face-to-face.

WRIT 2131 - Everyday Creative Writing

Schedule Type

JUSTIFICATION:

This revision allows this course to be offered online as well as face-to-face.

WRIT 3030 - Selected Topics in Writing

Schedule Type

JUSTIFICATION:

This revision allows this course to be offered online as well as face-to-face.

WRIT 4560 - Writing Argument

Catalog Description, Prerequisite(s), Schedule Type

JUSTIFICATION:

Because argumentative writing is a necessary skill for any productive citizen, the content has been redesigned so that the digital and multimodal forms of composition address (1) the 21st Century definitions of writing and (2) the practical needs of composing persuasive writing in the work and social worlds as well as the academic classroom. Adding the prerequisite and its exception is to assure that students experience upper-level writing course demands before taking this senior-level writing course; previously, only passing ENGL 1102 with a minimum of "C" was the requirement.

Selected Topics Announcement(s)

WRIT 2090 - Writing the LGBTQ Identity

WRIT 3030 - Drafting and Outlining the Novel

Selected Topics Announcements are for information only.

A Reynolds/Chopak-Foss motion to approve the course revisions was passed unanimously.

VII. COLLEGE OF EDUCATION

➤ **Department of Curriculum, Foundations & Reading**

Items for consideration were presented by Dr. Deborah Thomas.

New Course

EDUR 3130- Introduction to Research Methods in Education

This course is an undergraduate introductory course in educational research. Research designs, methods and applications of research specific to investigations while working in schools will be explored. Practical informal and formal data collection approaches are assigned to illustrate techniques teachers use when compiling data to inform their practice.

A Chopak-Foss/Harter motion to approve the new course was passed unanimously.

➤ **Department of Teaching and Learning**

Items for consideration were presented by Dr. Deborah Thomas.

Course Reactivation

ESED 4799

JUSTIFICATION:

The existing edTPA retake course number ESED 4739 needs to be changed to ESED 4799 due to the numerical codes of course numbers as established by the BOR. The College of Ed. has a deactivated course ESED 4799 that we are requesting be reactivated to meet the needs of program requirements for a support course to facilitate the edTPA retake course. This course will allow candidates to retake one, two, or all three edTPA portfolio tasks. We are requesting to reactivate ESED 4799 and revise the course to meet the requirements of edTPA.

Proposed New, Revised or Deleted Program

B.S.Ed. Special Education (REVISED)

JUSTIFICATION:

The EDUR 3130 course will introduce our Special Education majors to applied research methods they can use in their classrooms and within schools.

A Chopak-Foss/Harter motion to approve the course reactivation and revised program was passed unanimously.

VIII. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY.....475

➤ **Civil Engineering and Construction Management**

Items for consideration were presented by Dr. David Williams.

Course Revision(s)

CENG 3135 - Project Cost Analysis, Planning and Management

Prerequisite(s), Catalog Description

JUSTIFICATION:

(1) Catalog Description Change: The course catalog description was modified to better reflect the course content and minor editorial corrections were made.

(2) Prerequisite Change: The prerequisite was replaced with ECON 2105 to allow CENG students to focus on more management aspects of finance, including topics but not limited to financial statements, budgets, and project case needs.

TCM 3331 – Construction Finance

Prerequisite(s), Catalog Description, Lecture/Seminar Hour(s), Lab Hour(s), Schedule Type

JUSTIFICATION:

(1) Catalog Description Change: The course catalog description was modified to better reflect the course content and minor editorial corrections were made.

(2) Prerequisite Change: A prerequisite was removed to keep incoming transfer students and freshmen from registering for the course.

(3) Lecture and Lab hours: The hours were changed to make this a lecture only course without a laboratory component.

Deleted Course(s)

CENG 3011 – Leveling Topics in Surveying

CENG 3231 – Highway Design I

CENG 3231H – Highway Design I (Honors)

CENG 3242 – Structural Analysis

CENG 4136 – Soil Mechanics and Foundations

JUSTIFICATION:

CENG 4136 was created as one of the initial courses in the Civil Engineering curriculum and was later revised to CENG 3232.

CENG 3242 was created as one of the initial courses in the Civil Engineering curriculum and was later revised to CENG 3331.

CENG 3231 & H were created as initial courses in the Civil Engineering curriculum and were later revised to CENG 4135.

CENG 3011 was used to transition students from the previous Civil Engineering Technology (CET) degree program into the Civil Engineering (CE) degree program. The CET program has been phased out. These courses are no longer offered and need to be removed from the Undergraduate Catalog.

Proposed New, Revised, or Deleted Program(s)

B.S. in Civil Engineering, B.S.C.E. (REVISED)

JUSTIFICATION:

Foremost, the Civil Engineering program will begin requiring students to take the Fundamentals of Engineering (FE) exam. This exam is in alignment with ABET accreditation requirements. Earning the FE credential before (or after) graduation from the Civil Engineering program will help ensure that Civil Engineering graduates become professional and ethical members of the Civil Engineering industry. Students will have a substantial advantage by having taken this exam in a highly competitive job market. Other additions were made regarding changes in the degree requirements that should be listed on the program page for clarification. Some of these may represent errors that occurred in the transition from the old catalog format to CourseLeaf.

B.S. Construction, BSCons. (REVISED)

JUSTIFICATION:

The Construction Management program will require students to take the Associate Constructor (Level 1) Exam prior to graduation. This exam is in alignment with ACCE accreditation requirements. Earning the AC credential before (or after) graduation from the CM program will help ensure that Construction Management graduates become professional and ethical members of the construction industry. Students will have a substantial advantage by having taken this exam in a highly competitive job market.

A Chopak-Foss/King motion to approve the course revisions, deleted courses and revised programs was passed unanimously.

➤ **Electrical Engineering**

Items for consideration were presented by Dr. David Williams.

New Course(s)

EENG 3337 – Power Systems Fundamentals

This course is designed to introduce students to the basic concepts of electric power systems. Single-phase and 3-phase networks, electric power generation, transformers, transmission lines, and power flow analysis including stability and fault analysis are thoroughly covered. Additional topics dealing with conventional energy sources, electricity market, and regulations affecting the power sector are introduced and discussed. Students are expected to perform power flow simulations using Power World Software and/or other professional programming tools for power system studies.

Course Revision(s)

EENG 5242 – Power Systems

Title, Course Description, Prerequisite(s)

JUSTIFICATION:

The new course EENG 3337 - Power Systems Fundamentals provides a better foundation of prerequisite content necessary for this course than was provided by the more focused EENG 3241- Electric Machines course.

Proposed New, Revised, or Deleted Program(s)

B.S. in Electrical Engineering, B.S.E.E. (REVISED)

JUSTIFICATION:

This revised EE program reflects the changes made to the Power Systems course sequence that included creating a new required fundamentals course that replaces an engineering elective in the EE curriculum. Also, an existing course was revised to a more advanced level which strengthens the power systems concentration in the curriculum. These changes were approved by EE faculty and the EE Professional Advisory Committee.

A King/Chopak-Foss motion to approve the new course, course revision and revised program was passed unanimously.

➤ **Information Technology**

Items for consideration were presented by Dr. David Williams.

Proposed New, Revised, or Deleted Program(s)

B.S. in Information Technology, B.S.I.T. (REVISED)

JUSTIFICATION:

Program Admission Criteria (Pre-IT) is no longer enforced. Students can declare an IT major at any time without restrictions.

It is difficult to maintain Second Discipline Concentrations across campus. Moreover, removing the Second Discipline Concentrations will allow additional courses to be required in the IT curriculum which will strengthen the IT degree program.

A decision was made to no longer require IT 5433-Information Storage and Management; IT 4335-Network Architecture is more suitable for IT students, thus CISM 4238 is removed as an alternative course.

B.S. in Information Technology, B.S.I.T., Data Science Concentration (REVISED)

JUSTIFICATION:

To correct typographical errors.

A Chopak-Foss/Morris motion to approve the revised programs was passed unanimously.

➤ **Mechanical Engineering**

Items for consideration were presented by Dr. David Williams.

New Course(s)

ENGR 2890 – Introductory Selected Problems in Engineering

Individual and specialized introductory-level study in the areas of engineering projects and research not otherwise covered in the student's curriculum. This experience cannot be used as a substitute for a technical elective in the engineering curriculums. Prerequisite(s): Identification of a problem or study area and permission of the instructor and department chair.

MENG 4811 – Mechanical Engineering Research Seminar

MENG 4811 is meant to be a research course that is an introduction to engineering research topics, experiment design, ethics, laboratory safety, data analysis, statistics, technical writing and presentation.

MENG 4822 – Research Project in Mechanical Engineering

MENG 4822 is the supervised research project element of the MechE special topic sequence (including MENG 4811 MechE Research Seminar), which progresses from experiment/project design, implementation, and culminates in a final research report, presentation and/or honors thesis.

Course Revision(s)

ENGR 3233 – Mechanics of Materials

Prerequisite(s)

JUSTIFICATION:

This revision corrects an error. During a past course pre-requisite revision, the MATH 2243 and 3230 were mistakenly listed as pre-reqs of MENG 3233. This proposed change eliminates the two erroneous MATH pre-reqs for ENGR 3233.

Proposed New, Revised, or Deleted Program(s)

B.S. in Mechanical Engineering, B.S.M.E. (REVISED)

MENG 5136H is replaced by MENG 4210H, and MENG 5891H is replaced by MENG 4811H and MENG 4822H. This allows students in the Honors Program in Mechanical Engineering exposure to energy science

content to better develop stronger background and skills in research methods and undergraduate research projects.

A King/Harter motion to approve the new courses, course revision and revised program was passed unanimously.

➤ **Manufacturing Engineering**

Items for consideration were presented by Dr. David Williams.

New Course(s)

MFGE 2239 – Engineering Probabilistic Modeling and Analysis

An introduction to probability and distribution functions, product and process quality, probabilistic reliability methods applicable to risk based product and process design, component reliability and degradation, static and dynamic system reliability modeling and analysis, life testing, stress/strength analysis, component and system reliability, and fault tree analysis with an emphasis on manufacturing engineering applications. Techniques related to the graphical analysis of engineering data will be explored.

Course Revision(s)

MFGE 2421 – Modeling and Prototyping

Title

JUSTIFICATION:

Since this course was developed, the term "Additive Manufacturing" has come into widespread usage within the discipline as reflecting those activities covered collectively in the course. This change simplifies the title and more accurately reflects the content of the course. The course name is also being changed based upon feedback and recommendation from the department's external professional advisory committee.

MFGE 4533 – Dynamics and Kinematics of Robotics and Automation Studio

Title

JUSTIFICATION:

The course name is being changed based upon feedback and recommendation from the department's external professional advisory committee. This change simplifies the title and more accurately reflects the content of the course.

Proposed New, Revised, or Deleted Program(s)

B.S. in Manufacturing Engineering, B.S.M.A.N.E. (REVISED)

JUSTIFICATION:

As a result of planned pre-requisite changes made to STAT 3130 by the Mathematics Department, it has been decided after faculty discussion and consultation with the Chair of Mathematics Department to replace this required course in the Manufacturing Engineering curriculum with STAT 2231 (Introduction to Statistics I) and to replace MATH 3337 Probability, with a new course MFGE 2239 Applied Probabilistic Modeling and Data Analysis for Engineers.

The name of MFGE 2421 is being changed from Modeling and Prototyping to Introduction to Additive Manufacturing Studio. This change is in response to feedback and recommendation from the department's external professional advisory committee. The new name more accurately reflects the content of the course.

The name of MFGE 4533 is being changed from Dynamics and Kinematics of Robotics and Automation Studio to Industrial Robotics and Automation. This change is in response to feedback and recommendation from the department's external professional advisory committee. It simplifies the title and more accurately reflects the content of the course.

A Han/King motion to approve the new course, course revisions and revised program was passed unanimously.

IX. COLLEGE OF HEALTH AND HUMAN SCIENCES

➤ School of Health and Kinesiology

Items for consideration were presented by Dr. Stephen Rossi.

New Course(s)

KINS 1514 – Spinning

A course designed to introduce basic aerobic skills and knowledge pertinent to understanding and participating in spinning.

KINS 1516 – Beginning Archery

To introduce the student to the fundamental concepts/technique of archery, and to encourage the appreciation of leisure activities in promoting a healthy lifestyle.

KINS 1519 – Rock Climbing

Students will learn the skills needed to rock climb indoors. Students will learn knot tying, proper handling of a rope, how to put on a climbing harness, proper belaying techniques, spotting, and basic climbing techniques and terms.

NTFS 4611 – Dietetics Senior Seminar

Provides nutrition and food science seniors in the dietetics emphasis with a colloquium in which to prepare and deliver presentations in trends and issues in the field of dietetics. The course also includes the process of preparing applications for dietetics internships. Resume writing, portfolio compilation, and interviewing skills will be discussed.

Course Revision(s)

NTFS 2535 – Nutrition and Diet Therapy

Number, Title, Course Description, Prerequisite(s)

JUSTIFICATION:

The previous NTFS 2535 course addressed only the needs of nursing students. The revised course (NTFS 4533) brings a more focused application of nutrition therapy to Nutrition and Food Science majors (Community Nutrition and Food Science/Food Systems Administration emphases) and Nutrition and Food Science minors. This will be done now in an upper division course which applies nutrition therapy principles to meet the unique, non-dietetics-related nutrition therapy needs of students working within the community in nutrition wellness, corporate food settings, and other multiple allied health professions.

NTFS 3535 – Lifecycle Nutrition

Prerequisite(s)

JUSTIFICATION:

NTFS 2535 is being revised to expand its content in nutrition therapy and will be an upper division NTFS course. It is therefore no longer appropriate as a pre-requisite course for a lower level course.

NTFS 3630 – Sports Nutrition

Prerequisite(s)

JUSTIFICATION:

NTFS 2535 is being revised to expand its content in nutrition therapy and will be an upper division NTFS course. It is therefore no longer appropriate as a pre-requisite course for a lower level course.

NTFS 4534 – Medical Nutrition Therapy I

Prerequisite(s)

JUSTIFICATION:

To meet accreditation standards, KINS 2533 is being added as a required course in the Nutrition and Food

Science major, Dietetics emphasis and its content preceeds and would be beneficial to students prior to enrollment in NTFS 4534 - Medical Nutrition Therapy I.

NTFS 4535 – Community Nutrition

Prerequisite(s)

JUSTIFICATION:

NTFS 2535 is being revised to expand its content in nutrition therapy and will be an upper division NTFS course. It is therefore no longer appropriate as a pre-requisite course for a lower level course.

NTFS 4610 – Nutrition and Food Science Senior Seminar

Course Description

JUSTIFICATION:

With this revision, the course is now focused specifically upon the needs of seniors in Community Nutrition and Food Science/Food Systems Administration emphases of the Nutrition and Food Science major.

KINS 2535 – Introduction to Exercise Science

Schedule type, prerequisite

JUSTIFICATION:

This course will be available online in the summer. We removed the prerequisites because it prevented some students to take course when needed.

HLTH 3135 – Topics in Coordinated School Health

Other

JUSTIFICATION:

The course college code and department code are wrong and have been corrected to reflect the proper college and department.

Proposed New, Revised, or Deleted Program(s)

B.S., Nutrition and Food Science (REVISED)

JUSTIFICATION:

Changes in the Nutrition and Food Science BS program are critical to meeting the needs of the diverse emphases of the major: Dietetics (Accreditation Council for Education in Nutrition and Dietetics (ACEND) - accredited Didactic Program in Dietetics (DPD)), Community Nutrition, and Food Science/Food Systems Administration. Specifically...

A. NTFS 4610 - Having been taught for several years in two sections with distinct content to meet the varying needs of Dietetics students and Community Nutrition and Food Science/Food Systems Administration students, the program is officially revising the course to allow it to be taught as two distinct courses: NTFS 4610 - Nutrition and Food Science Senior Seminar and NTFS 4611 - Dietetics Senior Seminar.

B. Because of curriculum changes proposed in the College of Public Health whereby students will no longer meet the pre-requisites of the course, the program must change a required Public Health course in the Community Nutrition emphasis to be an additional restricted elective and must rename another Public Health course requirement's name. Hence, PUBH 2130 will be renamed Intro to Community and Public Health and PUBH 3230 will no longer be able to be a required course. An additional restricted elective will become part of the program.

C. The original student population of NTFS 2535 - Nutrition and Diet Therapy no longer exists (The course is no longer required in the BS- Nursing program). Because of this as well as a growing need for distinct Nutrition Therapy coursework to meet the specific community-based needs of the non-dietetics Nutrition and Food Science majors such as Community Nutrition and Food Science/Food Systems Administration emphases students and students minoring in Nutrition and Food Science, who will all work with the public in nutrition wellness, corporate food settings, and other multiple allied health professions, the program will

remove the requirement of NTFS 4534 and NTFS 4538: Medical Nutrition Therapy I and II from the Community Nutrition and Food Science/Food Systems Administration Emphases in the major and remove NTFS 2535 from the list of approved courses from the minor in Nutrition and Food Science. These courses will be replaced with a more applicable upper division course NTFS 4533 - Applied Nutrition Therapy. To facilitate this change, course revision forms have also been submitted for courses that previously had NTFS 2535 as an option for a pre-requisite course for those courses. Instead, students will have to take one of the other pre-requisite courses.

In addition, a revised Minor in NTFS program form will also be submitted.

D. Based upon accreditation standards which emphasize the need for pathophysiology in addition to Medical Nutrition Therapy requirements in the program, the guided elective (3 hours) will be removed from the Dietetics emphasis and replaced with KINS 2533 - Pathophysiology (3). This course will also be a pre-requisite to NTFS 4534 so that students are better prepared for the content of that course.

E. A revision is being made to correct the name of the accrediting organization in the catalog. It should read Accreditation Council for Education in Nutrition and Dietetics (ACEND), Academy of Nutrition and Dietetics NOT AMERICAN DIETETIC ASSOCIATION...etc. The American Dietetic Association name was changed in January 2012 to the Academy of Nutrition and Dietetics. This change was noted in the attached catalog copy.

F. The program is also adding NTFS 3631: Sustainable Foods to the list of Guided Electives for the Community Nutrition and the Food Science/Food Systems Administration emphases of the major to allow additional appropriate electives for students.

G. The program progression requirements state that "Students must maintain a 2.8 total institution overall GPA." This terminology is confusing with "institution" and "overall". Based upon accreditation in which nationally it is the overall GPA that is most important, the language is clarified on the catalog page to read what is intended..."Students must maintain a 2.8 overall GPA".

Nutrition and Food Science minor (REVISED)

JUSTIFICATION:

To better meet the unique community-based nutrition therapy needs of students in allied health professions and others minoring in Nutrition and Food Science, NTFS 2535 - Nutrition and Diet Therapy is being removed from the program and being replaced with a more advanced level elective course NTFS 4533 - Applied Nutrition Therapy.

A Chopak-Foss/King motion to approve the new courses, course revisions and revised programs was passed unanimously.

➤ **School Human Ecology**

Items for consideration were presented by Dr. Stephen Rossi.

Course Reactivation(s)

FACS 4090 – Selected Topics in Family and Consumer Sciences

JUSTIFICATION:

This course is needed for Recreation students to take courses for non major guided electives.

Course Revision(s)

CHFD 2130 – Family Economic Environment

Course Description

JUSTIFICATION:

The certifying board at the National Counsel on Family Relations for our Certification of Family Life Educators requested the course focus on more than just financial resources to include multiple types of resources.

CHFD 4790 – Internship in Child and Family Development

Grade Mode

JUSTIFICATION:

Changing grade mode from S/U to Normal.

RECR 2131 – Introduction to Therapeutic Recreation

Title

JUSTIFICATION:

Recent decisions from the American Therapeutic Recreation Association have clarified terminology to be used. The preferred term is "Recreational Therapy."

RECR 3135 – Program Planning in Therapeutic Recreation

Title

JUSTIFICATION:

Recent decisions from the American Therapeutic Recreation Association have clarified terminology to be used. The preferred term is "Recreational Therapy."

RECR 3230 – Adventure Education

Prerequisite

JUSTIFICATION:

This course is suitable for students in a variety of majors and minors; the current prerequisite prevents such students from enrolling.

RECR 3235 – Outdoor Recreation Management

Prerequisite

JUSTIFICATION:

This course is suitable for students in a variety of majors and minors; the current prerequisite prevents such students from enrolling.

RECR 3335 – Introduction to Tourism Management

Prerequisite

JUSTIFICATION:

This course is suitable for students in a variety of majors and minors; the current prerequisite prevents such students from enrolling. Catalog change required to reflect deletion of the former prerequisite(s).

RECR 3336 – Heritage Tourism

Prerequisite

JUSTIFICATION:

This course is suitable for students in a variety of majors and minors; the current prerequisite prevents such students from enrolling.

RECR 3430 – Conference and Event Planning

Prerequisite

JUSTIFICATION:

This course is suitable for students in a variety of majors and minors; the current prerequisite prevents such students from enrolling.

RECR 4130 – Assessment and Documentation in Therapeutic Recreation

Title

JUSTIFICATION:

Recent decisions from the American Therapeutic Recreation Association have clarified terminology to be used. The preferred term is "Recreational Therapy."

RECR 4135 – Therapeutic Recreation Interventions

Title, Prerequisite

JUSTIFICATION:

Recent decisions from the American Therapeutic Recreation Association have clarified terminology to be used. The preferred term is "Recreational Therapy." and remove current pre-requisites.

RECR 4230 – Environmental Education and Interpretation

Prerequisite

JUSTIFICATION:

This course is suitable for students in a variety of majors and minors; the current prerequisite of upper-division RECR 3235 prevents such students from enrolling. Catalog change required to reflect deletion of the RECR 3235 prerequisite and POI.

RECR 4730 – Professional Advancement in Therapeutic Recreation

Title, Prerequisite

JUSTIFICATION:

Recent decisions from the American Therapeutic Recreation Association have clarified terminology to be used. The preferred term is "Recreational Therapy." "Permission of Instructor" required to enable qualified students to be enrolled with approval of the instructor.

Proposed New, Revised, or Deleted Program(s)

B.S., Recreation (REVISED)

JUSTIFICATION:

To ensure that students are taking the correct courses for each emphasis area within the major.

Recreation minor (REVISED)

JUSTIFICATION:

Reflect changes in course title and correct incorrect information.

A Reynolds/Harter motion to approve the course reactivation, course revisions and revised programs was passed unanimously.

X. ADJOURNMENT

There being no further business to come before the committee, a Harter/King motion to adjourn the meeting at 4:40PM was passed unanimously.

Respectfully Submitted,



Jade Brooks
Recording Secretary

2016

Librarian's Report 3-23-2016

Georgia Southern University

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Faculty Senate

Senate Librarian's Report

March 23, 2016

Faculty Research Committee (November 17, 2015)	2
Faculty Research Committee (January 22, 2016)	4
Faculty Senate Library Committee (February 22, 2016)	5
Graduate Committee Minutes (February 11, 2016)	7
NCAA Faculty Athletic Representative (March 2016)	11
Undergraduate Committee Minutes (February 9, 2016)	13

Georgia Southern University Faculty Research Committee (2015-16)
November 17, 2015, 9 AM Veazey Hall 2001C

Minutes

- I. The meeting was called to order at 9:05 AM by the Chair – Dr. Moya Alfonso
- II. The agenda was approved by full vote of the committee.
- III. Roll Call

Moya Alfonso – Elected Chair	JPHCOPH	Term expiration - 2016	Present
Kathryn Anderson	CHHS	2017	Absent
Dustin Anderson	CLASS	2017	Present
John Barkoulas	COBA	2017	Present
Amelia Davis	COE	2017	Present
Ji Wu	COSM	2016	Present
Paolo Gujilde	Library	2016	Present
Shaowen Xu	CEIT	2016	Absent
Lance McBrayer	Provost Delegate	Ex Off.	Present
Ele Haynes	VPRED	Ex Off.	Present

IV. Welcome

- A. Dr. Alfonso welcomed the committee. Each committee member introduced themselves.
- B. Ele Haynes provided a brief tour of committee resources including
 - i. FRC SharePoint worksite. This will serve as the central shared working location for group work. <https://inside.georgiasouthern.edu/vpr/research/frc/frc2015-2016/default.aspx>
 - ii. FRC website – this site contains the guidelines, forms and evaluation information for all competitions. The site is accessible by both committee members and applicants to provide full transparency into the process. <http://research.georgiasouthern.edu/orssp/institutional-funding/>

V. Committee functions include:

A. Award for Excellence in Research

- i. Guidelines are located on the FRC website. Committee members were provided with the location of the guidelines on the website and a copy of the evaluation rubric for the excellence applications. The evaluation tool is also located on the SharePoint site under faculty tools as well as on the website under application materials – rubric.
 - 1. Application packages will be placed at the reserve desk at Henderson Library.
 - 2. Completed review rubrics, to include comments, should be uploaded to the Excellence Award section of the committee SharePoint site.
 - 3. Email a copy of your rubrics or notice that you have uploaded them to Ele Haynes. Ele will compile the committee numeric results into a single spreadsheet for committee review.
 - 4. The committee reviews will be due 3 days prior to the next meeting when the date is finalized.
- ii. Deadlines
 - 1. September 18, 2015-- Nominations were submitted electronically through the FRC website.
 - 2. October 30, 2015 – Applications were received for Excellence Awards based upon peer nomination.
 - 3. March 1, 2016 – The committee will provide the names of 2 recommended Excellence in Research and/or Creative/Scholarly Pursuits to the VPRED and Provost.

B. Faculty Research Seed and Scholarly Pursuit Internal Funding Award

- 1. The committee was provided with a brief introduction to the funding guidelines and reminded that they are responsible to share the information with their college.
- 2. The committee members were encouraged to read and become familiar with the competition guidelines on the website
- ii. Deadlines
 - 1. January 29, 2016 – Applications submitted to ORSSP
 - 2. May 1, 2016 – Award letters prepared for recipients
 - 3. July 1, 2016 – No pre-award spending in FY16

C. Publication Fund – Rolling Deadlines

- i. Guidelines – committee members were introduced to the publication fund. All faculty are eligible to apply on time per fiscal year for assistance up to \$500 for one publication as an author or co-author. The fund remains open until allotted value is expended. The fund usage fluctuates year to year. Some years it is spent out in March – others remains open through June.

D. Sponsor Collaboration Support Program (Travel Fund)

- i. The sponsor travel opportunity has historically been underutilized. As the VPRED offers a similar program and strategic use of the program requires coordination with multiple related units, committee resources may be better directed to the other committee programs.
- ii. Upon consensus of the committee, this program will be discontinued.

E. Grant Writing Workshop

- i. Grant Writing Workshop – The committee collaborates with the VPRED and GSURSF to host a grant writer’s workshop annually. This year we are looking at bringing the Grant Writers Workshop to campus. Ideas for next year’s workshop should be submitted to Ele between now and May.

F. Limited Submission Funding

- i. Committee members may be called upon to serve as ad hoc reviewers for situations where grant opportunities limit the number of applications that Georgia Southern University may submit and more than the limited submission number want to apply. Reviewers will be asked to participate based upon scholarship alignment with the grant guidelines. Committee participation is appreciated.

VI. Calendaring

- A. Moya Alfonso will send out a doodle poll to assist the committee in finding a time that fits all schedules to meet for the purpose of discussing the Excellence in Research and/or Creative, Scholarly Pursuits award recommendations. The committee is requested to respond to the poll in a timely fashion.
- B. Committee minutes will be emailed to the committee for approval if the next meeting is not held within the month following the current meeting. Committee members are asked to respond within the requested timeframe to allow the minutes to be posted to the senate librarians report in a timely fashion.

VII. Topics to be Discussed at Next Meeting

- A. Change of submission process to facilitate reviews. Faculty discussed google cloud and Digital Commons. Security issues were of concern.
- B. Faculty discussed not allowing faculty with startup funding to apply for seed grants. This warrants further discussion.
- C. Faculty expressed a desire to focus on developing interest in seed grant funding and offering training related to applying for seed grant funding.
- D. A recommendation was made, in light of budget constraints, to offer advanced grant writing opportunities in addition to the annual basic workshop.

VIII. Adjournment: 10:15 AM

Georgia Southern University Faculty Research Committee (2015-16)
January 22, 2016, 1 PM Veazey Hall 2001C

Minutes

I. Welcome

- A. The meeting was called to order at 9:05 AM by the Chair – Dr. Moya Alfonso

- B. The minutes from the November 17, 2015 meeting were approved by full vote of the committee.

II. Roll Call

Moya Alfonso – Elected Chair	JPHCOPH	Term expiration - 2016	Present
Kathryn Anderson	CHHS	2017	Present
Dustin Anderson	CLASS	2017	Present
John Barkoulas	COBA	2017	Present
Amelia Davis	COE	2017	Present
Ji Wu	COSM	2016	Present
Paolo Gujilde	Library	2016	Present
Shaowen Xu	CEIT	2016	Present
Greg Brock	Senate	2016	Present
Lance McBrayer	Provost Delegate	Ex Off.	Present
Ele Haynes	VPRED	Ex Off.	Present

I. Committee Work

- A. Award for Excellence in Research and/or Creative Scholarly Activity
 - i. Paolo Gujilde brought in the excellence application packages from the Library. He will coordinate their removal from reference status in the Library.
 - ii. 6 applications were reviewed by all committee members. Assigned reviews were completed independently by checking out application packets from the library reserve desk.
 - iii. Review rubric rankings were posted to a common spreadsheet. Numeric rankings and reviewer comments were used to narrow the applicant field to 4 candidates.
 - iv. The final 4 applications were ranked. The top two applicants will be forwarded to the Provost as the committee nominees for the Excellence in Research and/or Creative Scholarly Pursuits awards. The 3rd and 4th place candidates will be held in reserve. Should one of the award winners leave GS, the 3rd and then 4th runner up will receive the award.
 - v. Committee members were reminded that the process is confidential. No results may be released prior to the Provost’s announcement at commencement.
- B. Deadlines
 - i. January 29, 2016 – Scholarly Pursuit Award and Seed Funding Applications Due.
 - ii. March 1, 2016 – Recommendations due to VPRED and Provost
- C. Calendaring of meetings
 - i. Spring Semester – FRC committee will meet on Fridays at 1:00 PM to 2:35 PM beginning 2/12/16 for Assignment of Seed and Scholarly Pursuit applications for review.
- D. Adjournment.
 - i. 2:30 PM

Faculty Senate Library Committee
February 22, 2016
Essence Notes

Attending: Bede Mitchell, Richard Flynn, John Barkoulas, Beth Downs, Quentin Fang, Ursula Pritham, Hani Samawi, Fred Smith, Russell Thackston, Jennifer Kowalewski, Paolo Gujilde, Jeff Mortimore, Jessica Minihan.

Demonstration of New Services: Faculty members Jessica Minihan, Jeff Mortimore and Paolo Gujilde presented information on three new library services.

BrowZine: Jessica presented a short overview of the BrowZine service which allows you to browse, read, and follow thousands of the library's scholarly journals on your computer, iOS or Android mobile devices. It assists in keeping track of your favorite journals and discovering new journals. For more information and instructions on how to use the BrowZine service go to <http://georgiasouthern.libanswers.com/faq/95047>.

Flipster: Jeff gave a demonstration of the new Flipster platform which enables one to view popular magazine subscriptions in print format online. Flipster is compatible with web browsers and mobile devices, and allows readers to flip through pages that look identical to the print copy. One may access Flipster on the library website from the e-Journals tab, the GALILEO A-Z Databases list, the LibGuides A-Z list, or on select research guides. Individual Flipster titles are available through Discover and in the library catalog. For more information go to <http://georgiasouthern.libanswers.com/faq/86771>. Additional support is available at [EBSCO Support Guide](#).

Overdrive @ Georgia Southern: Paolo reported on the new service which facilitates browsing and accessing popular eBooks and audiobooks directly on your computer or mobile device. OverDrive @ Georgia Southern is available via the catalog, on the GALILEO A-Z database list, on the LibGuides A-Z Database list, and on select research guides. Individual OverDrive books may also be found in the library catalog. Overdrive eBooks and audiobooks may be checked out for 14 days, and are automatically returned to the library at the end of the checkout period. For instructions on installing and using the service on your computer and/or mobile devices go to

- [Use OverDrive @ Georgia Southern on Your Computer](#)
- [Use OverDrive @ Georgia Southern on Your Mobile Device](#)

More information is available at <http://georgiasouthern.libanswers.com/faq/119517>

Develop a New Series of Faculty Scholarship Celebrations? Richard Flynn reported on an issue raised at the latest Faculty Senate meeting which resulted in the suggestion that the Library Committee might be interested in taking on the project of developing some type of faculty scholarship recognition. Dr. Karl Peace had sent a Request for Information to the Faculty Senate Executive Committee, asking why the ceremony held at the Spring Faculty Meeting recognizing faculty who had published books during that year had been stopped. Richard reported that Dr. Bartels stated that one reason it is no longer held is because it privileges book publishing over other forms of scholarship. This brought forth a discussion of having an event that recognizes scholarship in general and if the library would be interested in promoting such an event. Discussion arose, bringing out pros and cons of developing such a program, how involving all scholarship would create a huge undertaking and the many decisions to be made: what kind of ceremony would facilitate recognizing all scholarship? What scholarship, if any, should be excluded? Bede encouraged the group to discuss this issue with their colleagues for more discussion at a future meeting.

LibQUAL+ Survey: Bede gave an overview of the library's ongoing LibQUAL+ Survey which will measure the library's service quality. The information will be helpful in allowing the library to benchmark the results against other campuses and identify best practices which can be established as library goals for next year. Our past LibQUAL+ results can also be compared with the current survey to see if there has been progress or if there are widening gaps between the expectations of library patrons and the services and information resources we provide. Participants in the survey are eligible for prizes which include a Kindle Reader, and Zach's Brews gift cards. The survey will close on Friday, February 26. Bede announced that he may request a Library Committee to review the results if they are not received too late in the semester. Otherwise he will send Library Committee members a summary of the results via email.

Budget Update: Bede reported that the library's budget remains the same as past years, with no budget increase, bills that continue to increase, and hopes of receiving year-end funding. He added that with the announcement from the Chancellor that there will be no tuition increase, the probability of receiving the same amount of year-end funds as in the past is doubtful.

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – February 11, 2016

- Present: Dr. Jim Harris, CEIT; Dr. Dr. Li Li, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM; Dr. James Stephens, JPHCOPH; Dr. Bill Mase, JPHCOPH; Ms. Debra Skinner, Library; Dr. Bob Fernekes, Library; Dr. Tharanga Wickramarachchi [Alternate], COSM; Ms. Mary Jernigan, COGS; Dr. Devon Jensen, COGS; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Christine Ludowise, CLASS; Dr. Tracy Linderholm, COE; Dr. Stuart Tedders, JPHCOPH
- Absent: Danda Rawat, CEIT; Dr. Jake Simons, COBA; Dr. Colton Magnant, COSM, Dr. Thomas Koballa, Dean, COE [Academic Affairs]

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, February 11, 2016 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Bob Fernekes made a motion to approve the agenda as written. A second was made by Dr. Ming Fang He and the motion to approve the agenda was passed.

III. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEWS

Ms. Candace Griffith stated the Provost Office coordinates the Comprehensive Program Reviews (CPRs), and they are responsible for ensuring programs undergo this process. In regards to program reviews, Ms. Griffith said the Board of Regents focuses on quality, viability, and productivity. The Provost Office is trying to get programs to think of the CPRs as a process, versus a report. In an effort to improve the program review process the Provost Office hosted a program review orientation for all programs who were undergoing program review this year. Ms. Griffith stated the following items were distributed to program during orientation: 2015-2016 Guidelines for Conducting CPR, CPR Rubric, Talking Points on Program Review, and a PowerPoint Presentation. Ms. Griffith said for the committee to contact her if they have any questions regarding the program review process. Another resource the committee has is Mrs. Cindy Groover, in the Office of Institutional Effectiveness. Ms. Griffith reminded the committee that any commentary that is sent to her regarding the program reviews is in fact sent to the programs.

Dr. Devon Jensen stated the College of Graduate Studies (COGS) collects data at the individual program level. He said when programs are conducting their review and need data, they can use COGS as a resource for enrollment and admission data.

Ms. Griffith stated the Office of Strategic Research and Analysis offers data on retention, progression, and graduation rates/degrees awarded. They also provide faculty/student ratios, which is shared with programs early/mid fall. Through the Center for Academic Technology Support, programs are also provided a lot of course information, so they can have credit hour production, enrollments by courses, and course sections. Ms. Griffith stated programs are asked to track their graduates on their own.

Ms. Griffith stated the committee is welcomed to send her an email, through Dr. Anderson, asking programs to include additional information. She will then ask the programs to resubmit with the additional information requested.

Two sample reviews were distributed during the meeting as a reference for the committee.

There was a brief discussion of how the program reviews should be done collaboratively.

A handout was distributed which contained operating procedures for the committee to use as a reference. Dr. Anderson stated he separated the committee into teams and each team member would be assigned a single review and they will be responsible for generating a rubric score and report. The team leaders will then be responsible for reading all reviews in the college and providing rubric scores. Dr. Anderson reminded everyone to proofread reports. He also asked for team members not volunteer to complete a

review if they supplied data or participated in constructing the program review. The team leaders will submit reports and rubrics to the Chair and the information will be added to the March and April Graduate Committee agendas. The team leaders will present the program reports during the meetings for approval.

Dr. He stated her expertise is not in the College of Business Administration, but that is the college she was assigned to. Dr. Anderson stated the reports should be evaluated by a distributed body of faculty and they should be written in a way that they are intelligible by any educated reader. Dr. Anderson said each college has someone from their body represented, but the rest of the team members were put on teams to add an objective response. This is done to make sure the response is as universally fair as possible.

The submission deadlines for programs is March 1, and the team members must have their reports and rubric scores completed by the April 14 Graduate Committee meeting.

Dr. Li Li stated he would be traveling in April and asked if it would be a problem if he missed the April meeting. Dr. Anderson said no because his team leader will be able to present his report at the meeting.

Dr. Anderson said for team members to contact their team leaders or himself if they have any questions.

IV. NEW BUSINESS

A. Discussion of Degree Descriptions - Dr. Li stated in the last meeting the committee approved programs with a non-thesis option. Dr. Li asked if the committee should discuss whether graduates should be distinguished between the two types of programs (thesis vs non-thesis tracks). Also, if there is a method to distinguish them.

Dr. Richard Flynn asked if such distinguishable program requirements would be made when an employer is evaluating the graduate's transcript. Mr. Wayne Smith said he would have to go back and look at that. Dr. Anderson asked Mr. Smith to follow up on that suggestion.

Dr. Jensen stated COGS reviews transcripts all the time, and the area on a transcript that identifies the degree awarded does not show thesis vs non-thesis option. The only designation would be to further evaluate the transcript by examining the number of thesis credit hours taken.

There was a discussion of whether there is a need to distinguish between the two tracks. Dr. Jensen stated two reasons to consider this would be 1) continued academic advancement and 2) professional standards. Dr. Jensen said the committee may also want to consider if this is a national trend.

Dr. Anderson stated if the committee decides to pursue this, they need to determine at what level this will benefit our students. After further discussion, Dr. Anderson said if Dr. Li would like the committee to follow up on this item he can get in touch with him and they can put something together for the next meeting to ask for specific data. No action was needed for an Information Item.

Dr. James Stephens stated he noticed on the new SOPHAS application that the question asking if an applicant has a felony has been deleted. Dr. Stephens said he feels this question is important to keep on the application. Dr. Jensen said that was a SOPHAS decision and COGS would communicate Dr. Stephen's concern with SOPHAS.

V. DEAN'S UPDATE

Dr. Jensen stated he attended a CourseLeaf training a couple of weeks ago. He said a few more revisions need to be made.

Mr. Smith stated colleges will continue to use the old process when submitting items for the March Graduate Committee meeting and the Registrar's Office hopes to go live with the Curriculum Inventory Management (CIM) system in the April meeting.

Dr. Christine Ludowise stated the long term goal is to have all curriculum items go into the next catalog, instead of having the January deadline.

Mr. Smith said the Registrar's Office is currently working on entering the approved curriculum information from February 2015 to January 2016 into the catalog, and they hope to have the information ready for review in the next three to four weeks. Mr. Smith said another good feature of CIM is that most of the information will be able to be loaded into BANNER electronically, instead of the current manual process. Mr. Smith said once everything is complete, this process will be much more streamlined.

VI. OLD BUSINESS

- A. **Prior Learning Assessment Sub-Committee Update** – Dr. Anderson stated Dr. Dawn Tysinger and Dr. Thomas Koballa are still working on this initiative, and they will have updates forthcoming. Dr. Tysinger is still welcoming questions and suggestions. Committee members can send the information to Dr. Tysinger directly, or send them to Dr. Anderson and he will forward the comments along to Dr. Tysinger.
- B. **Tabled item from November 12, 2015 Graduate Committee meeting – Jack N. Averitt College of Graduate Studies**
Revisiting Existing Policies:
Graduate Faculty Status

MOTION: Dr. He made a motion to untable the College of Graduate Studies agenda item. A second was made by Dr. Fernekes and the motion to untable the item to continue further discussion was passed.

Dr. Jensen stated the word “eligibility” in the policy has caused confusion across campus. He discussed the current policy and suggested revisions, and opened the floor for questions. Dr. Flynn stated he did not feel the revisions provided any clarification and did not feel the changes are necessary. A number of committee members felt the word “lecturer” should be removed as a revision, because lecturers are not research faculty and should not be granted member status. Dr. Jensen stated the word “lecturer” was a recommendation by the Dean’s Council.

Dr. Ludowise stated she would like for the committee to consider the following suggestions:

- 1) Add a specific reference to Emeritus status, to make sure permanently includes the designation of Emeritus status in the policy language.
- 2) Add language to the policy that allows exceptions by recommendations of the college.

Dr. He stated the term College of Education uses is candidacy. She asked if candidacy could be added. A suggestion was made to just change the language to “appropriate examinations”, instead of adding the word “qualifying”.

Dr. Jensen understood the committee’s hesitation to include “lecturer” under the member status and he said he would explore how a lecturer would fit in the appointment. Ms. Griffith stated if “lecturer” is added into the policy, she would recommend the policy specifies those who have terminal degree.

There was continued discussion of whether the revisions are necessary.

Dr. He suggested looking at other institutions in Georgia to see if it is consistent with including lecturer with graduate faculty status. Dr. He said if the Dean’s Council would like to include lecturer, she agreed with adding a separate sentence that states possible lecturer appointment could be considered if the lecturer holds a terminal degree.

Dr. Jensen will take suggestions and make revisions to the proposal. The committee agreed for this proposal to remain under old business as a tabled item.

- C. **Tabled items from January 21, 2016 Graduate Committee meeting – College of Education**
New Course:
READ 7630- The Literature of Social Reflection
JUSTIFICATION:
This course will be a restricted elective in the Reading MED program and Reading EdS. It will also serve as an elective for other programs and colleges.

Proposed New, Revised, or Deleted Program:

Reading Education M.Ed. (Online)

JUSTIFICATION:

This course "READ 7630" was successfully taught three times as a special topics course and the reading faculty voted to include the course in our restricted electives.

No new information was presented on the College of Education items. Dr. Tracy Linderholm requested for this information to remain tabled.

D. Curriculum Inventory Management Update – No additional information was discussed.

VII. ANNOUNCEMENTS – Dr. Anderson stated the Research Symposium is accepting applications. He asked everyone to reach out to their students and faculty to encourage them to apply.

Dr. Jensen stated COGS is accepting nominations for the Averitt Scholarship Awards. The Research Symposium will be held on Saturday, April 16, and students will be able to receive credit for attending the Symposium.

Dr. He stated the College of Education appreciates the Symposium moving to Saturday, because this will allow for their doctoral students to participate.

Dr. Jensen said he is still looking for one more Reader for the May 6 Spring Graduate Commencement Ceremony. He said if the committee knows of anyone who would be interested in reading the names at the ceremony, to please let him know.

Dr. Jensen said a Graduate Commencement Speaker has not been selected for the ceremony. COGS will send another call out to the committee for recommendations.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on February 11, 2016 at 10:24 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 22, 2016 by electronic vote of Committee Members
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**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
March, 2016**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab “Academic Progress Rate Search”):
<http://www.ncaa.org/about/resources/research/academic-progress-rate-apr>

The most recent GSR and Federal Graduation Rate data were released on November 4, 2015. Below are links to the information released by the NCAA:

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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

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

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

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

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

2. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
<http://www.knightcommission.org/>

3. Below is a link to “The Drake Group,” whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”
<http://thedrakegroup.org/>

UNDERGRADUATE COMMITTEE
MINUTES
FEBRUARY 9, 2016
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1004

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. William Amponsah, Dr. Joanne Chopak-Foss, Dr. Laurie Gould, Dr. Chuck Harter, Dr. Enka Lakuriqi, Mr. David Lowder, Dr. Peggy Mossholder, Dr. Lace Svec, Dr. Marian Tabi

Non-Voting Members Present: Mrs. Jade Brooks, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith

Visitors: Mrs. Cindy Groover, Dr. Brian Koehler, Dr. Christine Ludowise, Mrs. Cindy Randall, Dr. David Williams, Mr. Alan Woodrum,

Absent: Dr. Moya Alfonso, Dr. Larisa Elisha, Dr. Ellen Hamilton, Dr. Hyo-Joo Han, Dr. Celine Manoosingh, Ms. Jessica Minihan, Dr. Marla Morris, Mr. Lili Li

Dr. Cheryl Aasheim called the meeting to order at 3:42 PM.

II. APPROVAL OF AGENDA

A Harter/Mossholder motion to approve the agenda was passed unanimously.

III. PROGRAM REVIEW

The Undergraduate Committee will be responsible for the review of four Undergraduate programs, beginning March 2016. Ms. Candace Griffith provided members with a brief overview of the expectations of the Program Review. Ms. Griffith also encouraged committee members to include detailed comments, examples and evidence as part of the program review. Dr. Cheryl Aasheim encouraged committee members to volunteer to take part in the assessment piece of the review. Dr. Joanne Chopak-Foss offered to volunteer.

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Item for consideration was presented by Dr. Christine Ludowise.

➤ **Department of Art**

Proposed New, Revised, or Deleted Program(s) **(DELETED)**

Graphic Communications Management, B.S.Graph.Com

JUSTIFICATION:

This is the proposed deactivation of the B.S.Graph.Com in Graphic Communications Management. Program enrollments over the past several years have been too low to meet the Board of Regents' requirements for viable programs.

A Chopak-Foss/Harter motion to approve the deleted program was passed unanimously.

V. PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS

Item was presented by Mr. Alan Woodrum.

➤ **eCore™**

Information Only

eCore™ Affiliate Letter of Intent and Commitment

eCore™ is a University System of Georgia initiative where students can enroll in selected courses delivered online to facilitate the completion of their first two years of a University System undergraduate degree. All System institutions are required to participate in eCore™. To date, we have held non-affiliate status. Georgia Southern seeks to join eCore™ as an affiliate member for the following reasons:

1. As an affiliate member, we will have a seat in eCore™ governance.
2. As an affiliate member, we will have access to automated processes that are currently conducted manually.
3. As an affiliate member, we will retain \$42 of tuition per student per credit hour.

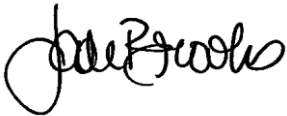
The included pdf document is the eCore™ Affiliate Letter of Intent and Commitment for the Undergraduate Committee's information. Also attached are the list of currently approved eCore™ courses. Course descriptions may be found at: <https://ecore.usg.edu/courses/description.php>.

VI. OTHER BUSINESS

VII. ADJOURNMENT

There being no further business to come before the committee, a Harter/Amponsah motion to adjourn the meeting at 4:00 PM was passed unanimously.

Respectfully Submitted,



Jade Brooks
Recording Secretary

2016

Librarian's Report 4-20-2016

Georgia Southern University

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Faculty Senate

Senate Librarian's Report

April 20, 2016

Faculty Research Committee (February 12, 2016)	2
Faculty Welfare Committee (November 17, 2015)	3
Faculty Welfare Committee (March 3, 2016)	4
General Education and Core Curriculum Meeting (March 28, 2016) Graduate Committee (March 10, 2016)	6
NCAA Faculty Athletic Representative Report (April 2016) Undergraduate Committee (March 10, 2016)	14
Undergraduate Committee (March 10, 2016)	16
University Athletics Committee (January 27, 2016)	37
University Athletics Committee (February 24, 2016)	40

Georgia Southern University Faculty Research Committee (2015-16)
February 12, 2016, 1 PM Veazey Hall 2001C

Minutes

I. Welcome

- A. The meeting was called to order at 1:05 PM by Ele Haynes– Dr. Moya Alfonso was absent due to family emergency

- B. The minutes from the January 22, 2016 meeting were approved by full vote of the committee.

II. Roll Call

Moya Alfonso – Elected Chair	JPHCOPH	Term expiration - 2016	Absent
Kathryn Anderson	CHHS	2017	Present
Dustin Anderson	CLASS	2017	Present
John Barkoulas	COBA	2017	Present
Amelia Davis	COE	2017	Present
Ji Wu	COSM	2016	Present
Paolo Gujilde	Library	2016	Present
Shaowen Xu	CEIT	2016	Present
Greg Brock	Senate	2016	Present
Lance McBrayer	Provost Delegate	Ex Off.	Absent
Ele Haynes	VPRED	Ex Off.	Present

I. Committee Work

- A. Internal Seed Funding and Scholarly Pursuit Funding award programs
 - i. Committee members were provided with a copy of the Seed Competition guidelines, review criteria, reviewer worksheet.
 - ii. Committee members were provided with a copy of the Scholarly Pursuit Competition guidelines, review criteria, reviewer worksheet.
 - iii. Preliminary reviews will assess the quality of the project without regard for budget.
 - iv. 3 reviewers will review each project independently.
 - v. Each committee member will review 10 or 11 applications against the award guideline criteria. Reviews will be limited to the project description without budget evaluation. Review responses will rank projects in 3 tiers for full committee review.
 - vi. Reviews will be due to Ele by February 29.
- B. Deadlines
 - i. February 29, 2016 - Scholarly Pursuit Award and Seed Funding Round one reports due.
 - ii. March 4, 2016 – Scholarly Pursuit Award and Seed Funding Round one review meeting.
- C. Calendaring of meetings
 - i. Spring Semester – FRC committee will meet on Fridays at 1:00 PM to 2:35 PM beginning.
 - ii. Next scheduled meeting March 4, 2016 at 1:00 PM.
- D. Adjournment.
 - i. 2:30 PM

Minutes of the Faculty Welfare Committee

Meeting date/time and location: 11-17-2015, 3:30-4:30 PM, COE 2148

Members in attendance: Yasar Bodur, Jim LoBue, Ron MacKinnon, Leticia McGrath, John Barkoulas, Lixin Li, Christine Abreu, Colton Magnant, Ashley Walker, Lili Li, Jonathan Hilpert, Christine Ludowise, and Susan Sanders via phone conference.

The Faculty Welfare Committee met to discuss the possibility of establishing an award to recognize faculty for their service to Georgia Southern University. This task was passed on to the committee from last year.

First, the committee members briefly introduced themselves.

Yasar Bodur explained the history behind the idea of establishing such an award. The committee discussed the issues around this idea:

How will it be different from the University Award for Excellence in Service, and College level service awards? What is the real purpose of the award—encouraging people for service or recognizing service? Should it be a monetary award?

Members expressed skepticism about establishing such an award. It was suggested that finding other ways of valuing service should be discussed. It was decided that the committee members will communicate with faculty in their colleges to obtain ideas on creative and meaningful ways of valuing service.

Leticia McGrath brought up the issue of changes in ADP and suggested faculty should have a say in how the payment schedules will be affected. At this point, it was suggested that Leticia submit an RFI to the senate to gather information on the upcoming changes.

At the end of the meeting, committee members agreed to gather information from faculty in their colleges regarding issues they want to bring to the attention of our committee.

Meeting ended at 4:30 PM.

Respectfully submitted by Yasar Bodur

Minutes of Faculty Welfare Committee Meeting

In attendance: Lixin Li (CEIT-comp Sci), Jim LoBue (COSM-chem), Ashley Walker (COPH), Christine Ludowise (CLASS/Provost-Assoc Dean), Christina Abreu (CLASS-Hist), Susan Sanders (CHHS-Nursing), Jonathan Hilpert (COE-Curriculum Found and Read), Yasar Bodur (COE-Teach&Learn)

The Faculty Welfare Committee met on March 2, 2016 at 9:00 AM in COE room 2148.

Minutes from last meeting approved by email.

ADP changes to 12 months - Pat Humphrey (but no details are yet announced)
Will summer employment conflict with the change to 12 month payment schedule?

Possible initiatives ...

1. Service award.

Service to the university – informal poll by FWC members.

The idea of another service award was met with indifference.

Faculty were not convinced that a new service award would promote more or better service.

The responses were more negative than positive.

Service is not included in external reviews in several departments represented at the meeting.

Only research and scholarly activity is reviewed.

However, service remains at a low level of value across the university.

However, CLASS has three awards for service and has no problems motivating faculty to do excellent service.

What is to keep the provost from offering, ad hoc, an award/recognition for particular/important service to the University?

2. Hiring spouses – should we investigate a university policy?

Yasar did a quick Google search. It seems that a spousal hiring policy improves the quality of the hires in a search.

Is it possible for the university to establish a “spousal hire fund” or “spousal hire policy” that might help us to hire spouses of faculty candidates?

At minimum improved communication across campus to find appropriate openings might be a goal?

The committee will look for examples from other universities. More importantly, we will see if the University System of Georgia (USG) has a policy on this.

3. Maternity/Paternity paid leave

Can transfer of sick leave somehow be used?

How about donation of sick leave from retiring faculty (obviously before they actually retire!)?

The committee will explore this topic.

4. What about for sabbatical leave/Educational leave?

Shouldn't the university pay for this instead to the colleges?

Other discussion topics:

Summer teaching...

Some departments have high enrollments that allow averaging for lower enrollment classes so that more faculty can teach in the summer.

There are some who might be coerced(?) into teaching low enrollment classes for even lower pay than even 0.5 % per credit hour!

Should there be a minimum??

Should there be a uniform university policy for how summer teaching opportunities are distributed?

Should there be a policy to protect faculty/staff from being drafted into university/college service?

We will be sending an email to membership asking which topic(s) they want to work on

John Hilpert has volunteered to take the lead on maternity/paternity leave (3 above) and spousal hiring (2 above).

Susan Sanders has volunteered to take the lead on educational leave (4 above).

Respectfully

Jim LoBue, co-chair

General Education and Core Curriculum Meeting
March 28, 2016

Attendance: Jim Harris, Catherine Howerter, Lili Li, June Joyner, Clint Martin, Paolo Gujilde, Michelle Cawthorn (chair), Delena Gatch, Alan Woodrum

Not in attendance: Nan Lobue, Marshall Ransom, William Amponsah, Isaac Fung, Joe Ruhland, Stacy Smallwood, Amy Jo Riggs, Sally Brown

A. Summer Retreats: May 9, 10: for those who write Core Course Review reports

- How to get next year's GECCC members to attend the May retreat?
- Don't know who will be on the committee; perhaps Michelle and/or Delena can ask Assoc. Deans about college elections?
- Timing is a problem for some: can't collect and code artifacts, gather faculty, perform assessment, and be ready to write report by Monday after graduation. Those who do not participate in retreat are not compensated.

B. Meeting times for next fall: Michelle will be adding this information to schedule after reviewing other standing committee meeting times

C. Provost's Office Report

- Course Leaf program will begin in the fall
 - All curriculum forms have been formatted
 - Work Flow shows point at which and in what circumstances GECCC is involved
 - Assoc. Deans are proofing now; testing over summer
 - Training manual in development
 - When forms are submitted, you can see where they are in process
 - Reporting features will allow for agendas
 - Registrar's Office will maintain membership/access

D. Review of new Core Course: ITEC 2130

- Course has already passed approval through undergraduate council
- Discussion, clarification
- Q: Does the course duplicate existing courses, such as what is offered in the CISM classes?
- A: No. A thorough search of existing courses did not reveal any duplication in this course.
- Q: Is the course appropriate for the CORE?
- A: Yes. No matter what level of student takes the course, the learning outcomes and class activities are designed to engage and benefit student learning.
-
- Q: What specific technology tools will be taught in the course?
- A: The course description does not specify specific tools as technology changes rapidly. Instead, the course will focus on broad principles and use the best available technology as it is taught.
- Q: Are there sufficient staff and other resources to teach the course?
- A: Yes. Other programs, such as the ED.S. in Instructional Technology are shrinking, so not as many faculty are needed in that program. Current faculty are already excited about teaching this course.

The course will be taught in the Innovation Studio in COE, so sections will seat no more than 25 students.

- Q: Is it an online course or an in-person course?
- A: It is intended as an in-person course. However, all new courses must have an online plan, so an online plan is included in the paperwork.
- Because we did not have a quorum, voting will take place over email
- Michelle will coordinate vote

ADDENDUM: Through an electronic vote, the course was approved as a new addition to Area D3. The vote was 10 in favor. 5 people did not vote.

E. Comprehensive Program Review

- Was submitted to the Provost's office in early March
- Most courses in the Core did some form of assessment, but not all.
- Some courses in the Core have not been taught in years, yet remain in the catalog

F. Summer assessment retreats

- Two summer assessment retreats will be offered. The first will be May 9-10, the second Aug 4-5.
- The goal of these retreats is to focus on "what assessment can do for you". There will be more interactive learning, and less report writing time. People active in program assessment and/or core assessment are welcome at the retreats.
- Reports are not due until September 16 this year.

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – March 10, 2016

- Present: Dr. Jim Harris, CEIT; Dr. Li Li, CHHS; Dr. Brandon Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Jake Simons, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM; Dr. James Stephens, JPHCOPH; Dr. Bill Mase, JPHCOPH; Ms. Debra Skinner, Library; Dr. Tharanga Wickramarachchi [Alternate], COSM; Dr. Lili Li [Alternate], Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Jason Slone, CLASS; Dr. Brian Koehler, COSM; Dr. Stephen Rossi, CHHS; Dr. Lance McBrayer, COSM; Dr. David Williams, CEIT; Dr. Terri Flateby, Institutional Effectiveness; Mr. Robert Farber, CLASS; Mr. Derek Larson, CLASS
- Absent: Danda Rawat, CEIT; Dr. Colton Magnant, COSM; Dr. Bob Fernekes, Library

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, March 10, 2016 at 9:00 AM.

II. APPROVAL OF AGENDA

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

III. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEWS

Dr. Anderson commended everyone for all of the work they do on the Graduate Committee. He stated throughout the years he has served on the committee there has never been a point where a quorum was not met.

Dr. Anderson said the program review team leaders should be in contact with the team members. All program reviews and rubrics will be reviewed during the April Graduate Committee meeting. He asked all Associate Deans to get in touch with Program Directors, Department Chairs and Coordinators of the programs being reviewed and invite them to attend the April meeting.

Dr. Flynn asked when he should tell his group to submit their reports to him. Dr. Anderson said it was up to the team leader, but he planned to tell his group to return the items to him at least one week prior to the April meeting.

IV. NEW BUSINESS

A. College of Education

Dr. Meca Williams-Johnson presented the agenda item for the College of Education.

Department of Leadership, Technology, and Human Development

Proposed New, Revised, or Deleted Program

Educational Leadership M.Ed.

JUSTIFICATION:

Revised program is to align with new standards set forth by the Chief Council of State School Officers (CCSSO) and the Interstate School Leadership License Consortium (ISLLC), and adopted by the Georgia Professional Standards Commission (GaPSC). The new program must be in place by Fall 2016. A further revision is needed to the program due to the inability to use EDLD 7534 in the program of study. This course was previously submitted to Graduate Committee as a new course but was currently listed in Banner under a different title. This revision will replace EDLD 7534 with EDLD 7536 in the program of study.

MOTION: Dr. Ming Fang He made a motion to approve the Revised Program agenda item submitted by the College of Education. A second was made by Dr. Flynn. The motion to approve the Revised Program was passed.

B. College of Science and Mathematics

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

College of Science and Mathematics

Proposed New, Revised, or Deleted Program(s)

Applied Physical Science, M.S.

JUSTIFICATION:

This proposal substitutes the new Professional Science Communication (CHEM 7xxx) for the Technical Writing (WRIT 5930G) course required in the Professional Science Masters and Non-Thesis tracks of the degree.

Department of Chemistry

New Course(s)

CHEM 6030 – Professional Scientific Communication

JUSTIFICATION:

This course will be required for the professional science track within the Master of Science in Applied Physical Science program.

CHEM 7232 – Toxicology of Nanomaterials

JUSTIFICATION:

This course will be an elective for all concentrations within the Master of Science in Applied Physical Science program.

Dr. Flynn asked if the College of Science and Mathematics discussed the writing course CHEM 6030 with the College of Liberal Arts and Social Sciences. Dr. Koehler said yes, the College received approval from Dr. Christine Ludowise, Dr. Dan Bauer, and Dr. Joanna Schreiber.

MOTION: Dr. Constantin Ogloblin made a motion to approve the agenda items submitted by the College of Science and Mathematics. A second was made by Dr. He, and the motion to approve the agenda items was passed.

C. College of Liberal Arts and Social Sciences

Mr. Robert Farber presented the agenda items for the College of Liberal Arts and Social Sciences.

Department of Art

Course Deletion(s)

ART 7190S - 2D Graduate Studio

ART 7193 - 3D Graduate Studio

ART 7193S - 3D Graduate Studio

ART 7435 - Aesthetics and Criticism in Art Education

ART 7437 - Arts Administration and Supervision

ART 7530 - Problems in Studio Pedagogy

ART 8330 - Museum Art Education

JUSTIFICATION:

Our recent NASAD accreditation review has recommended the development of a diverse range of relevant elective offerings for the M.F.A. programs. The aforementioned courses have not been offered for several years. The courses are no longer relevant for the current M.F.A. programs of study. With the elimination of Art Education as a degree offering, several years ago, the courses need to be removed from the graduate catalog.

Course Revision(s)

ART 7190 - 2D Graduate Studio

- Title, Catalog Description, Credit Hours, Cross List, Lecture/Seminar Hours, Lab Hours, Other Hours

JUSTIFICATION:

NASAD Accreditation recommendations require the re-definition of existing M.F.A. course titles, content, and descriptions that are reflective of best practices and relevant to the discipline. NASAD recommendations will also require a program change in the M.F.A. studio concentration. The M.F.A., 2D Studio Concentration will be changing to a M.F.A. in Fine Arts with a Concentration in Studio Art.

Proposed New, Revised, or Deleted Program(s)

Fine Arts, (Concentration in 2D Graphic Design), M.F.A. - substantive change form included

JUSTIFICATION:

Errors and omissions in the catalog listing of the Fine Arts M.F.A. (Concentration in 2D Graphic Design) will be corrected by the proposed changes. This proposal for the Fine Arts M.F.A. will change the title of the concentration from 2D Graphic Design to Graphic Design. This change is in line with our accrediting body's (NASAD) standards for degree programs and recommended degree nomenclature.

The proposed changes in the Fine Arts M.F.A. (Concentration in Graphic Design) are the result of program citations and recommendations identified in our NASAD site visit, the NASAD Visitors' Report, and the NASAD Commission Action dated November 13, 2015. NASAD recommended that the Fine Arts M.F.A. degree nomenclature, degree concentrations, course titles, and course content be brought into alignment with NASAD standards and best practices for the studio art disciplines. The Fine Arts M.F.A. curricula and concentrations need to be updated to reflect contemporary theory and practice associated with the discipline.

Fine Arts, (Concentration in 2D Studio Art), M.F.A. - substantive change form included

JUSTIFICATION:

Errors and omissions in the catalog listing of the Fine Arts M.F.A. (Concentration in 2D Studio Art) will be corrected by the proposed changes. This proposal for the Fine Arts M.F.A. will change the title of the concentration from 2D Studio Art to Studio Art. This change is in line with our accrediting body's (NASAD) standards for degree programs and recommended degree nomenclature.

The proposed changes in the Fine Arts M.F.A. (Concentration in 2D Studio Art) are the result of program citations and recommendations identified in our NASAD site visit, the NASAD Visitors' Report, and the NASAD Commission Action dated November 13, 2015. NASAD recommended that the Fine Arts M.F.A. degree nomenclature, degree concentrations, course titles, and course content be brought into alignment with NASAD standards and best practices for the studio art disciplines. The Fine Arts M.F.A. curricula and concentrations need to be updated to reflect contemporary theory and practice associated with the discipline.

Fine Arts, (Concentration in 3D Studio Art), M.F.A. - substantive change form included

JUSTIFICATION:

Errors and omissions in the catalog listing of the Fine Arts M.F.A. (Concentration in 3D Studio Art) will be corrected by the proposed changes. This proposal for the Fine Arts M.F.A. will change the title of the concentration from 3D Studio Art to Studio Art. This change is in line with our accrediting body's (NASAD) standards for degree programs and recommended degree nomenclature.

The proposed changes in the Fine Arts M.F.A. (Concentration in 3D Studio Art) are the result of program citations and recommendations identified in our NASAD site visit, the NASAD Visitors' Report, and the NASAD Commission Action dated November 13, 2015. NASAD recommended that the Fine Arts M.F.A. degree nomenclature, degree concentrations, course titles, and course content be brought into alignment with NASAD standards and best practices for the studio art disciplines. The Fine Arts M.F.A. curricula and concentrations need to be updated to reflect contemporary theory and practice associated with the discipline.

Dr. Jake Simons asked why the course number for ART 7190 is being reused. He asked if someone were to come back into the program and had taken the previous course, would they consider this an equivalency. Mr. Farber said yes. Mr. Wayne Smith said the Registrar's Office will also enter this as an equivalent.

Dr. Anderson asked Mr. Farber if the intent was for ART 7190 to be repeatable for credit. Mr. Farber said yes. Dr. Anderson said the form has been revised to read as repeatable for credit. Dr. Farber agreed and said students can take up to six hours in this course. Dr. Anderson asked if this has any impact on the faculty. Mr. Farber explained this is offered as variable credit and there are two courses taught during a semester. Two faculty from different disciplines teach the courses. He said the load for faculty is not affected.

Dr. He explained the doctoral program in curriculum studies used to have an art emphasis area, and their students would enroll in three of the art courses that are being deleted: ART 7435, ART 7530, and ART 8330. Dr. He asked what the Art Department would do about these courses if the College of Education

were to bring back the art emphasis in their program. Mr. Farber said they would be willing to entertain bring the courses back.

MOTION: Dr. James Stephens made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Jim Harris, and the motion to approve the agenda items was passed.

D. College of Engineering and Information Technology

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

Electrical Engineering

Course Deletion(s)

- TEET 5238G - Industrial Electronics
- TEET 5245G - Electronic Communication Systems
- TEET 5340G - Digital Communications
- TEET 5531G - Programmable Logic Controllers
- TEET 5542G - Computer Systems Design

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory board of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

Course Revision(s)

EENG 5090G – Selected Topics in EE

- Repeatable for Credit

JUSTIFICATION:

EENG 5090G is a generic course number that is used when a course in the electrical engineering program doesn't exist, therefore the course can be repeatable for credit in order for students to earn credits for taking this course more than once.

Manufacturing Engineering

Course Revision(s)

TMAE 5134G - World Class Manufacturing

- Title, Catalog Description, Schedule Type, Lab Hours

JUSTIFICATION:

The rationale for changes are based on the fact that the course has evolved in recent years based on professional trends and rising expectations of the program, and is being updated to more accurately reflect current thinking and trends. The title is modified to include the term 'Lean', which is a fundamental keyword in modern industry that conveys the subject matter of the course. Elimination of the lab section aligns with current evolution of the course, and enables the asynchronous offering of the course online. The overall description is updated to better reflect the nature of the content and conduct of the course.

Mechanical Engineering

Course Deletion(s)

- TMET 5133G - Vibration and Preventive Maintenance
- TMET 5134G - Introduction to Finite Element Analysis
- TMET 5136G - Mechanical Controls
- TMET 5137G - Mechanical System Design
- TMET 5234G - HVAC
- TMET 5431G - Automation and CIMS

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

Proposed New, Revised, or Deleted Program(s)

Engineering and Manufacturing Management Certificate

JUSTIFICATION:

The course, TMAE 7431 - Advanced Quality Control, is added as a restrictive elective for the Engineering and Manufacturing Management Certificate to increase the number of graduate only (7000 level) elective courses in the certificate program offered from within the College of Engineering and Information Technology.

Dr. Lili Li stated if the Computer System Design course is dropped, what course will be added to strengthen students in this area. Dr. Williams explained these were engineering technology degree programs, and in 2013 the Board of Regents allowed them to begin offering electrical engineering programs. Dr. Williams said all of the courses being deleted are no longer being used, because they have all been elevated into an electrical engineering degree program. Due to accreditation, they had to change the courses over to electrical engineering courses.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Engineering and Information Technology. A second was made by Dr. Simons, and the motion to approve the agenda items was passed.

V. OLD BUSINESS

- A. Prior Learning Assessment Sub-Committee Update** – Dr. Thomas Koballa stated the document has gone through multiple revisions and feedback has been sought through different channels. The final version will be included on the April Graduate Committee agenda for the committee to review.
- B. Tabled item from November 12, 2015 Graduate Committee meeting – Jack N. Averitt College of Graduate Studies**
Revisiting Existing Policies:
Graduate Faculty Status

Dr. Anderson said he preferred to leave the College of Graduate Studies item tabled, in Dr. Devon Jensen's absence, until the next meeting. With no objections, the committee agreed to keep this item tabled until the April meeting.

- C. Tabled items from January 21, 2016 Graduate Committee meeting –**

MOTION: Dr. Anderson made a motion to untable the College of Education agenda items. A second was made by Dr. Simons and the motion to untable the items to continue further discussion was passed.

Dr. Meca Williams-Johnson presented the agenda items for the College of Education.

College of Education

New Course:

READ 7630- Teaching the Literature of Social Reflection

JUSTIFICATION:

This course will be a restricted elective in the Reading MED program and Reading EdS. It will also serve as an elective for other programs and colleges.

Dr. Anderson said the catalog description somewhat addresses the course goals, and it still seems to be written as a literature course. Dr. Anderson asked what the faculty's process was in making the revision and their justification. Dr. Williams-Johnson said there was some discussion and debate on the idea of literacy and its fit within the reading faculty and how it might conflict with other courses that are taught on campus. Dr. Williams-Johnson said from what she understands, the faculty members in the Reading Department and the Department Chairs from Literature and Curriculum Studies came to an agreement

together. They had several email exchanges to come up with this catalog description and it has been vetted by a number of people.

MOTION: Dr. Flynn made a motion to approve the New Course agenda item submitted by the College of Education. A second was made by Dr. Stephens, and the motion to approve the New Course was passed.

Proposed New, Revised, or Deleted Program:

Reading Education M.Ed. (Online)

JUSTIFICATION:

This course was successfully taught three times as a special topics course and the reading faculty voted to include the course in our restricted electives. This revision is to include the new title change per Graduate Committee.

MOTION: Dr. He made a motion to approve the Revised Program agenda item submitted by the College of Education. A second was made by Dr. Flynn, and the motion to approve the Revised Program was passed.

- D. Curriculum Inventory Management Update** – Mr. Smith stated the Registrar’s Office is waiting on updates from the company, and as soon as they get that information they will review and begin testing the Curriculum Inventory Management (CIM) system. He asked colleges to continue to use the old process when submitting items for the April Graduate Committee meeting. The plan is to begin using the CIM system for the September meeting.

Mr. Smith stated the Registrar’s Office will be sending a CourseLeaf email out to catalog contributors, asked them to review the links that are available to them to ensure everyone has the appropriate access needed. Please respond as soon as possible so they can send out information asking everyone to update the 2016-2017 catalog. They hope to have all programs in CourseLeaf by next Monday.

- E. Discussion of Degree Descriptions** – Dr. Anderson stated based on the comments and questions from the last committee meeting and feedback he received via email following the meeting, he has requested information from the College of Graduate Studies on peer and aspirant programs and any delineation within the MA, MS, or MFA programs that are offered on campus. He hopes to have that information back from Dr. Jensen’s office sometime in the near future. He stated before this item is opened up again for discussion the committee wants some more data.

- VI. ANNOUNCEMENTS** – Dr. Stephens stated the 2016 Annual Healthcare Symposium will be held on March 24, from 10:00 AM - 11:30 AM, in the Performing Arts Center. The title is “The Truths & Myths of Childhood Vaccinations”. The guest speaker is Dr. Andi Shane, Associate Professor of Pediatrics for the Division of Infectious Disease and Associate Professor of Global Health at Emory University School of Medicine. She is also the Medical Director for the Hospital Epidemiology and Infection Prevention at Children’s Healthcare of Atlanta. She will also be talking about the Zika disease. Funding for this symposium comes from Jiann-Ping Hsu College of Public Health and a grant was received from the Graduate Student Organization. Dr. Stephens stated the entire symposium is run by graduate students from the Master of Healthcare Administration (M.H.A.) program. FYE credit will be given to freshman who attend this event. Dr. Stephens asked everyone to share this information with students and faculty. Email Dr. Stephens at jstephens@georgiasouthern.edu if you would like an electronic copy of the flyer. Event is open to public and there is no charge to attend.

Dr. Anderson reminded everyone of the Research Symposium that is scheduled on Saturday, April 16, 2016. He encouraged everyone to attend presentations beyond their own disciplines if possible.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on March 10, 2016 at 9:36 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved March 24, 2016 by electronic vote of Committee Members

**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
April, 2016**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. Ms. Ashleigh Rasheed and Mr. Matt Dobson were recognized as the Female and Male Scholar Athletes of the Year for 2015-16. Ms. Rasheed will graduate in May with a degree in Political Science, and has earned a cumulative GPA of 4.0. Mr. Dobson will graduate in May with a degree in History, and has earned a cumulative GPA of 3.72. Please join me in congratulating Ms. Rasheed and Mr. Dobson.
2. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab “Academic Progress Rate Search”):
<http://www.ncaa.org/about/resources/research/academic-progress-rate-apr>

The most recent GSR and Federal Graduation Rate data were released on November 4, 2015. Below are links to the information released by the NCAA:

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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

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

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

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

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

3. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
<http://www.knightcommission.org/>
4. Below is a link to “The Drake Group,” whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”
<http://thedrakegroup.org/>

UNDERGRADUATE COMMITTEE
MINUTES
MARCH 10, 2016
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1004

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Moya Alfonso, Dr. Zhan Chen, Dr. Hyo-Joo Han, Dr. Chuck Harter, Ms. Barbara King, Dr. Celine Manoosingh, Ms. Jessica Minihan, Dr. Jing Sun

Non-Voting Members Present: Ms. Victoria Brannen, Mrs. Jade Brooks, Ms. Candace Griffith, Ms. Doris Mack

Visitors: Dr. Trenton Davis, Dr. Marina Eremeeva, Dr. Steven Harper, Dr. Brian Koehler, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Donald Slone, Dr. Deborah Thomas, Dr. David Williams

Absent: Dr. Joanne Chopak-Foss, Dr. Laurie Gould, Dr. Larisa Elisha, Dr. Ellen Hamilton, Dr. Enka Lakuriqi, Mr. Lili Li, Dr. Marla Morris, Dr. William Reynolds, Dr. Lace Svec, Dr. Marian Tabi

Dr. Cheryl Aasheim called the meeting to order at 3:36 p.m.

II. APPROVAL OF AGENDA

A Harter/King motion to approve the agenda was passed unanimously.

III. COURSELEAF AND COURSE INVENTORY MANAGEMENT (CIM) UPDATE

The update was presented by Mrs. Jade Brooks. Mrs. Brooks explained that the deadline for full implementation of CIM has been extended through the summer as testing is still in process. The anticipated implementation date will be September 2016.

IV. PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS

Item was presented by Ms. Candace Griffith.

New Pre-Orientation Course (SOAR)

➤ **Information Only**

New Pre-Orientation Course (SOAR)

This new pre-orientation course serves as a placeholder so that we can enroll students into a pre-orientation Folio module. The course carries no credit hours and will hold the prefix of "SOAR."

V. COLLEGE OF SCIENCE AND MATHEMATICS

➤ **Department of Geology & Geography**

Items for consideration were presented by Dr. Brian Koehler.

Proposed New, Revised or Deleted Program(s)

Geology, B.A. (REVISED)

JUSTIFICATION:

These changes are needed to correct the B.A. Geology program page. Senior Seminar (GEOL 4610) was replaced by Senior Thesis Research II (GEOL 4831) but was still listed in the Honors section of the program page. We anticipate that this edit to the program page will clarify the Honors requirements for the B.A. Geology program.

Proposed New, Revised or Deleted Program(s)

Geology, B.S. (REVISED)

JUSTIFICATION:

These changes are needed to correct the B.S. Geology program page. Senior Seminar (GEOL 4610) was replaced by Senior Thesis Research II (GEOL 4831) but was still listed in the Honors section of the program page. In addition, the listing of courses that all geology majors must take was seen as repetitive and unnecessary by the Geology and Geography Department Curriculum Committee. We anticipate that these edits to the program page will clarify both the program and Honors requirements.

A Harter/King motion to approve the program revisions was passed unanimously.

➤ **Department of Physics**

Item for consideration was presented by Dr. Brian Koehler.

Course Revision(s)

PHYS 1111 – Principles of Physics I

Credit/Contact Hours, Billing Hours, Lecture/Seminar Hours, Lab Hours, Total Contact Hours

JUSTIFICATION:

This is a clarification of the PHYS 1111 course revision form approved at the January 2016 meeting. It was thought selecting "sometimes" for multiples labs would satisfy the requirements needed to have a single lecture (all students) and multiple smaller labs. However, it became apparent when making changes in BANNER that when selecting "sometimes" the lecture and lab credit hours must be specified as an "or" variable hour range, or else error reports are generated. The total lecture and lab hours are not actually changing. These hour revisions will allow BANNER to be programmed as the multiple lab section course that was originally approved.

A King/Harter motion to approve the course revision was passed unanimously.

VI. COLLEGE OF EDUCATION

Item for consideration was presented by Dr. Deborah Thomas.

➤ **Department of Leadership, Technology and Human Development**

New Course(s)

ITEC 2130 – Instructional Design and Technology for the Workplace

Instructional Technology and Design for the Workplace is an interdisciplinary course where students design, and develop prototypes of creative, integrated multimedia projects to solve real-world problems and challenges. This course will introduce students to the design and employment of current mobile applications, instructional technologies, multimedia design, social media, and technology-integrated strategies for the workplace.

A Harter/Alfonso motion to approve the new course was passed unanimously.

VII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ **Department of Literature and Philosophy**

Item for consideration was presented by Dr. Donald Slone.

Course Revision(s)

RELS 3335 – Introduction to the New Testament

JUSTIFICATION:

The intent of this course revision is to offer RELS 3335 as an online, as well as a traditional face-to-face, course. The reason for doing so is to generate and maintain student participation in our Religious Studies Minor by providing new avenues by which to take Religious Studies classes. The rationale behind offering RELS 3335 online is twofold: 1) student interest in New Testament topics is often high, and 2) the instructor for this class is confident that this course can be taught online while retaining the learning objectives, assessment components, and overall course design used in face-to-face classroom interaction.

A King/Harter motion to approve the course revision was passed unanimously.

➤ **Department of Music**

Items for consideration were presented by Dr. Steven Harper.

Course Revision(s)

MUSC 3211 – Instrumental Methods I

Prerequisite(s), Catalog Description

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites, so students from any major may register (which happens occasionally). Students from other majors do not have the necessary music background to be successful in this course. Additionally, enrollment in the course must be limited, due to the limited number of available instruments for students.

MUSC 3212 – Instrumental Methods II

Prerequisite(s), Catalog Description

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course. Additionally, enrollment in the course must be limited, due to the limited number of available instruments for students.

MUSC 3213 – Percussion Class

Prerequisite(s), Catalog Description

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may (and have) registered. Students from other majors do not have the necessary music background to be successful in this course. Additionally, enrollment in the course must be limited, due to the limited number of available instruments for students.

MUSC 3215 – String Class

Prerequisite(s), Catalog Description

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course. Additionally, enrollment is limited because the number of available instruments for students to use is limited.

MUSC 3216 – Voice Class

Prerequisite(s), Catalog Description

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course.

MUSC 3217 – Woodwind Class

Prerequisite(s), Catalog Description

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course. Additionally, enrollment is limited because the number of available instruments for students to use is limited.

MUSC 3218 – Brass Class

Prerequisite(s), Catalog Description, Other (CIP Code)

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course. Additionally, enrollment is limited because the number of available instruments for students to use is limited.

This course, unlike its companion courses, MUSC 3213, 3215, 3216, and 3217, is listed under CIP Code 13 (13.1312); it should be listed under CIP Code 50.0914..

MUSC 3411 – Brass Pedagogy

Prerequisite(s), Catalog Description, Other (CIP Code)

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course.

This course is listed under CIP Code 50.0999 (Music, Other); it is, quite clearly, a pedagogy class, so should be listed under CIP Code 50.0912.

MUSC 3412 – Percussion Pedagogy

Prerequisite(s), Catalog Description, Other (CIP Code)

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course.

This course is listed under CIP Code 50.0999 (Music, Other); it is, quite clearly, a pedagogy class, so it should have a CIP Code of 50.0912.

MUSC 3413 – String Pedagogy

Prerequisite(s), Catalog Description, Other (CIP Code)

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course.

This course is listed under CIP Code 50.0999 (Music, Other); it is, quite clearly, a pedagogy class, so should be listed under CIP Code 50.0912.

MUSC 3414 – Woodwind Pedagogy

Prerequisite(s), Catalog Description, Other (CIP Code)

JUSTIFICATION:

This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register (which has occasionally happened). Students from other majors do not have the necessary music background to be successful in this course.

This course is listed under CIP Code 50.0999 (Music, Other); it is, quite clearly, a pedagogy class, so should be listed under CIP Code 50.0912.

MUSC 3432 – Piano Pedagogy II

Prerequisite(s), Catalog Description, Other (CIP Code)

JUSTIFICATION:

Piano Pedagogy I should be a prerequisite for Piano Pedagogy II.

The course is currently listed under CIP Code 50.0907 (Keyboard Instruments); it is clearly a pedagogy course, so should be listed under CIP Code 50.0912.

A King/Harter motion to approve the course revisions was passed unanimously.

➤ **Institute for Public and Nonprofit Studies**

Items for consideration were presented by Dr. Trenton Davis.

New Course(s)

PBAD 4431 – Special Topics in Public Administration

This course is an elective in the Minor in Public Administration focusing on special topics in public administration.

PBAD 4791 – Field Internship in Public Administration

The internship in public administration is designed to provide students with meaningful experience in public-serving organizations. Students are approved to intern in a public or nonprofit organization, serving in positions that allow them to gain exposure to the management of these organizations. No more than three credit hours can be counted towards completion of the Minor in Public Administration.

Proposed New, Revised, or Deleted Program(s)

Public Administration Minor (NEW)

JUSTIFICATION:

The Minor in Public Administration is a 15 credit hour program designed to introduce students to the major areas of public and nonprofit management. Students completing the minor will be prepared for careers in public-serving organizations or for future graduate study in the management of these organizations. The minor serves as a theoretical primer, but also focuses heavily on the practical application of this theory. In Fall 2015, in response to student demand, the Institute began offering undergraduate courses through a Public Administration concentration in the Bachelor of General Studies (BGS) program. The concentration has proved successful, with enrollment growing in each subsequent semester (i.e., Spring and Summer 2016). Non-BGS students, however, have very few available options to prepare them for employment in public-serving organizations. Thus, all undergraduate students at Georgia Southern University would be well served by coursework and training in public administration.

Minoring in public administration would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, and public health, complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The minor would also improve students' abilities to function as citizens. Coursework would further their understanding of the bureaucratic apparatus, citizen engagement, the policy-making process, and budgetary practices at the national, state, and local levels. Students will be more likely and able to interact constructively with their government upon completion of the minor.

Finally, the minor would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Public Policy (MPP) programs, the premier avenues for management or policy

specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, policy analysis, and program management at all levels of government and in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a minor preparing students for graduate study in these areas. The minor would benefit the University's own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program.

The learning outcomes for the proposed Minor in Public Administration are intended to insure that students will be able to:

- Define major theories underlying the field of public administration and public administrators' role in American democracy.
- Identify the core mechanisms of public administration, including the organization and management of human and financial resources.
- Describe and explain the structure and components of the public and nonprofit sectors.
- Recognize and focus on ethical problems, develop and refine appropriate methods of moral reasoning, and be sensitive to the nuances and ambiguities of ethical situations.
- Formulate a public policy response to a "real world" social or economic problem.
- Discuss the political, economic, legal and social environments of public policy and administration.
- Discuss various leadership styles and explain how differing styles impact organizational outcomes.

A Harter/King motion to approve the new courses and new program was passed unanimously.

VIII. COLLEGE OF HEALTH AND HUMAN SCIENCES

➤ Department

Items for consideration were presented by Dr. Stephen Rossi.

Course Revision(s)

FMAD 2220- Understanding Aesthetics

Number, Catalog Description, Credit hours, Lecture/Seminar Hours

JUSTIFICATION:

The revision includes credit increase and catalog description change due to additional concepts and information that reflect contemporary trends and issues in the profession of fashion merchandising and apparel design.

FMAD 2610- Professional Seminar

Number, Title, Prerequisites, Catalog Description, Credit hours, Lecture/Seminar Hours

JUSTIFICATION:

This course was previously open to students of all levels. We have determined that students would benefit from having the course later in their academic career. We are proposing that students take this course during the Junior or Senior year. The students will have a body of work that will reflect their studies and can work on professional development before entering the workplace.

Proposed New, Revised or Deleted Program

B.S., Fashion Merchandising and Apparel Design (REVISED)

JUSTIFICATION:

Change in course titles and credit hours.

A Harter/Alfonso motion to approve the course revisions and program revision was passed unanimously.

➤ Dean's Office

Items were presented by Dr. Stephen Rossi .

Announcement(s)

Pre Exercise Science major

Pre Nutrition and Food Science major

Pre Sport Management major

Pre Fashion Merchandising and Apparel Design

Pre Recreation Major

Pre Child and Family Development

Announcements are for information only.

IX. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

➤ **Civil Engineering and Construction Management**

Items for consideration were presented by Dr. David Williams.

Course Deletion(s)

TCET 2241 - Surveying

JUSTIFICATION:

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 3141 – Environmental Pollution

JUSTIFICATION:

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 3142 – Structural Analysis

JUSTIFICATION:

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 3233 – Transportation Systems

JUSTIFICATION:

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 3234 – Construction Materials

JUSTIFICATION:

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 3236 – Project Cost Analysis, Planning & Management

JUSTIFICATION:

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4141 – Water Supply Systems**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4141H – Water Supply Systems (Honors)**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4142 – Reinforced Concrete Design**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4146 – Structural Steel Design**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4243 – Highway Design**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4244 – Soil Mechanics and Foundations**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4245 – Water-Wastewater Treatment**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4245H – Water-Wastewater Treatment (Honors)**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4536 – Senior Project**JUSTIFICATION:**

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

TCET 4890 – Special Problems in CET

JUSTIFICATION:

These courses were used in the previous Civil Engineering Technology (CET) degree program that has been phased out and all admitted students have graduated . No students have been allowed to enter the program since 2011.

Proposed New, Revised, or Deleted Program(s)

Civil Engineering Technology, B.S.C.E.T. (DELETED)

JUSTIFICATION:

- All admitted students in the BSCET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSCET program since 2011
- There is no support from the faculty to continue the program in the future
- The workload required of current Engineering faculty to maintain both the BSCET and BSCE programs would be prohibitive
- The program advisory committee of the CE department agrees with the deletion of the program
- Students interested in a BSCET program can choose to enroll in similar programs offered at other USG institutions
- A fully accredited program in Civil Engineering (BSCE) is now offered by the college

A King/Manoosingh motion to approve the course deletions and deleted program was passed unanimously.

➤ **Electrical Engineering**

Items for consideration were presented by Dr. David Williams.

Course Deletion(s)

TEET 2143 – Circuit Analysis I

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 2441 – Digital Circuits

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 2443 - Microcontrollers

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 3145 – Circuits Analysis II

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 3241 – Electronics I

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 3243 – Electronics II

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 3341 – Electric Machines

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program

- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 3343 – Electrical Distribution Systems

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 4090 – Selected Topics in EET

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 4540 – Automatic Controls

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 4610 – EET Senior Project I

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 4620 – EET Senior Project II

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 5238 – Industrial Electronics

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 5245 – Electronic Communication Systems

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 5340 – Digital Communications

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 5531 – Programmable Logic Controllers

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program

- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

TEET 5542 – Computer Systems Design

JUSTIFICATION:

The complete list of courses for the EET program is been deleted because:

- All enrolled students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future due to the impact on faculty teaching load
- The advisory committee of the EE department agrees with the deletion of the program
- Students still interested in the BSEET program can enroll in other USG institutions
- A full accredited program in Electrical Engineering, BSEE is now offered by the college

Course Revision(s)

EENG 5090 – Selected Topics in EE

Repeatable for Credit

JUSTIFICATION:

EENG 5090 is a generic course number that is used when a course in the electrical engineering program doesn't exist, therefore the course can be repeatable for credit in order for students to earn credits for taking this course more than once.

Proposed New, Revised, or Deleted Program(s)

Electrical Engineering, B.S.E.E. (REVISED)

JUSTIFICATION:

The section for "Other Program Requirements" needs to be updated in order to reflect the current changes to the EE curriculum.

Electrical Engineering Technology, B.S.E.E.T. (DELETED)

JUSTIFICATION:

- All admitted students in the BSEET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSEET program since 2011
- There is no support from the faculty to continue the program in the future
- The workload required of current Engineering faculty to maintain both the BSEET and BSEE programs would be prohibitive
- Students interested in a BSMET program can choose to enroll in similar programs offered at other USG institutions
- A fully accredited program in Electrical Engineering (BSEE) is now offered by the college

A Minihan/Manoosingh motion to approve the course deletions, course revision, revised program, and deleted program was passed unanimously.

➤ **Information Technology**

Items for consideration were presented by Dr. David Williams.

Course Revision(s)

IT 2430 – Data Programming I

Prerequisite

JUSTIFICATION:

STAT 2231 is added to better prepare students for the current course.

IT 2431 – Data Programming II

Prerequisite

JUSTIFICATION:

IT 3233 is no longer needed to prepare students. IT 2430 is sufficient.

A Manoosingh/Alfonso motion to approve the course revisions was passed unanimously.

➤ **Manufacturing Engineering**

Item for consideration was presented by Dr. David Williams.

Course Revision(s)

TMAE 5134 – World Class Manufacturing

Title, Catalog Description, Schedule Type, Lab Hours(s)

JUSTIFICATION:

The rationale for changes are based on the fact that the course has evolved in recent years based on professional trends and rising expectations of the program, and is being updated to more accurately reflect current thinking and trends. The title is modified to include the term 'Lean', which is a fundamental keyword in modern industry that conveys the subject matter of the course. Elimination of the lab section aligns with current evolution of the course, and enables the asynchronous offering of the course online. The overall description is updated to better reflect the nature of the content and conduct of the course.

A Manoosingh/Alfonso motion to approve the course revision was passed unanimously.

➤ **Mechanical Engineering**

Items for consideration were presented by Dr. David Williams.

Course Deletion(s)

MENG 3010 – Leveling Topics in Statistics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

MENG 3011 – Leveling Topics in Dynamics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

MENG 3012– Leveling Topics in Mechanics of Materials

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the

industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

MENG 3015 – Leveling Topics in Electrical Circuits

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

MENG 3016 – Leveling Topics in Fluid Mechanics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2135 – Thermodynamics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2137 – Engineering Economy

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2138 – Digital Computation

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2141 – Statistics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an

agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2142 – Dynamics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2143 – Strength of Materials

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2144 – Electrical Devices and Measurements

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2146 – Industrial Electronics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TENS 2135 – Circuit Analysis I

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 2128 – Solid Modeling and Analysis

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an

agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 2521 – Introduction to Mechatronics

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3130 – Mechanism Design

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3135 – Machine Design

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3136 – Machine Component Design

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3232 – Thermodynamics II

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3233 – Heat Transfer

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an

agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3341 – Materials Science

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3343 – Materials Processing

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3431 –Free Enterprise Simulation

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3711 – Mechanical Engineering Technology Seminar I

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 3712 – Mechanical Engineering Technology Seminar II

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 4090 – Selected Topics in Mechanical Engineering Technology

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the

industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 4118 – Mechanical System Design Lab

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 4138 – Mech. Sys. Design Lab.

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 4225 – Thermal Science Lab

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 4890 – Special Problems in Mechanical Engineering Technology

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 4899 – Directed Independent Study

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 5133 – Vibration and Preventative Maintenance

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 5134 – Introduction to Finite Element Analysis

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 5136 – Mechanical Controls

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 5137 – Mechanical System Design

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 5234 – HVAC

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

TMET 5431 – Automation and CIMS

JUSTIFICATION:

These courses are being deleted since the Mechanical Engineering Technology program is being terminated. There are no students remaining in any of the Engineering Technology programs served by these courses. All students have graduated. The faculty recommended the termination of the programs with support by the industry representatives who make up the Program Advisory Committees (PAC's). This also fulfills an agreement with the BOR that Engineering Technology Programs would be terminated following approval of Engineering.

Course Revision(s)

ENGR 2131 – Electronics and Circuit Analysis

Prerequisites

JUSTIFICATION:

MENG 2139 is added as prerequisite or can be taken concurrently (corequisite) for ENGR 2131, so that students have better background and functional knowledge to enable them to be more successful in this course.

ENGR 3431 – Thermodynamics

Prerequisites

JUSTIFICATION:

MATH 2242 is added as prerequisite for ENGR 3431, so that students have better background knowledge and are better prepared for this course.

ENGR 3431H – Thermodynamics (Honors)

Prerequisites

JUSTIFICATION:

MATH 2242 is added as prerequisite for ENGR 3431H, so that students have better background knowledge and are better prepared for this course.

Proposed New, Revised, or Deleted Program(s)

Mechanical Engineering Technology, B.S.M.E.T. (DELETED)

JUSTIFICATION:

- All admitted students in the BSMET program have completed the degree and there are no students enrolled in the program
- No new students have been allowed to enter the BSMET program since 2011
- There is no support from the faculty to continue the program in the future
- The program advisory committee of the ME department agrees with the deletion of the program
- The workload required of current Engineering faculty to maintain both the BSMET and BSME programs would be prohibitive
- Students interested in a BSMET program can choose to enroll in similar programs offered at other USG institutions
- A fully accredited program in Mechanical Engineering (BSME) is now offered by the college

A Manoosingh/King motion to approve the course deletions, course revisions, and deleted program was passed unanimously.

IX. OTHER BUSINESS

X. ADJOURNMENT

There being no further business to come before the committee, a Harter/Alfonso motion to adjourn the meeting at 3:55 p.m. was passed unanimously.

Respectfully Submitted,



Jade Brooks
Recording Secretary

UNIVERSITY ATHLETICS COMMITTEE

January 27, 2016

The meeting was called to order at 8:00 AM by Alice Hall, Chair.

Members and Visitors Present

Cordelia Zinskie, Alice Hall, Chris Geyerman, Charles Glover, Christine Whitlock, Tom Kleinlein, Eddie Mills, Chuck Harter, Kevin Bostian, Mary Phillips Smith, Fred Smith, Andrew Hansen, Peter Rogers, Cathy Beene, Keith Roughton, Jeff Blythe, Reggie Simpkins

Guest Speaker

Nate Kellogg:

- Nate is our Men's Swimming Coach.
- We are 6-2 on the year and looking to improve our finish in the Championships this year. We came in 3rd place the last 2 years.
- This is our 16th consecutive semester above a 3.0.
- I handle all the Swimming and David Giambra handles all the diving. They are 2 very different sports even though they both involve water.
- We practice and compete at the RAC.

Approval of Minutes

- The minutes of the November 30, 2015 meeting were unanimously approved.

Financial Update

Jeff Blythe:

- Passed out a Balance Sheet of Athletics Finances.
- If you look at the items we are short on the most they will come to us at the end of the fiscal year.
- We exceeded the budget with Football before we even played the Bowl Game.
- We did well with tickets at the Bowl Game despite being on December 23rd.
- We are at a surplus right now but it will be used up by year end.

Schedule Approvals

Cathy Beene:

- The Men's and Women's Spring Soccer schedules were passed out.
- The schedules are in compliance with NCAA bylaws and institutional guidelines. Schedules were approved.
- The Men's Fall Soccer schedule was sent out and approved through email on February 5th.

SAAC President's Update

Mary Phillips Smith:

- Sun Belt Community Service Competition for December – We came in 6th place but still ahead 2000 points over Georgia State.
- We had our first meeting of the Spring semester last week.
- Relay for Life is coming up, Shoe Drive coming up, Run on Campus to raise money coming up. April is the last month of the competition.
- We also voted on some SAAC proposals last week.

Athletics Update

Tom Kleinlein:

- MBB/WBB teams both just beat App State.
- We received national exposure on ESPN's top 10 for Mike Hughes 4 point play.
- Cross Country made Nationals for the first time ever recently.
- Rifle is doing well, our freshman Rosemary is an extremely good shooter, has the potential to be one of the best in the country, and has a 4.0 GPA.
- Passed out a sheet with stats on the Go-Daddy Bowl Impact and ESPN3 stats of all sports. (Facebook, Twitter, gseagles.com)
 - Revenue is up, exposure is up, donors are up.
 - We have done a lot of work getting processes together and now reaping rewards.
 - 2.34 Million viewers watched the Bowl Game, 3rd highest of 11 Pre-Christmas Bowl Games.
 - We reached all 50 states and 108 countries.
 - We sold 4800 tickets for Bowl Game
 - We are gaining exposure through Espn3 as well which we wouldn't have if we were still FCS.
 - 175,000 people were connected through ESPN3 for all our sports so far for 2015-16 and Baseball will bring in many more.
 - Part of why we are doing so well is because we are winning. We need to continue to bring in more donors to keep up what we are doing to continue our exposure to the University.
 - Our SID is still trying to get together everything that was put in the New York Times, Washington Post, etc., about the Bowl Game.
 - We have not gotten many stats from the University side yet like increases in applications for admissions, increases in enrollment, etc., but we should be able to get those in the future.

FAR Update

Chris Geyerman:

- SBC FAR Update – created 2 post-grad scholarships at \$6,500; 5 more at \$3,000 each.
 - Each institution can nominate 4 people, must have at least a 3.3. If there are more than 4 we can form a small sub-committee out of UAC to decide nominees.
 - Nominations due in April.

Athletic Foundation Update

Kevin Bostian:

- We have 1.4 million in bank, the highest in institution history. We have an increase of 50% in donations, 16% increase in donors.
- Renewals coming out in next few months.
 - We will be asking for a 10% increase in donations for the renewals.
- We have filled the Savannah/Jacksonville position with Justin Callaway.
- Our season ticket numbers for every sport are up.

Student Athlete Services Update

Reggie Simpkins:

- We had a 2.98 Fall 2015 GPA, the highest Fall GPA in the history of Athletics.
- We had 3 sports obtain the highest GPA in program history.
- February 15th we will be sending out progress reports. We need all the feedback we can get, positive or negative.
- Scholar Athlete of the Year – We are going to start this earlier so we can get videos and everything together earlier.
- Patrice Butler was chosen to represent the Sun Belt at the NCAA Student-Athlete Leadership Forum in April.

New Business

- None.

Old Business

Charles Glover: Standardized Absence Policy

- We are finishing up the proposal by Friday 1/29. We have been working on some of the language that needed to be better defined.
- Getting ready for Faculty Senate at February 15th at 4pm.
- We will try to have students there from many different groups, not just Athletics.
- It is for all University sponsored events.

The meeting was adjourned at 8:53 AM.

UNIVERSITY ATHLETICS COMMITTEE
February 24, 2016

The meeting was called to order at 8:00 AM by Alice Hall, Chair.

Members and Visitors Present

Cordelia Zinskie, Eric Hall, Alice Hall, Chris Geyerman, Tom Kleinlein, Chuck Harter, Mary Phillips Smith, Adam Clay, Kelly Berry, Fred Smith, Andrew Hansen, Cathy Beene, Keith Roughton, Jeff Blythe, Reggie Simpkins, Kelly Carter

Guest Speaker

Kelly Carter:

- Kelly is our Women's Track & Field and Cross Country Coach. He is in his 2nd season here at Georgia Southern. His last position was as an Assistant Coach at Middle Tennessee State. His hometown is Decatur, Ga
- This is a great place to be. It is easy to recruit here, nationally and internationally.
- We are trying to get Georgia Southern seen on a National Level.
- Our team GPA is over a 3.0.
- Cross Country Team – Academic All American for first time in history recently and made NCAA Regionals first time ever as well so we are moving up.
- Kelly's daughter is actually on the softball team. The Head Track and Field Coach resigned right as she was done with her last highschool game and Kelly was able to get the job here.

Approval of Minutes

- The minutes of the January 27, 2016 meeting were unanimously approved.

Financial Update

Jeff Blythe:

- We are short right now but we should be back up by year end.
- We are at 1.6M in FB which is an all-time high.
- All VB, WBB, MBB have exceeded revenue we expected so that is good, first time that has happened in a while.
- Going to keep an eye on expenses for the rest of the year but looking ok.

Schedule Approvals

Cathy Beene:

- No schedules to approve.
- The Volleyball Spring schedule was approved through email between meetings.

SAAC President's Update

Mary Phillips Smith:

- We came in 3rd in January in Sun Belt monthly competition.
- Participated in a FitKids event in Savannah. 10 student-athletes total, 7 Men's Soccer, 3 Football.
- We are currently doing a Food Drive called Backpack Buddies with Women's Tennis.
- Red Cross is coming up so we are preparing for the blood drive. Preparing for Relay for Life on April 29th as well.

Athletics Update

Tom Kleinlein:

- Big win last night against Ga. State. We have the youngest team in the country. Were picked last this season and in 5th place right now.
- Tennis teams are both 5-3.
- Emma Weisel won 1M and 3M diving at CCSA.
- Rifle is now ranked 24th in the Country.
- Baseball went 1-2 against Georgia.
- Our turf project is on schedule and doing fine, we may be able to have a Spring game there in April but we are currently prepared to have it at SHS.
- We are getting Iron Works redone this Summer which all of our sports use except Football.
- We are at an all-time high in the Annual Fund with 1.8M. We are at an all-time high in every revenue stream we have.
- Initial Success is easy, Sustained Success is much harder.
- College Athletics is the 2nd highest provider of college scholarships in the country behind the G.I. bill.

FAR Update

Chris Geyerman:

- SBC Post-Grad scholarships at \$6,500; 5 more at \$3,000 each.
 - Keep looking out for people that can apply for Sun Belt postgrad scholarships. We only have one right now.

Student Athlete Services Update

Reggie Simpkins:

- Scholar Athlete of the Year: Thanks for all your feedback with that.
- Progress report 1 sent on Feb 12th. Got about a 50% response rate. These updates really help us find the students that may be struggling in a class so we can make sure to get them the help they need.
- FB will be practicing on Tuesday and Thursday from 6a-9a in the Spring. MWF practicing in afternoon, they wanted to practice in morning as well but too much conflict.
- We are still working through it right now. Practicing in the morning is very popular now as it helps free up time for scheduling classes but can make scheduling Tutoring appointments more difficult.

New Business

- None.

Old Business

Standardized Absence Policy: SGA Rep Adam Clay

- We are submitting the policy Tuesday for the Faculty Senate meeting on March 7th. We are trying to get many students there from many different areas, not just Athletics.
- We have received a lot of feedback and have continually revised it. Many USG colleges are already doing this.

The meeting was adjourned at 8:53 AM.

2016

Librarian's Report 6-7-2016

Georgia Southern University

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Faculty Senate

Senate Librarian's Report

June 7, 2016

Nessmith-Lane Ballroom

Graduate Committee Minutes (April 14, 2016)	2
Undergraduate Committee Minutes (April 12, 2016)	99
University Athletics Committee (March 30, 2016)	110
NCAA Faculty Athletic Representative Report (June 2016)	112

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – April 14, 2016

Present: Dr. Jim Harris, CEIT; Dr. Brandon Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM; Dr. Colton Magnant, COSM; Ms. Debra Skinner, Library; Dr. Bob Fernekes, Library; Dr. Sunghyun Lim [Alternate], CEIT; Dr. Kelly Sullivan [Alternate], JPHCOPH; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Devon Jensen, COGS; Ms. Mary Jernigan, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Jason Slone, CLASS; Dr. Stephen Rossi, CHHS; Dr. David Williams, CEIT; Dr. Christine Ludowise, CLASS; Dr. Tracy Linderholm, COE; Dr. Teri Melton, COE; Dr. Jim Hattabaugh, COE; Dr. Janie Wilson, CLASS; Dr. Dawn Tysinger, COE; Dr. Frank Gross, CEIT; Dr. Johnathan O'Neill, CLASS; Dr. Sharon Radzynski, CHHS

Absent: Danda Rawat, CEIT; Dr. Li Li, CHHS; Dr. Jake Simons, COBA; Dr. James Stephens, JPHCOPH; Dr. Bill Mase, JPHCOPH

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, April 14, 2016 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Anderson made a request to change the order of the program review presentations. Dr. Richard Flynn made a motion to approve the agenda with the requested changes. A second was made by Dr. Bob Fernekes and the motion to approve the agenda was passed.

III. GRADUATE COMMITTEE CHAIR'S UPDATE – PROGRAM REVIEWS

Thirteen program reviews were presented for discussion.

College of Business Administration:

MS Applied Economics – *presented by Dr. Constantin Ogloblin*

MOTION: Dr. Fernekes made a motion to approve the M.S. Applied Economics program review report and rubric. A second was made by Dr. Ming Fang He, and the motion was passed.

Graduate Certificate, Applied Economics – presented by Dr. Debra Skinner (for Dr. Jake Simons)

MOTION: Dr. He made a motion to approve the program review report and rubric for the Graduate Certificate in Applied Economics. A second was made by Dr. Fernekes, and the motion was passed.

PhD Logistics & Supply Chain Management – presented by Dr. Ming Fang He

MOTION: Dr. Magnant made a motion to approve the PhD Logistics & Supply Chain Management program review report and rubric. A second was made by Dr. Meca Williams-Johnson, and the motion was passed.

Graduate Certificate, Enterprise Resources Planning – presented by Dr. Bob Fernekes

MOTION: Dr. He made a motion to approve the program review report and rubric for the Graduate Certificate in Enterprise Resources Planning. A second was made by Dr. Flynn, and the motion was passed.

College of Engineering and Information Technology:

Graduate Certificate, Occupational Safety & Environmental Compliance – presented by Dr. Scott Kersey

MOTION: Dr. He made a motion to approve the program review report and rubric for the Graduate Certificate in Occupational Safety & Environmental Compliance. A second was made by Dr. Magnant, and the motion was passed.

Graduate Certificate, Engineering & Manufacturing Management – *presented by Dr. Jim Harris*

MOTION: Dr. He made a motion to approve the program review report and rubric for the Graduate Certificate in Engineering & Manufacturing Management. A second was made by Dr. Magnant, and the motion was passed.

College of Health and Human Sciences:

Graduate Certificate, Dietetic Internship Program – *presented by Dr. Brandonn Harris*

MOTION: Dr. He made a motion to approve the program review report and rubric for the Dietetic Internship Program Graduate Certificate. A second was made by Dr. Flynn, and the motion was passed.

Graduate Certificate, Coaching – *Dr. Stephen Rossi stated this program has been deleted.*

Post-Master's Certificate, Nurse Educator – *presented by Dr. Colton Magnant*

There was a discussion of the viability of the Nurse Educator Post-Master's Certificate program. Dr. Sharon Radzynski explained that the certificate was created because they received a grant, and now that the grant is over they are no longer restricted to the stipulations of the grant. Dr. Radzynski said they can now look at what the next steps would be to recruit or alter the program.

MOTION: Dr. He made a motion to approve the program review report and rubric for the Post-Master's Certificate, Nurse Educator. A second was made by Dr. Magnant, and the motion was passed.

Post-Master's Certificate, Family Nurse Practitioner – *presented by Dr. Dustin Anderson*

MOTION: Dr. Flynn made a motion to approve the Post-Master's Certificate, Family Nurse Practitioner program review report and rubric. A second was made by Dr. Fernekes, and the motion was passed.

College of Liberal Arts and Social Sciences:

MA History – *presented by Dr. Meca-Williams-Johnson*

MOTION: Dr. He made a motion to approve the MA History program review report and rubric. A second was made by Dr. Flynn, and the motion was passed.

Graduate Certificate, Public History – *presented by Dr. Dustin Anderson (for Dr. Danda Rawat)*

MOTION: Dr. Flynn made a motion to approve the program review report and rubric for the Public History Graduate Certificate. A second was made by Dr. He, and the motion was passed.

MS Psychology – *presented by Dr. Dustin Anderson (for Dr. Jinrong Li)*

MOTION: Dr. He made a motion to approve the MS Psychology program review report and rubric. A second was made by Dr. Flynn, and the motion was passed.

Dr. Anderson stated the Graduate Committee had two requests for the Provost Office concerning the Comprehensive Program Reviews. 1) Timing of reviews; can programs submit reports to the Provost Office earlier in the academic year, to allow the Graduate Committee more time to complete their program reviews and rubrics. 2) If programs can have access to data earlier. Dr. Anderson stated the Graduate Committee also wanted to note the real merit and value of the program reviews. During the discussions of the reviews the programs are able to see the similarity of struggles programs face concerning student retention and progression or diversity with students and faculty.

Dr. He stated in regards to diversity, she would recommend the university hire a diversity officer.

Ms. Candace Griffith said on behalf of the Provost, she thanked everyone for their time and effort in completing the program reviews.

The approved program review reports and rubrics are below.

**MASE in Applied Economics (MSAE)
Graduate Committee 2016 Program Review Report
Program Exceeds Expectations**

Executive Summary

The committee thinks that the MASE in Applied Economics (MSAE) program exceeds expectations, as it delivers rigorous course contents that enable students to develop skills needed to succeed in any career path involving economic or financial decision making in today's highly competitive global economy. The program is also a solid preparation for students aspiring to pursue a Ph.D. degree in economics or a related field. Another major strength of the MSAE is that it delivers the courses asynchronously, fully online, which allows the program to serve students from all walks of life and from all parts of the world. The MSAE is listed among the fifty best master's degree programs in economics in the United States, and it is the only fully-online program among them. The program's challenge is relatively low student enrollment, which is likely a result of the rigorous entry requirements and growing competition. Efforts are underway to make improvements to this area.

I. Strengths

- The greatest strength of the program is its ability to help students from all around the world and with different academic, professional, and personal backgrounds develop analytical, quantitative, and empirical skills that are essential for succeeding in any career path that involves economic or financial decision making.
- The program's strength described above is ensured by the rigorous curriculum, which integrates solid economic theory with quantitative methods of empirical analysis and focuses on practical applications of this knowledge. The successful implementation of this approach is strengthened by the fact that most faculty members participating in the program are engaged in applied research directly related to the courses taught.
- The practical orientation of the program and its competitive admission requirements have resulted in enrollment of high-quality, highly motivated students.
- The program is fully accredited by AACSB International.
- Although the program has been quite successful in achieving its goals, the MSAE faculty members have continued their efforts to improve it further. Specifically, new elective courses that reflect the frontiers of applied economics, instructors' strengths, and students' interest have been added. The electives requirements have been changed to increase flexibility of course offerings and provide better opportunities for students to complete the program on time. The Math for Applied Economics course (ECON 7110) has been made a program requirement and restructured to expand and deepen the content.

II. Areas Identified for Improvement

- The report identifies low student enrollment as the main area that needs improvement. As the Dean has noted, although the Department has taken reasonable steps to economize in the program's delivery, both the College and the Department need to do more in promoting the program and attracting students.
- Another area for improvement identified in the report is limited participation in the program among the economics faculty members. Out of 16 full-time economics faculty in the Department, only 7 teach MSAE courses. Based on our reading of the report, this is probably because of inadequate compensation for additional time and effort required to develop and teach MSAE courses.

III. Use of Assessment Findings to Effect Change

- Based on data collected and faculty discussions, Math for Applied Economics (ECON 7110) has been made a required course and restructured to expand the content and provide more in-depth coverage. After these changes, students have performed significantly better in math-intensive MSAE courses, especially in Microeconomics (ECON 7131), where the rate of successful completion and the outcomes on the associated SLOs have substantially improved.

- Changes were made to improve assessment of the program. For example, the SLOs have been streamlined and refined.

IV. Strategic Areas of Focus

- The report specifies the following strategic areas of focus:
- Recruitment of new faculty based on skills needed to further improve the program. For example, the Department is searching for an endowed chair in banking who could contribute expertise to certain MSAE courses.
- Taking measures to increase enrollment, such as making the admission process simpler, implementing a year round competitive rolling admissions policy, etc.
- Considering the possibility of staffing the existing and possible new MSAE courses by the Department's finance faculty, to broaden the number of participating faculty members and bring more of special expertise to the program.

V. Need for Additional Information/Suggestions/Comments

- We congratulate the MSAE faculty on creating and running a high-quality, rigorous, relevant, and well-regarded program. The MSAE faculty's heavy investments of time and effort in developing and delivering this program must be recognized and duly appreciated. We should also note that, as the Department Chair has pointed out, the MSAE faculty are not directly responsible for the administration of the program. Particularly, recruitment of students into the program is primarily the responsibility of the College's Office of Graduate Programs.
- We have one comment related to the report's content. Although the report documents the quality of teaching, scholarship, and service in the program, citing evidence of high quality as defined by the accrediting body, it does not show clearly how the quality in each area has improved over time.

Ogloblin, 04/2016

Comprehensive Program Review Rubric

Degree/Major (Program)

MASE in Applied Economics

Date of Review

Spring 2016

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee

Undergraduate Committee

Graduate Committee

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.




Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2.8
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2.8
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2.7
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2.4
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 	
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 	
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 	
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 	
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2.0
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 	
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	2.7
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2.0
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2.0
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. * 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3.0
Appendix	<ul style="list-style-type: none"> Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review. 	<ul style="list-style-type: none"> Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study. 	<ul style="list-style-type: none"> Fails to attach copies of data referenced in the self-study. 	3.0
 Exceeds Expectations  Meets Expectations  Below Expectations				25.4

Comments:

* The program has been reviewed and fully accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

Graduate Certificate in Applied Economics Graduate Committee 2016 Program Review Report Program Meets Expectations

Executive Summary

After careful review of the program materials, the committee finds that the Graduate Certificate in Applied Economics (GCAE) meets expectations. The program recognizes completion of three required and three elective courses from among the courses already offered for the online Master of Science in Applied Economics (MSAE). Although the GCAE was created to provide a more appropriate option for students who had been enrolling in the MSAE, but who only needed 18 credit-hours to qualify for teaching economics courses at other universities. Enrollment so far has been very low, primarily because other universities have created competing programs. However, the GCAE incurs no marginal costs and leverages the course offerings of the MSAE program, which meets expectations in satisfying an on-going need. The GCAE should therefore be retained, despite its low enrollment.

I. Strengths

- This program meets a need identified in the form of students who were previously enter the MSAE with no intention of graduating.
- The courses required by the GCAE are already being offered for the MSAE program. Consequently, no marginal costs are incurred for instructional resources.
- All program courses are offered online, creating a national (if not international) potential market of students seeking qualification to teach the large number of economic courses offered by U.S. universities.

II. Areas Identified for Improvement

- Low enrollment.

III. Use of Assessment Findings to Effect Change

- Students in the GCAE program are included in and benefit from assessment of the MSAE.
- Based on assessment results, a foundational math course was created for entering students that has significantly improved success rates in the required Microeconomics course (ECON 7131).

IV. Strategic Areas of Focus

- Academically, the program's goals are to produce graduates capable of applying rigorous microeconomic theory and macroeconomic analysis to predict both long- and short-run economic outcomes.
- Programmatically, the GCAE focuses on students who need 18 credit-hours of graduate coursework in economics in order to serve as adjunct instructors of economics courses.

V. Additional Information/Suggestions/Comments

- The Department of Finance & Economics offers an online MS in Applied Economics (MSAE). Initially, the program had decent enrollments, at least partly because it had few direct competitors. On the other hand, the program's graduation rate was lower than desired. In exploring the reasons for this, it was learned that some students beginning the program had no intention of completing it, but were simply earning the 18 graduate credit hours needed to make them eligible to teach economics courses offered by other universities.

- The Graduate Certificate in Applied Economics (GCAE) was created as an alternative for students seeking the 18 credit hours, rather than the MSAE itself. Regardless of whether it attracted additional students, the certificate option was expected to more accurately reflect the fact that these students had successfully completed their educational goals, rather than being counted as failed attempts to complete the MSAE program. In addition, it was viewed as a zero-cost opportunity, because the courses required for the GCAE are those already being offered for the MSAE. The creation of the GCAE would neither create excessive class sizes nor increase the frequency with which the courses are already being offered.
- To earn the GCAE, students must successfully complete three specific (required) courses, plus three elective courses from the MSAE curriculum. The three required courses are spread among the courses offered on an annual cycle. In other words, regardless of when a student begins, they should typically be able to take one required course, plus one or two elective courses, if they desire, enabling completion of the GCAE in one year. Of course, not all students would necessarily take more than one course per semester. In addition, there are two possible timing circumstances that might preclude completion in one year. The first is that entering students must complete ECON 7110, Math for Applied Economics, which is offered annually (unless they demonstrate the required proficiency). The second is that required course ECON 7131, Microeconomics, is offered annually, but is a prerequisite for some elective courses.
- The review period for this report was Fall 2011 – Summer 2015.¹ During this four-year period, only three (3) students have pursued the GCAE. The Department Chair and Graduate Program Director perceive one of the primary reasons for this low number to be the start-up of several competing online programs. It is also possible that some students needing 18 credit hours for teaching eligibility may still be entering the MSAE program without intending to complete it in order to avoid having to take the one or more of the three specific courses required for the GCAE.
- Because the GCAE students are essentially a small subset of the MSAE program, a great deal of the content of the GCAE report (to include all of the assessment and program improvement information) was taken from the review report for the MSAE. This seems reasonable and supports the impression that the program's curriculum is being effectively delivered and is achieving program goals. It is simply the small number of students enrolled in the GCAE that fails to meet prior expectations. However, because the GCAE consumes no additional instructional resources and only minimal administrative effort, the Department Chair and Graduate Program Director perceive no particular benefits that would be achieved by eliminating the program. Simplistically, it could be argued that the program obtained three additional students at virtually no marginal cost. Retention of the program would also prove expeditious if future changes in the competitive environment were to cause demand to increase again.

Simons, 04/2016

¹ The Comprehensive Program Review cycle is normally five years. When the department was informed the GCAE review would be due this year, they were informed it had been moved up a year to reduce the large number of reviews due next year.

Comprehensive Program Review Rubric

Degree/Major (Program)

Graduate Certificate in Applied Economics (GCAE)

Date of Review

Spring 2016

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee

Undergraduate Committee

Graduate Committee

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	1.6
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. <p style="text-align: center; color: red;">N/A (First review)</p>	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2.4
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2.33
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2.4
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 	
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 	
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 	
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 	
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	1.67
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 	
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	2
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	0.8
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	3
<input type="checkbox"/> Exceeds Expectations <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				21.2

Comments:

See separate report.

**The PhD in Logistics & Supply Chain Management Program
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

The committee has reviewed the program review including one page review by the Dean, one page review by the Department Chair, and the Self Study Report. As the Dean and the Chair recognize, even though the program was designed “poorly” when it was launched in 2010 with its awkward structure and “the lack of experience across the faculty and staff,” the program “did reasonably well” in terms of recruitment, retention, progression, and graduation. In particular, all the students who graduated found employment in accredited business schools. We concur with the fair reviews of the Chair and the Dean. The program was most recently reviewed by AACSB International during 2012 and 2013. The program continues to face challenges in recruiting, retaining, and building a faculty that can support a competitive PhD program, and resourcing and supporting the program, at a level that can lead to sustained, high quality placements, in institutions like our peers and aspirants.

I. Strengths

- The program’s strengths are well documented in the program review, and indicate (at each level) tremendous improvement in the program. During AY 2013 and 2014, the college appointed an ad-hoc review committee to recommend improvement to the program. The recommended changes improved the long-term sustainability of the program and created resource efficiencies for the program.
- As the Dean and the Chair indicate in their one-page reviews, the Ph.D. program in Logistics and Supply Chain Management helps develop scholars and teachers in logistics and supply chain management domains. The program serves doctoral students by providing rigorous academic training and mentoring throughout required coursework, teaching assignments and the dissertation process in order to meet professional publication standards within the discipline.
- The Ph.D. program in Logistics and Supply Chain Management supports the broader Georgia Southern University vision "to be recognized as one of the best public doctoral-research universities in the country" by placing graduates of the program in academic positions at peer or aspirant universities.
- The program’s greatest strengths appear to be the continuous improvement, strategic planning, and evolving progress of the program. The program review evidences reasonable plans for achieving the desired improvements, and plans for the continued support and enhancement of the existing strengths of the program.

II. Areas Identified for Improvement

At all levels of review, the following related areas are identified as “needs improvement” areas:

- Current opportunities for improving the program include attracting and retaining well-qualified students and faculty to participate in a rigorous Ph.D. program curriculum and dissertation work.
- Beyond the meaningful improvements already enacted in AY 2014-15, appointment of an academic director of the program to coordinate and proactively guide the program would be a real help.
- Likewise, assuring that the department housing the program is fully staffed and competitively positioned with respect to student assistantship packages, faculty salaries, and instructional and research resources are on-going areas for improvement. Attracting and retaining faculty with capabilities to help the Ph.D. program achieve its goals continues to be a major challenge.
- Establishing and enhancing credibility in the hiring markets for graduates are major challenges that face a new program.
- Delivering the only Ph.D. program on-campus and the only research-oriented graduate program in the business college places pressures on faculty involved in the program that oftentimes improves their marketability.

III. Use of Assessment Findings to Effect Change

- In general, the critical program review in AY 2014-15 has strengthened the program by addressing several weaknesses (as described in Section 2). These included a fragmented and uncoordinated curriculum with too much overlapping material across courses and evidence on comprehensive exams of ineffectiveness in teaching students proper academic writing. Similarly, several students lacked adequate command of English language usage to sufficiently execute research oriented reading and writing.
- As the reports indicate, the program is improved at all levels for its use of assessment to effect specific changes in the program. Program evaluations and assessments are aligned with the four goals via performance of students on comprehensive examinations, dissertation work, instructional classroom performance, original research dissemination and job placement upon graduation (detailed in the appendix).

IV. Strategic Areas of Focus

- The strategic areas of focus identified at all levels include the need to build on the program's efforts to attract more and better qualified students, and to reduce or eliminate the enrollment of provisionally admitted students. The review indicate that funding for additional assistantships and better-funded assistantships is crucial to these efforts.
- Revising the program in AY 2014-15 with broad consensus of college and departmental faculty members set in place foundations for logical and feasible improvements. These revisions are substantial and detailed in Section 2.
- The program's strategic emphasis is on working from a market-oriented perspective to best place graduates of the program in tenure-track positions of reputable colleges of business.
- At the Dean's request an ad-hoc committee (for the 2013-14-review) developed recommendations (proposed for 2014-2015) including: lengthening the program's timeline, placing students with an advisor during their first year, annually evaluating student milestones, and direct work with students on research-based writing projects.
- An additional result of that review was the creation of a new Department of Logistics and Supply Chain Management. Due to an incomplete action plan, a new cohort was not accepted in 2014-15.

V. Need for Additional Information/Suggestions/Comments

- The report correctly indicates the recently approved modification to the general scope of the program to place graduates in academic positions at peer or aspirant universities. This provides distinction for the college and university while obtaining high paying jobs for graduates. In general, this new Ph. D. program is doing well to recruit, retain, progress, and graduate a high portion of enrolled students.
- The relative newness of the program and the restructuring of the program's delivery are challenges the college and department addressed through critical reviews of the program conducted in 2013-2014 and 2014-2015, respectively. As a result of these reviews, "clear and balanced goals for the program are mapped to courses." The learning goals, objectives, mission, and curriculum of the program are innovatively targeted to maximize successful placement of future graduates.
- Student backgrounds are diverse and their qualifications upon applying for admittance are improving over time. Likewise, qualities of teaching, research, and service are improving among the faculty members involved in the program. Several aspects of diversity are also improving within the cadre of professors teaching and mentoring students (pp. 14-15).
- The program can be enhanced by reconstituting resources dedicated to the program. These include appointing a well-qualified director, more competitive recruitment and retention packages for students and faculty, and movement of two faculty lines originally dedicated to the program into the department charged with delivering the program.

Comprehensive Program Review Rubric

Degree/Major (Program): PhD, Logistics & Supply Chain Management Program

Date of Review: Spring 2016

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee Undergraduate Committee Graduate Committee

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.


Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	3
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score	
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2	
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 		
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 		
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 		
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 		
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2	
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 		
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 		

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	2
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
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	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	2
				22

Comments:

- Both the department chair's and the dean's overall assessment of the program is **clearly aligned** with the evidence provided in the self-study.
- Program was most recently reviewed by AACSB International in 2012-13.

Online Graduate Enterprise Resources Planning (ERP) Certificate Program Graduate Committee 2016 Program Review Report Program Meets Expectations

Executive Summary

After careful analysis of the Comprehensive Program Review (CPR), the external review by the College of Business Dean and the department chair's endorsement, the committee finds that the Online Graduate Enterprise Resources Planning (ERP) Certificate Program meets expectations. The findings of the self-study supported by [The SAP Advantage at Georgia Southern](#) presents a strong case that the program "meets expectations." In particular, its underpinning of career opportunities requiring an ERP Certificate coupled with passing the TERP10 SAP Certification Exam, provides brand recognition to the department and college. This fifteen (15) credit hour lockstep online program offers working professionals and recent graduates the opportunity to gain hands on experience with SAP ERP and to earn an Associate Level SAP Certification (SAP Certified Business Associate with SAP ERP 6.0). As shown in the diagram below, graduates of the program are eligible to apply for the SAP TERP10 Academy (workshop) in order to take the SAP TERP10 Certification Exam.



Source: [Online Graduate ERP Certificate](#) program page

I. Strengths

- The program has a strong curriculum and aligns with the mission of the department/college/and university. As cited in the self-study, the quality of the program graduate is confirmed by the external exam.
- Faculty quality of which 80% are SAP Certified – a majority of the faculty who have taught in the program have been awarded the SAP TERP10 Business Associate Certificate. Also, faculty continue to attend professional activities to remain current with ERP technologies.
- The certificate exam pass rate of 90% overall average for the past five years reflects a strong curriculum design and structure aligned with the program goals and four student learning outcomes.
- The IS department's strong ties to the SAP University Alliance of which Georgia Southern University is a member institution.
- Industry support of the program and strong connection.

II. Areas Identified for Improvement

As stated in the self-study and highlighted by the chair, recommendations for improvement focus on three areas identified below:

- Strengthen student recruitment, retention and progression efforts;
- Continued professional development and hiring of quality tenured-track faculty; and
- Extending the certificate program into a proposed MS-ES master's degree program.

III. Use of Assessment Findings to Effect Change

- For program faculty to remain current in this dynamic discipline, the self-study highlights continuous participation of faculty in summer workshops and curriculum conferences.
- For the program to continue to maintain its quality as demonstrated by indicators of program success (attainment of learning outcomes and high certificate exam pass rate), the program examined data from three courses (CISM7331, CISM7335, and CISM7336 for 2014 and 2015), and the SAP TERP10 certification exam pass rate.
- For the program to enhance its viability and productivity as it contributes to the goals and mission of the department/college/and university, the self-study identified extending the certificate program into a

MS-ES master's degree program (already approved at the college level). Since employers will support tuition reimbursement for graduate degree programs and not certificate programs, this would increase interest in learning ERP at Georgia Southern University.

IV. Strategic Areas of Focus

- As a relatively new program in its 5th year, the challenges identified as areas for improvement focus on improving the quality, viability and productivity of the program.
- The college and the IS department recognize the needs and efforts are underway to overcome the challenges identified in the self-study.

V. Additional Information/Suggestions/Comments

- SAP Award – Upon completion of three SAP University Alliances-approved courses, students are eligible to receive a SAP University Alliances Recognition Award from SAP America.

Fernekes, 04/2016

Comprehensive Program Review Rubric

Degree/Major (Program): Online Graduate Enterprise Resources Planning (ERP) Certificate Program

Date of Review: Spring 2016

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee Undergraduate Committee Graduate Committee

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 	
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 	
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 	
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 	
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 	
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	2
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	1
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	3
<input type="checkbox"/> Exceeds Expectations <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				20

Comments: As stated in the self-study, “While no formal accreditation process is in place with SAP University Alliances (UA), a request for external review was sent to the director of the program, with no response given as of yet.” Extensive use of data complied over five years as presented in the appendices.

**Occupational Safety & Environmental Compliance (OSEC) Certificate
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

In the judgment of the Graduate Committee at Georgia Southern University, the Graduate Certificate in Occupational Safety and Environmental Compliance offered in the Department of Mechanical Engineering meets expectations in the areas of quality, viability and productivity. The certificate provides the opportunity for traditional and non-traditional graduate students to attain additional academic qualifications required of employees in certain technical professions. The certificate requires little or no additional resources of the university as it is based on pre-existing courses in Engineering and Public Health, and is unique to GSU within Georgia (which may help to draw students from around the state to our graduate programs). One drawback that should be addressed in the future is the lack of faculty with special expertise in OSEC, and the cost to obtain someone with such expertise. As well, the lack of rigor of the program compared to other graduate programs in Mechanical Engineering makes OSEC less viable leading to a research degree. Our rating is consistent with the Mechanical Engineering Department's Dean and Chair reviews of the OSEC program, as well as two external reviews.

I. Strengths

- There is an emerging need in industry for employees with training in OSEC.
- The certificate is the only of its kind in Georgia, providing GSU with a niche in the area of OSEC.
- Since its inception in 2009, 32 certificates have been awarded, about 6/year.
- The certificate is attractive to some working professionals who wish to enhance their professional development.
- The certificate encourages some of our current undergraduates to continue in our graduate programs.
- Uniqueness of the degree within Georgia may attract students from other institutions to our graduate programs.
- The program is based on pre-existing courses, hence requires no additional resources in faculty teaching.
- The program has fully qualified faculty to teach the courses.
- The program offers students the opportunity to branch off into public health with two elective courses.

II. Areas Identified for Improvement

- The report states that several of the courses can be offered only once in a two-year rotation. However, this may not be such a problem because the two required courses are offered annually.
- The report states that there are currently no existing faculty with extensive expertise in OSEC. The course is taught by an ME faculty who is now an associate Dean, and by a retired adjunct faculty.
- The report noted the research and scholarship expectations of the relatively new OSEC program are not at the level of other graduate programs in Mechanical Engineering. Hence, the quality of the OSEC certificate as a rigorous research path needs to be investigated.
- While the OSEC program provides important technical expertise for existing and up and coming employees, it may be difficult to recruit students into the program after their BS degree due to the lucrative job offers they are getting.

III. Use of Assessment Findings to Effect Change

This review is the first since the inception of the certificate. As a result of the improvement process, two elective courses are now added from JPHCPH. These include Environmental Health & Impact Assessment (ENVH 7233) and Risk Assessment & Communication (ENVH 7237). These changes

were heavily influenced by the ME PAC, who are employed at various industry positions and understand the needs of their field.

IV. Strategic Areas of Focus

- Continued active recruitment of GSU graduates from the mechanical and manufacturing engineering programs.
- Study the impact of raising acceptance criteria and standards to a level consistent with graduate level research.
- Pursue recruitment of graduating engineering undergraduates from the University of Georgia and Kennesaw State University, since these schools don't have a graduate program in engineering or certificate in OSEC.

V. Additional Information/Suggestions/Comments

None.

Kersey, 4/2016

Comprehensive Program Review Rubric

Degree/Major (Program) **Graduate Certificate -- Occupational Safety & Environmental Compliance**

Date of Review **Spring 2016**

Review Committee **Undergraduate Committee** **Graduate Committee**

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	1
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 	
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 	
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 	
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 	
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	1
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 	
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	2
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	3
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Exceeds Expectations </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				20

Comments: The certificate was first offered in 2009. This is the first program review, hence the committee cannot assess improvement since last cycle.

**Engineering and Manufacturing Management Certificate Program
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

The Engineering and Manufacturing Management Certificate Program (EMM) has the goal of providing working engineering professionals the opportunity to advance their careers and to move into management positions without necessarily obtaining an MBA. It is also used to attract applicants to the Master of Science in Applied Engineering (MSAE) program. As it stands now, enrollments are low, but the program is looking to expand by attracting students from other areas—the committee finds that it meets expectations.

I. Strengths

- It provides the opportunity for technical professionals in engineering to advance into management positions.
- For those who do not wish to pursue the MSAE, it provides an opportunity to demonstrate proficiency in a focused concentration while not requiring all the courses of a graduate degree.
- It attracts students to the MSAE graduate program.

II. Areas Identified for Improvement

- Increasing student enrollments – The report states, “The viability of the program may appear to be questionable.” However, it also states that new undergraduate Manufacturing Engineering (ME) Program students will heavily subscribe to the EMM certificate.
- Increasing the quality of students – The report states, “Overall, the average incoming GPA’s and other entrance criteria of graduate certificate applicants are below the national average.” There is a plan to seek better undergraduate students into the undergraduate ME program, which might result in better students entering the EMM certificate program.
- Lack of qualified faculty –The report states, “There is no full-time teaching faculty member dedicated to the certificate program who has extensive expertise in the relevant topic areas.”

III. Use of Assessment Findings to Effect Change

This is an area where the report is lacking. The student learning outcomes were quite complex, however, there are no data presented to support whether or not students were meeting those outcomes. For example, the statement was made that “More than 25% of Assessments for Final Exam for TMAE 5134G “World Class Manufacturing” will be assessed each year.” There is no data presented concerning student performance on that exam. Also, the targets are vague. For example, student learning outcome one states, “A target of 100% of assignments assessed will achieve a skill level ‘Proficient’ or better, and 70% will achieve a skill level ‘Exemplary’”. Skill level “Exemplary” is very poorly defined. The situation is similar for evidence supporting program goals. There is very little evidence to support whether or not program goals were being met. The only places where the data collected effected change involved enrollment numbers, which prompted a change in recruitment strategy. The ME PAC provided valuable input, which prompted a change in curriculum in an effort to keep the EMM program current.

IV. Strategic Areas of Focus

- Increasing enrollment – This is necessary to keep the program viable. Future enrollment increases are projected to come from GSU engineering undergraduates, graduates from other STEM areas, and UGA engineering graduates.

- Increasing the quality and retention of students – The fact that the undergraduate program is now ABET accredited should increase the quality of students entering the EMM program. Another focus is studying the impact of raising the entrance standards on quality, retention, and enrollments.

V. Additional Information/Suggestions/Comments

- There is a need for assessment instruments to be created that tie directly to student learning outcomes and program goals. There need to be well defined targets that indicate success. There need to be data collected at regular intervals using the assessment instruments. The data need to be assessed to determine if the targets are being met, and if not, what the action plan will be to correct it, and most importantly, all of this needs to be documented and presented in the assessment report.
- The efforts to retain and attract diverse faculty were either not very well documented or were not being done. Efforts any program can make to recruit and retain a diverse faculty include ethnically sensitive position announcements, placing value on those who can teach from different points of view, and creating an atmosphere where ethnic minority faculty members can receive support from other ethnic minority faculty.

Harris, 4/2016

Comprehensive Program Review Rubric

Degree/Major (Program) **Engineering and Manufacturing Management Certificate**

Date of Review **Spring 2016**

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee **Undergraduate Committee** **Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	1.8
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	1.6
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2.0
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	1.4
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 	
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 	
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 	
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 	
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2.0
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 	
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	1.8
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2.0
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	1.8
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	<ul style="list-style-type: none"> FAILS TO ATTACH COPIES OF DATA REFERENCED IN THE SELF-STUDY. 	1
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Exceeds Expectations </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				18.4

Comments:

**Graduate Certificate: Dietetic Internship
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

The committee finds that the Graduate Certificate for the Dietetic Internship (DI) meets expectations as it provides a unique program to those students seeking to become credentialed clinicians who specialize in service provision within a rural community. The strengths of the program include its faculty and experience/credentials within the profession, the timely completion of the program for its first cohort to matriculate, and the current curriculum's ability to appropriately match the trends and state of the dietetic profession. The biggest challenge appears to be a lack of data in certain areas given the program is new and is undergoing its first evaluation. A recent limitation noted in the report was their lack of resources in terms of faculty and staff support; however, this appears to have been quickly remedied with the addition of a new administrative position and support from other nutrition faculty in teaching some of the DI courses. As a new program, it is understandable that such challenges would be experienced; it is likely many, if not most, of these issues will be resolved as the programs continues to bring in new cohorts and acquires more data to evaluate and make subsequent changes.

I. Strengths

- One of the notable strengths of this program regards the matriculation of its students and the preliminary data that has suggested a successful pass rate for the majority of students who have taken their CDR Registration Exam. This is particularly true when considering the first identified goal of the DI which includes "Prepare program graduates to be successful entry-level dietitians..."
- Another strength of the DI rests in its sustainability and viability as a program. As the report noted, there is a 50% shortage of DI seats available within the United States currently. Further, given half of the available seats are allocated for Georgia Southern University students specifically, this program appears to be a viable resource for the profession, as well as dietetic students within and outside of the University.
- Another strength of the program includes faculty who have extensive clinical experience aside from their academic credentials which include terminal degrees (or the current pursuit thereof) as well as status as a Registered Dietitian and Licensure for one faculty member. Moreover, the program faculty is particularly active in teaching, service, and several professional development endeavors as noted in the report.
- The program is a candidate for accreditation by ACEND.

II. Areas Identified for Improvement

- Given this is the first year of the DI, a lack of previous data is available in order to better evaluate changes and trends from previous years to the current evaluation period. Undoubtedly, this will not be an issue during subsequent reports. Based on our reading of the report and data therein, we also noted additional challenges and areas of improvement concerning a more specific strategy to recruit diverse (broadly defined beyond gender and ethnicity) students, a proactive method for identifying alternative funding sources should the available funding methods no longer prove to be sufficient, and the use of programmatic data and assessment reports to develop a specific **process** make appropriate improvements to the DI.

III. Use of Assessment Findings to Effect Change

Although it is a new program with only one cohort and a self-study to use as a reference, the DI program has already made certain changes to improve the quality of its content, as well as its functioning from an administrative perspective. These include:

- Dropping the previous course "Micronutrient Metabolism" and adding "Health Behavior in Nutrition" based on feedback from their accrediting body.

- A consolidation of courses and changing of credit hour allocation was made which resulted in a 4-credit hour course “Applied Medical Nutrition Therapy” to take place starting in the fall of 2016.
- In order to provide more administrative support for the program, the College and School hired a full time administrative assistant, as well as approved one of the 10-month faculty members to receive a summer stipend for administrative support to the DI program regarding internship sites and rotations.

IV. Strategic Areas of Focus

The report noted the following as strategic areas of focus:

1. Focus on preceptor training: The next area of focus will be on the program preceptors. Improvements in preceptor training and evaluation will improve the central core of the graduate certificate program.
2. Focus on improving the Applied Medical Nutrition Therapy course in the curriculum.

V. Need for Additional Information/Suggestions/Comments

As a new program on campus, the DI appears to have had a successful first year with the cohort that recently completed the program. As new cohorts continue to matriculate through the DI, more data will be available to utilize for supporting program goals and objectives in future reports. It is appreciated that what data that does currently exist was integrated into the current report. Additional suggestions for future reports includes the following:

- The program should describe a clearly delineated plan to address programmatic improvements based on the data currently available from the first cohort of students linking them directly to the specific objectives and associated data.
- The program might consider further developing plans for additional sources of revenue as well as the recruitment of a more diverse student population.
- In presenting the appendices, it is unclear how some of the information actually supports the content of the report. For example, Appendix B does not necessarily provide specific information regarding how the curriculum was evaluated and then changed as a result. Perhaps the inclusion of rubric data would provide more specific evidence here rather than student evaluations of instruction. Further, the School of Health and Kinesiology mission statement is included in the middle of the matrices being presented which seems out of place. Additionally, on page 14 of the report, it is unclear why Appendix E regarding funding for faculty development is being referenced in this specific section regarding how faculty are evaluated. For Appendix H, the report refers to this at one point as related to the ACEND accreditation process; however, the title of the Appendix is labeled as SACSCOC Learning Assessment Report. This should be clarified given these documents are for two separate evaluations.

Harris, 3/2016

Comprehensive Program Review Rubric

Degree/Major (Program) **Dietetic Internship, Health and Kinesiology**

Date of Review **Spring 2016**

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee **Undergraduate Committee** **Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.


Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score	
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2	
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 		
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 		
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 		
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 		
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	3	
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 		
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 		

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score	
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2	
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 		
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 		
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 		
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 		
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2	
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 		
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 		

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	3
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	3
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	2
				24

Comments:

**Nurse Educator Certificate
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

The committee thinks that the program meets expectations as it is filling a need by supplying graduates qualified to teach nursing. The strength of the program centers on its importance to the field where the supply of qualified instructors is thin. The biggest challenge within this program appears to be retention and progression. Much work still remains to build this new program into a thriving and ever-expanding certificate program.

I. Strengths

- a: Since the supply of nurse educators is extremely thin, the main strength of this program is its ability to fill a need.

II. Areas Identified for Improvement

- The lack of data severely limits the program's ability to improve and adapt in a data-driven way.
- In order to supply more data, it is critical to graduate more students within the NEC program. Despite the large number of enrolling students, there are surprisingly few completing the certificate. Identification and correction of the roadblock(s) to graduation will be a major challenge moving forward.

III. Use of Assessment Findings to Effect Change

- There aren't really any findings, which will pose a major challenge moving forward.

IV. Strategic Areas of Focus

- Retention, progression and graduation. Perhaps it will take more than changing to summer classes to correct this issue. Other plans for curriculum changes should be identified in case the switch to summer does not suffice.
- Diversification is a big challenge and the CPR says that substantial efforts are made to diversify but does not describe in detail what those efforts are.

V. Need for Additional Information / Suggestions / Comments

- The CPR should really provide more detail in evaluation criteria for both faculty and students. Particularly the evaluation of faculty in the area of research could use some discussion.
- Be careful to focus data and interpretations in this CPR on only the students and faculty in this program as opposed to the entire BSN-DNP.

Magnant, 4/2016

Comprehensive Program Review Rubric

Degree/Major (Program) Nurse Educator Certificate

Date of Review Spring 2016

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee Undergraduate Committee Graduate Committee

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	1
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 	
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 	
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 	
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 	
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 	
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	3
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	1
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	2
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	<ul style="list-style-type: none"> FAILS TO ATTACH COPIES OF DATA REFERENCED IN THE SELF-STUDY. 	1
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Exceeds Expectations </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				18

Comments: Without a previous CPR to compare to, it's hard to set targets. Also with almost no data, it's virtually impossible to accomplish all of these goals. This being said, I feel this program has done an admirable job trying to fill in the gaps. The scores are artificially low, mostly for lack of data. I look forward to an impressive report next time when more data is available.

**Family Nurse Practitioner Certificate
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

Based on the review, the committee finds that this program meets expectations, but also finds it concerning that no new students have been introduced into the program for an extended period. The review indicates that enrollment has been halted for a three year period, and limited admission for the two years prior. The certificate allows School of Nursing (SoN) students to specialize in Family Nurse Practice, and therefore fulfills a need, but the absence of *any* students completing the certificate program raises questions regarding the certificate's ongoing viability.

I. Strengths

- b: The certificate offers students the ability to complete a concentration as a FNP.
- c: The certificate curriculum appears to be individualized based on students' prior learning.
- d: The SoN faculty utilize technology to deliver innovative teaching/learning strategies.
- e: The certificate program as part of the SoN would most likely be accredited by the Commission on Collegiate Nursing Education (CCNE).

II. Areas Identified for Improvement

- The certificate's recruitment efforts have been hold for 3 years, and has had a very limited number of students enrolled in the program over the past 5 years. A concrete recruitment strategy would help clarify how the certificate intends to demonstrate viability and productivity.
- The certificate, as part of the SoN, will face challenges with the approaching retirement of nursing faculty members.
- The certificate program has a need for external mentors to support faculty and student research.
- More faculty are need to mentor student research.

III. Use of Assessment Findings to Effect Change

- The review explains that the annual assessment reports were written, but there was limited data due to the lack of enrolled students. It's unclear whether the changes made to graduate programs across the SoN were reflective of this program's assessment process. For instance, the review explains that the SoN has undergone a number of changes since 2010, which affected admission policies allowing more flexibility in the individual Programs of Study, and set a minimum number of required credits. The review credits this change with an increase in FNPC applicants (from zero to four) in 2016. If these changes have been ongoing since 2010, why has the certificate only now seen an increase?

IV. Strategic Areas of Focus

- Retention, progression and graduation.
- Developing competitive salaries for current faculty and for recruiting purposes.
- Four of the strategic areas of focus (more full-time faculty, develop faculty research focus areas, adding a PhD program, and diversifying of faculty and students in the programs) appeared related to the SoN rather than specifically to the FNPC.

V. Need for Additional Information / Suggestions / Comments

- The description of the program and the evaluation of the program goals seem to be drawn on results from the School of Nursing *in general*, not this certificate program *specifically*. Perhaps one of the difficulties this certificate faces is logical identity that shows some beneficial difference to the MSN program that acts as a prerequisite.

- At times it seems that this certificate is part of the MSN or DNP (not sure there), and other times it seems completely separate.
- A fair amount of the appendix material (1D, for instance) applies to the SoN students not FNPC students. This is misleading.
- The FNPC claims that it doesn't need resources, but indicates that it needs additional mentors for faculty and students. New or additional mentors for faculty members sounds like an additional resource. Likewise, the review notes that part of the strategic plan includes developing competitive salaries for current faculty and for recruiting purposes. If the hold on recruitment is due to faculty salaries, that seems like a significant additional resource.
- The SoN has a really impressive Evaluation Plan (one of the most thorough I've ever seen), but it does not clearly break out how and where the FNPC fits into that scheme.
- The committee is concerned that the program's dean/chair reviews indicate that the program does not retain students in completion of the program, but the program review does not fully address how the program might better retain students. Also, the chair notes that this is a viable program, but the review does not explain how the programs met expectations or how this program should be considered viable (since no targets could be met without student data). With only one student beginning and no students completing the program, it is hard to justify how it is productive.

Anderson, 3/2016

Comprehensive Program Review Rubric

Degree/Major (Program)

Family Nurse Practitioner Certificate

Date of Review

Spring 2016

Scoring System

25 – 30 = exceeds expectations

16 – 24 = meets expectations

10 – 15 = below expectations

Review Committee

Undergraduate Committee

Graduate Committee

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	1
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score	
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2	
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 		
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 		
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 		
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 		
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	3	
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 		
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 		

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	1
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	2
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Exceeds Expectations </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				20

Comments:

- The description of the program and the evaluation of the program goals seem to be drawn on results from the School of Nursing *in general*, not this certificate program *specifically*. Perhaps one of the difficulties this certificate faces is logical identity that shows some beneficial difference to the MSN program that acts as a prerequisite.
- At times it seems that this certificate is part of the MSN or DNP (not sure there), and other times it seems completely separate.
- A fair amount of the appendix material (1D for instance) applies to SON students not FNPC students. This is misleading.
- The FNPC says that it doesn't need resources, but says that it needs additional mentors for faculty and students. Mentors for faculty sounds like an additional resource.
- The SON has a really impressive Evaluation Plan (one of the most thorough the committee has seen), but it does not clearly break out how and where the FNPC fits into that scheme.
- There is a concern that the program's dean/chair reviews indicate that the program does not retain students in completion of the program, but the program review does not fully address how the program might better retain students. Also, the chair notes that this is a viable program, but the review does not explain how the programs met expectations or how this program should be considered viable. With only one student beginning and no students completing the program, it is hard to justify how it is productive.

**Master of Arts in History
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

After careful review of the documents submitted on behalf of the MA of History program, the committee finds this program to overwhelmingly meets expectations. The department offers students creative courses that are both demanding, engaging, and prepares them for a wide range of possibilities in their futures. The department has managed to illustrate a level of high quality, increased viability and impressive productivity among its faculty. The executive summary highlights the achievements, changes and direction of the program gives, which clearly indicates that the MA in History is moving in the direction to exceed expectations in the near future.

I. Strengths

- Several areas outline the strengths of the overall program, however one of the greatest strengths of this program is its connection to the Public History Certificate that has increased student enrollment. The practicality of pursuing a graduate degree in history is illustrated through the ideas shared in the Public History Certificate and supported by the learning outcomes of the MA in History program. This combination opens doors for students they may not have professionally considered possible before.
- The faculty is experienced and productive. Of the current 27 faculty members 25% are at the assistant professor level, are teaching several courses and publishing materials relative to their courses. Over \$370,000 in external funded grants have been achieved under this review period.
- Professional development opportunities are taken seriously among the faculty members and faculty are using these techniques in their classroom while teaching.
- Student evaluations indicate a high level of satisfaction (e.g. an average 4.5 for ratings on the instructor and a 4.3 for the course).
- There is a consistent theme of developing strong research and writing skills for the graduate students. Expectations of the courses align well with the program's SLOs, chief among these expectations is a strong emphasis on writing skills.
- Students are also offered graduate assistantships outside of the history department, such as the Georgia Southern University Museum, to increase student support and give students opportunities to work in areas in connection with their degree.
- Improving the website to share information critical to the degree and updating forms to ease process of workflow procedures in advising students is no easy task, however, the program director has achieved this goal. Additionally, the program director also readily shares information with students concerning upcoming conference opportunities and sends regular reminders to faculty for advising students as well as critical deadlines for graduation and other program requirements.

II. Areas Identified for Improvements

- With the removal of 5000G courses and increased emphasis on the independent study course HIST 7831, students have the opportunity to work with professors and content they find personally interesting, however faculty are stretched thin due to a burden on top of their course loads that includes large survey courses. Faculty do not receive additional compensation for arranging independent studies with these graduate students, and each

student can take up to 6 credit hours of independent study. Therefore credit hours production is achieved, however, faculty compensation for mentoring and teaching in these courses is lacking.

- Diversity of students and faculty is also an area that needs more consideration. While more students are applying to the program and trends indicate a small number are from diverse minority or underprivileged backgrounds, details on efforts in recruitment or current retention practices targeting these groups is missing within the program documents.

III. Use of Assessments Findings to Effect Change

- The elimination of the Oral Comprehensive Exam for graduate students increased speed of progression toward the completion and reduced repetition within their program experience. The faculty used the SLOs to advise their decisions on which practices better served students in achieving mastery of content and supporting their development.

IV. Strategic Areas of Focus

- Offering students diverse courses in addition including the Certificate of Public History has increased their enrollment efforts in practical and innovative ways.
- Students are guided through their programs with increased individual attention from faculty.
- Changing the admission for Fall only entry to streamline the students into more manageable cohort groups will aid monitoring their success through the program.

V. Needs for Additional Information/ Suggestions/ Comments

- The program is commended for making progressive changes to their program in such a short time. Having the current course offerings and Public History Certificate increases the university's distinction among colleges in the USG system. There are few suggestions the department should consider in the future.
- The program might consider other courses for electives outside of the history department to satisfy the 6 hours of electives such as the 7000 level in Art History courses, EDUF 7233 School and Society in Education, or AAST 5233G The American City in Africana Studies, as these will be useful for graduate students and relevant in their future.
- The program might include more details on students presenting at conferences and working with faculty on grants or projects to indicate student development in these areas.
- The program might focus more on the need of funding for graduate students and recruiting a diverse population of students.
- Lastly, the website does not reflect the most recent changes after 2013.

Williams Johnson, 4/2016

Comprehensive Program Review Rubric

Degree/Major (Program) **MA in History**

Date of Review **Spring 2016**

Review Committee **Undergraduate Committee** **Graduate Committee**

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2.5
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2.5
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2.5
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score	
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2	
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 		
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 		
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 		
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 		
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2	
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	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 		

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	2
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2.5
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
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	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	3
<input type="checkbox"/> Exceeds Expectations <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				24

Comments: Well done overall! Few suggestions are needed to reflect recent decision of faculty. Website needs to be updated to indicate changes in admission criteria and the oral examination as stated in the program review.

**Certificate in Public History
Graduate Committee 2016 Program Review Report
Program Meets Expectations**

Executive Summary

After a close examination of the comprehensive program review for the Certificate in Public History, the committee finds that it fully meets expectations. The certificate program demonstrates an increasing student enrollment. While it offers a breadth in expertise of faculty, the program provides students with specialized training in public history. Another strength of the program is that it has been building positive working relationships with a variety of external agencies. The certificate program has demonstrated strong enrollment and completion rates. The program identifies areas (such as research and travel funding, securing lab space, and placement) as areas for improvement.

VI. Strengths

- The program has shown a strong enrollment (27 students since its launch in 2013) and completion rate (24 finished or on track to complete the program) with a well-qualified population (students have only been admitted as Regular Status students).
- Through some of the external funding for assistantships, the program demonstrates a positive working relationships with a variety of external agencies.
- The certificate has significantly increased the overall History graduate program enrollment.
- Courses are taught by faculty with both academic training and practical work experience.

VII. Areas Identified for Improvements

Both the review and the department chair's external analysis point to four primary areas identified for improvement:

- Securing funding for student assistantships.
- Securing funding for research and travel.
- Securing or creating adequate lab space.
- Building a network with alumni for job opportunities for students.

Additionally, the review pointed to or revealed three other areas the program could look to improve:

- The number and diversity of available courses.
- The diversity of its student body.
- Creating a budget beyond reliance on end of year monies or one-time revenue streams to purchase equipment and other instructional resources.

VIII. Use of Assessments Findings to Effect Change

- This is the program's first review. There are no improvements to report.

IX. Strategic Areas of Focus

- The program identified hiring faculty (including a named-chair) as an area of focus. Connected to this, the program also identified the need to offer a wider variety and larger number of courses.

X. Needs for Additional Information/ Suggestions/ Comments

The Strategic Focus Area contains some confusing information:

- The review indicates that the certificate would be strengthened by adding more and diverse courses. This seems counter-intuitive to the movement that the larger History graduate program has made to remove 5000 level courses in favor of independent studies.
- The review says that the coordinator will cede teaching HIST 7830 Historical Writing to a “history faculty member outside of the GCPH program.” Why would this faculty member not be part of the certificate program? If diversity in expertise or topic is something that the certificate desires, this exclusion seems counter-productive.
- Likewise, only three of the faculty’s 27 members are part of this certificate program, but the review indicates that nearly half of the total graduate population is comprised of certificate students. This seems like a disproportionate workload.

Also, the program heavily relies on a single faculty member: the public history coordinator. The review indicates that program retention is based largely on “interpersonal relations” with the coordinator. If that faculty member leaves the program, will the certificate remain viable, or are there other mechanisms in place to assure its continuation?

Rawat/Anderson, 4/2016

Comprehensive Program Review Rubric

Degree/Major (Program) **Graduate Certificate- Public History**

Date of Review **Spring 2016**

Scoring System
 25 – 30 = exceeds expectations
 16 – 24 = meets expectations
 10 – 15 = below expectations

Review Committee **Undergraduate Committee** **Graduate Committee**

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

Area of Focus	Section	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Executive Summary (Section 1)	Scope and Purpose	<ul style="list-style-type: none"> Provides an informative description of the general scope and purpose of the program, including the catalog description. 	<ul style="list-style-type: none"> Provides an informative description of what the program seeks to accomplish. 	<ul style="list-style-type: none"> Description of program lacks detail. 	2
	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
	Strengths and Weaknesses	<ul style="list-style-type: none"> Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Generally delineates program strengths and weaknesses, citing evidence. 	<ul style="list-style-type: none"> Vaguely delineates program strengths and weaknesses. 	
	Program Improvement	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review. 	<ul style="list-style-type: none"> States that the program has improved since the last review but offers little, if any, evidence. 	
	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Program Goals and Outcomes	<ul style="list-style-type: none"> Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework. 	<ul style="list-style-type: none"> Provides a list of program goals that are generally aligned with mission statement or conceptual framework. 	<ul style="list-style-type: none"> Program goals are not aligned with mission statement or conceptual framework. 	2
	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
	<ul style="list-style-type: none"> Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals. 	<ul style="list-style-type: none"> Describes a process used or planned for program evaluation (assessment plan) that reflects program goals. 	<ul style="list-style-type: none"> No strategic process for program evaluation is identified, or planned process does not reflect program goals. 	
	<ul style="list-style-type: none"> Provides a detailed analysis of program assessment results, citing specific assessment data to support claims. 	<ul style="list-style-type: none"> Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims. 	<ul style="list-style-type: none"> Analysis of assessment results or discussion of anticipated results is vague or unsupported. 	
	<ul style="list-style-type: none"> Identifies specific programmatic improvements implemented based on assessment results. 	<ul style="list-style-type: none"> Identifies general improvements implemented or specific programmatic changes planned based on assessment results. 	<ul style="list-style-type: none"> Changes made or planned are not addressed or do not reflect assessment results. 	
Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
	<ul style="list-style-type: none"> Identifies curriculum improvements implemented based on findings from previous program review. 	<ul style="list-style-type: none"> Identifies curriculum changes made or planned as a result of previous or current program review. 	<ul style="list-style-type: none"> Fails to identify curriculum changes made or planned as a result of previous or current program review. 	

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score	
Students	<ul style="list-style-type: none"> Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time. 	<ul style="list-style-type: none"> Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality. 	<ul style="list-style-type: none"> The process for evaluating student quality is unclear or unlikely to yield useful student data. 	2	
	<ul style="list-style-type: none"> Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts. 	<ul style="list-style-type: none"> Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed. 		
	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 		
	<ul style="list-style-type: none"> Cites evidence to demonstrate how student diversity has changed since last review. 	<ul style="list-style-type: none"> Describes how student diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Changes in student diversity are not addressed or not supported by evidence. 		
	<ul style="list-style-type: none"> Describes the results of past/present efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Identifies past/present program efforts to recruit and retain a diverse student population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. 		
Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2	
	<ul style="list-style-type: none"> Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body. 	<ul style="list-style-type: none"> Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas. 	<ul style="list-style-type: none"> Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program. 		
	<ul style="list-style-type: none"> Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. 	<ul style="list-style-type: none"> Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. 		

Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Faculty and Staff	<ul style="list-style-type: none"> Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity. 	<ul style="list-style-type: none"> Documents the diversity of the faculty and staff by race, gender, and tenure status. 	<ul style="list-style-type: none"> Diversity of faculty is unclear or unsupported. 	2
	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	2
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Exceeds Expectations </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Meets Expectations </div> <div style="text-align: center;"> <input type="checkbox"/> Below Expectations </div> </div>				21

Comments:

The committee believes that the Certificate in Public History meets expectations. The strengths of the certificate program include its increasing student enrollment and breadth and expertise of faculty. The graduate certificate program provides students with specialized training in public history. The certificate program has successfully running and it has enrolled 27 students since its launch in 2013 and 24 of those have either finished or are on track to complete the program. Plans for continuous improvement effort are included in the document which could help improve the overall enrollment and program. Another strength of the program is that is has been building positive working relationships with a variety of external agencies.

M.S. in Psychology
Graduate Committee 2016 Program Review Report
Program Meets Expectations

Executive Summary

The committee believes that the MS Psychology Program meets expectations. The strengths of the program include its rigorous curriculum, productive and dedicated faculty, enhanced opportunities for students' professional development, and the steady increase of student enrollments. The biggest challenge is the high student-faculty ratio (45:1) that may hinder further development of the program. It has also been noted that increasing the number of Graduate Assistantships supported by the university and research-funding opportunities may lead to further student enrollment expansion.

I. Strengths

- The greatest strength in the MS Psychology Program is the implementation of a new method that matches students with mentors, assistantship support, and professional development opportunities. To expose students to more research opportunities and allow them to work with faculty closely upon entering the program would better prepare the students for doctoral-level studies and bolster the reputation of the MS Psychology Program.
- Moreover, the faculty are highly engaged in research and service activities, which is evidenced by the number of publications and conference presentations, and the leadership positions in professional organizations. Faculty engagement in research would help motivate and develop students' scholarly productivity, as noted by the external reviewers.
- Another noticeable strength of the program is the steady increase of student enrollments. The enrollment has increased from 10 to 12 or 13 since 2009.
- Another strength concerns the faculty's commitment to facilitating students' professional development. To cultivate students' potential in teaching and research, a Teaching Seminar and a Research Seminar courses are offered.
- In addition, the recent accreditation of the Psy.D program by the American Psychological Association will contribute to the future development of the MS Psychology Program.

II. Areas Identified for Improvement

- The biggest challenge identified seems to be the high student to faculty ratio. Given the current number of faculty and a large psychology major and a Psy.D program, the student faculty ratio is approximately 45:1. This has been noted as a major challenge for the further development of the MS Psychology Program.
- In terms of student enrollment, although the current number is robust, further expansion is expected given the popularity of the discipline and the numbers from similar programs. The MS Psychology Program need to secure more Graduate Assistantship funding opportunities from the university or grant-funded research to attract more qualified applicants.
- Another concern involves the assessment of SLO #3. Specifically, more validity evidence can help demonstrate that students are meeting the goals of professional development.
- Moreover, continued growth of minority representation in the student population is needed. This issue may be addressed by the additional recruiting strategy of targeting HBCU institutions.
- The program review also noted the lack of diversity among the faculty. The department has outlined strategies to recruit diverse faculty, and may need to enhance such efforts in the search processes in the future.

III. Use of Assessment Findings to Effect Change

- The program implemented a matching procedure based on research interests to increase equal distribution of students to faculty members.
- The program slightly revised the curriculum to allow students focus more on research: students are allowed to take 6 hours of Thesis instead of 3 hours of Thesis and a content course.

- Topics and materials relevant to professional development are introduced to and discussed in the Research Seminar course to help students build their academic and professional career.
- To strengthen the optional Teaching Emphasis, the faculty decided to change the Teaching Seminar from 2 credit hours to 3 hours.
- The program also identified more funding opportunities for graduate student research: 1) grant-related funding; 2) faculty travel-fund allotment; and 3) summer incentive and online teaching fund.
- The Department of Psychology moved to a new building and has more space for research labs and students.

IV. Strategic Areas of Focus

The program has identified the following as the strategic areas of focus:

- To maintain and strengthen the rigorous curriculum;
- To increase faculty and student diversity;
- To seek and secure resources to support faculty research and to fund more Graduate Assistantships; and
- To support students' efforts in seeking doctoral education.

V. Additional Information/Suggestions/Comments

Overall, we believe that the MS Psychology Program meets expectations and is a viable program and a valuable asset to the university.

Li, 4/2016

Comprehensive Program Review Rubric

Degree/Major (Program)

M.S. in Psychology

Date of Review

Spring 2016

Scoring System
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Review Committee

Undergraduate Committee

Graduate Committee

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	Evaluation of Goals	<ul style="list-style-type: none"> Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims. 	<ul style="list-style-type: none"> Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims. 	<ul style="list-style-type: none"> Evaluation of program goals does not reflect the evidence provided. 	
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	Recommendations	<ul style="list-style-type: none"> Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). 	<ul style="list-style-type: none"> Identifies strategies for improvement based on the results of the self-study (Section 2). 	<ul style="list-style-type: none"> Areas of strategic focus are not connected or only vaguely connected to self-study results. 	

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	<ul style="list-style-type: none"> Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals. 	<ul style="list-style-type: none"> Outcomes support student learning and stated program goals but lack one or more SMART qualities. 	<ul style="list-style-type: none"> Stated outcomes do not meet SMART criteria. 	
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Curriculum	<ul style="list-style-type: none"> Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement. 	<ul style="list-style-type: none"> Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes. 	2
	<ul style="list-style-type: none"> Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends. 	<ul style="list-style-type: none"> Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum. 	<ul style="list-style-type: none"> Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear. 	
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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	<ul style="list-style-type: none"> Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends. 	<ul style="list-style-type: none"> Describes diversity of students in program, citing evidence. 	<ul style="list-style-type: none"> Diversity of students is not clearly described or unsupported by data. 	
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Faculty Teaching, Scholarship/Creative Activities, and Service	<ul style="list-style-type: none"> Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is clearly aligned with the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals. 	<ul style="list-style-type: none"> Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals. 	2
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
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	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study. 	<ul style="list-style-type: none"> Documents how faculty and staff diversity has changed over time, citing evidence. 	<ul style="list-style-type: none"> Fails to document how faculty and staff diversity has changed over time. 	
	<ul style="list-style-type: none"> Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. 	<ul style="list-style-type: none"> Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. 	<ul style="list-style-type: none"> Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. 	
Professional Development	<ul style="list-style-type: none"> Provides a detailed description of how the engagement of faculty in professional development has advanced the program's mission, goals, and outcomes, citing evidence to support the claim. 	<ul style="list-style-type: none"> Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals. 	<ul style="list-style-type: none"> Professional development activities are not clearly described, or professional development activities are not related to program goals. 	2
Resources (Faculty, Staff, Budget, Library, Technology, Facilities)	<ul style="list-style-type: none"> Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims. 	<ul style="list-style-type: none"> Explains how faculty and staff resources may be enhanced to support program goals and outcomes. 	<ul style="list-style-type: none"> Does not describe how faculty and staff resources may be used to support program goals and outcomes. 	2
	<ul style="list-style-type: none"> Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes. 	<ul style="list-style-type: none"> Documents how current budgetary resources are utilized to meet program goals and outcomes. 	<ul style="list-style-type: none"> Description of current budgetary resources is vague and/or does not reflect program goals and outcomes. 	
	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program's goals and outcomes. 	<ul style="list-style-type: none"> Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated. 	<ul style="list-style-type: none"> Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has have been generated. 	
	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are documenting how this process supports the program's mission, goals, and outcomes. 	<ul style="list-style-type: none"> Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes. 	<ul style="list-style-type: none"> Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes. 	
	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future, 	<ul style="list-style-type: none"> Explains strategies for using budget resources to enhance program goals/outcomes in the future. 	<ul style="list-style-type: none"> Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear. 	

	identifying shortfalls and sources of additional funding.			
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Area of Focus	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Score
Accreditation or External Review	<ul style="list-style-type: none"> The external review indicates an overall favorable assessment of the program. 	<ul style="list-style-type: none"> The external review indicates a mixed or poor assessment of the program. 	<ul style="list-style-type: none"> No external review was done. 	3
Appendix	Provides an appendix identifying all attachments. Attaches copies of data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review.	Provides an appendix identifying all attachments. Attaches copies of data referenced in the self-study.	Fails to attach copies of data referenced in the self-study.	2
<input type="checkbox"/> Exceeds Expectations <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations				24

Comments:

IV. NEW BUSINESS

A. College of Liberal Arts and Social Sciences

Dr. Dustin Anderson presented the agenda item for the College of Liberal Arts and Social Sciences.

Department of Literature and Philosophy

Proposed New, Revised, or Deleted Program(s)

English, M.A

JUSTIFICATION:

The current national conversations on foreign language requirements in English graduate education acknowledge the changes in technology and resources that students have regarding foreign language materials. In 2011, the Modern Language Association charged an ad hoc committee to articulate some of the changes that the master's degree has undergone in the last 20 years, and anticipate new needs and changes to the twenty-first century master's degree. Their report, "Rethinking the Master's Degree in English for a New Century," explores a number of issues including an analysis of the foreign language requirement. This report highlighted the inconsistency of what was deemed to show competency in a foreign language in the program still requiring this component (which, in 2011, was roughly 60% of M.A. programs in the United States). Neither of the current options available to our students under the existing policy (an open-dictionary single exam or an introductory course in conversational Spanish or French) practically facilitate the philosophical justification for the requirement (i.e., being able to research in a non-native language). Practically speaking, the imposition of make-work courses in conversational language alien to a student's research agenda or program of study fails to take into consideration our students' time constraints. The question of language competency regularly comes up during discussions with prospective students, and often leads students to enroll in degree programs at peer institutions which do not have a foreign language requirement. This recruitment difficulty is doubled for our prospective international students. Therefore, the departmental graduate committee would like to remove the foreign language requirement from the M.A. in English additional program requirements.

The textual change in provisional status is to clarify the requirements and stipulations.

The removal of the seminar list is to simplify the page, and prevent confusion for students entering from a tutorial model.

MOTION: Dr. He made a motion to approve the Revised Program agenda item submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Fernekes. The motion to approve the Revised Program was passed.

B. College of Health and Human Sciences

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

School of Nursing

Proposed New, Revised, or Deleted Program(s)

Nursing, DNP (online)

JUSTIFICATION:

Remove the GRE requirements for admission into the DNP (online) program. We are removing the GRE requirements because most programs in the state do not require them and we are losing students because of it.

MOTION: Dr. Fernekes made a motion to approve the agenda item submitted by the College of Health and Human Sciences. A second was made by Dr. He, and the motion to approve the Program Revision was passed.

C. College of Engineering and Information Technology

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

Civil Engineering and Construction Management

Course Revision(s)

TCM 5433G – Project Planning & Scheduling

➤ Prerequisite(s)

JUSTIFICATION:

Prerequisite Change: Some students change majors from Business programs to the Construction Management program after completing this course, since it is a higher level course, it provides as good or better preparation in Statistics and is allowed as a substitution for the program Statistics requirement.

Computer Science

Proposed New, Revised, or Deleted Program(s)

Computer Science, M.S. (Online)

JUSTIFICATION:

The proposed change of Program Delivery Mode, from fully Online to Hybrid, is necessitated by the need to simultaneously serve online and face-to-face students and address the declining enrollments in the current online MSCS program. This proposed change is also motivated by the benefits of better quality of full-time on-campus Masters' students, enable the faculty in support of their research activities with the help of full-time graduate students, assist in recruiting research-active faculty, and improve undergraduate teaching by utilizing on-campus graduate students as graduate teaching assistants.

The additional Concentration of Cyber Security in the MS Computer Science is proposed to address the emerging needs in Cyber Security for the industry as well as the State of Georgia and Federal Government.

Manufacturing Engineering

Course Revision(s)

MFGE 5333G - Additive Manufacturing Studio

➤ Prerequisite(s)

JUSTIFICATION:

Revising this course will create the option for Mechanical Engineering (ME) students to use this course as a senior technical elective in their ME program without having to create a duplicate stand-alone course with near identical content for the ME degree. Prerequisite(s): (MFGE 2421 and MFGE 3131 "C" or better) or (ENGR 2112 and MENG 3135 and MENG 3333 "C" or better)

Dr. Anderson asked how the M.S. Computer Science program revision will impact faculty. Dr. David Williams explained that the premium tuition will be removed. He said during the transition there will be a search for Computer Science faculty.

Dr. Flynn asked why the proposal does not include additional resources, but they are asked for graduate assistants. Dr. Williams said they anticipate the need for additional resources, but they do not have a strategy at this time of fulfilling those needs and that is way they did not include the information on the proposal to the Graduate Committee. Dr. Harris said the proposal was never sent back to the department for approval once the resources were taken out. Dr. Harris said if the program takes off this will be an extra burden on the faculty. Dr. Williams said there was a conversation between the Dean and the Department Chair relative to resources and the transition plan to ensure resources are made available for the program.

A number of committee members stated they would like to see a more defined transition plan before moving forward on approving the M.S. Computer Science program revision.

MOTION: Dr. Harris made a motion to have the M.S. Computer Science proposal returned to the department for approval, and to have the college resubmit the item to the Graduate Committee in the Fall with a revised proposal. A second was made by Dr. Magnant, and the motion was passed.

MOTION: Dr. He made a motion to approve the Course Revisions submitted by the College of Engineering and Information Technology. A second was made by Dr. Harris, and the motion was passed.

D. College of Education

Dr. Teri Melton, Dr. Jim Hattabaugh, and Dr. Tracy Linderholm presented the agenda items for the College of Education.

Department of Leadership, Technology, and Human Development

Course Revision

EDLD 8230- Curriculum Leader

- change title, level, schedule type, repeatable for credit, catalog description

JUSTIFICATION:

This change is necessary to align coursework with new GaPSC Standards for educational leaders.

EDLD 8737 – Residency I

- change prerequisite, corequisite, catalog description

JUSTIFICATION:

This course, Residency I, is required for the revised Program of Study for the EdS in Educational Leadership. This is aligned to the new Georgia Professional Standards Commission (GaPSC) and the Leader Key Effectiveness System (LKES).

EDLD 8738 – Residency II

- change prerequisite, corequisite, catalog description

JUSTIFICATION:

This course, Residency II, is required for the revised Program of Study for the EdS in Educational Leadership. This is aligned to the new Georgia Professional Standards Commission (GaPSC) and the Leader Key Effectiveness System (LKES).

New Course

EDLD 8231-Planning, Instruction, and Assessment through Transformational Leadership

JUSTIFICATION:

This content specific course is needed in the Ed.S. Educational Leadership Program to satisfy requirements specific to the new Georgia Professional Standards Commission (GaPSC) and the Leader Keys Effectiveness System (LKES).

EDLD 8232-Leading Human Capital

JUSTIFICATION:

This content specific course is needed in the Ed.S. Educational Leadership Program to satisfy requirements specific to the new Georgia Professional Standards Commission (GaPSC) and the Leader Keys Effectiveness System (LKES).

EDLD 8233-Cultivating School Climate

JUSTIFICATION:

This content specific course is needed in the Ed.S. Educational Leadership Program to satisfy requirements specific to the new Georgia Professional Standards Commission (GaPSC) and the Leader Keys Effectiveness System (LKES).

EDLD 8234-Building Instructional Capacity

JUSTIFICATION:

This content specific course is needed in the Ed.S. Educational Leadership Program to satisfy requirements specific to the new Georgia Professional Standards Commission (GaPSC) and the Leader Keys Effectiveness System (LKES).

EDLD 8235-Engaging Stakeholders in School Improvement

JUSTIFICATION:

This content specific course is needed in the Ed.S. Educational Leadership Program to satisfy requirements specific to the new Georgia Professional Standards Commission (GaPSC) and the Leader Keys Effectiveness System (LKES).

EDLD 8236-Managing Operations for Viability

JUSTIFICATION:

This content specific course is needed in the Ed.S. Educational Leadership Program to satisfy requirements specific to the new Georgia Professional Standards Commission (GaPSC) and the Leader Keys Effectiveness System (LKES).

Proposed New, Revised, or Deleted Program

Educational Leadership Ed.S.

JUSTIFICATION:

The revisions to the Educational Leadership Ed.S. are necessary in order to be in compliance with the GaPSC Tier II Educational Leader Certification in GA.

Educational Leadership M.Ed.

JUSTIFICATION:

Revised program is to align with new standards set forth by the Chief Council of State School Officers (CCSSO) and the Interstate School Leadership Licensure Consortium (ISLLC), and adopted by the Georgia Professional Standards Commission (GaPSC). The new program must be in place by Fall 2016.

Teacher Leader Endorsement

JUSTIFICATION:

The implementation of new standards for Educational Leadership Certification in the state of Georgia has created a need and opportunity for teachers and schools in GA. This endorsement is for those teacher who wish to pursue limited leadership roles. The three (3) course sequence would allow current teachers to serve as part of the school leadership team, as well as allow schools and smaller districts to further grow their succession plan. This Endorsement is part of the GaPSC Educational Leadership program redesign and the revised program is to align with new standards set forth by the Chief Council of State School Officers (CCSSO) and the Interstate School Leadership Licensure Consortium (ISLLC), and adopted by the Georgia Professional Standards Commission (GaPSC). The new program must be in place by Fall 2016.

Department of Teaching and Learning

Course Reactivation

ECED 5799G-Student Teaching in Early Childhood Education

JUSTIFICATION:

This course will be utilized in the Teaching M.A.T. new concentration Early Childhood Education.

Course Revision

ECED 5799G- Student Teaching in Early Childhood Education

- corequisite, catalog description

JUSTIFICATION:

This revision is needed to meet Georgia Professional Standards Commission certification requirements for an in-field student teaching course.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Fernekes, and the motion to approve the agenda items was passed.

E. Discussion of Credit Hour Requirements for Graduate Assistants

Due to time constraints, Dr. Jensen stated this item would be brought back to the Graduate Committee at a later date. The committee agreed and a motion was made to table the item.

V. DEAN'S UPDATE

Dr. Jensen reminded everyone of the Research Symposium that is scheduled on Saturday, April 16, 2016, and stated students will be able to receive credit for attending the Symposium.

Dr. Jensen stated he sent a note our earlier in the week regarding the financial aid status. The Board of Regents is requiring the College of Graduate Studies to do DegreeWorks audits. This is only for students who are on financial aid as a loan criteria, and it does not include GAs/RAs/TAs.

VI. OLD BUSINESS

A. Prior Learning Assessment Sub-Committee Update – Dr. Dawn Tysinger stated there has not been any substantial changes made to the draft. She said they only clarified areas of the document based on feedback received from the committee. Dr. Tysinger stated the sub-committee would like to put this draft forward for Georgia Southern University to proceed with a Prior Learning Assessments (PLA) policy. Dr. Jensen agreed that this policy would work well at the graduate level. There was a discussion of how this policy would be implemented and approved.

MOTION: Dr. Williams-Johnson made a motion to approve Prior Learning Assessment submitted by the sub-committee. A second was made by Dr. He, and the motion was passed. Approved Prior Learning Assessment Policy is below.

Prior Learning Assessment

Georgia Southern University offers the student an opportunity to obtain graduate credit by Prior Learning Assessment (PLA). PLA is the means by which university credit can be awarded for learning gains resulting from experiences outside of the traditional university milieu.

A student's eligibility for PLA will be determined by the department chair in collaboration with the subject area program faculty and approved by the College of Graduate Studies. The department will determine the number of semester hours of graduate credit for which a student may request eligibility. A student may be deemed eligible for PLA before or after being admitted to one of the University's graduate programs. Note: *Eligibility for PLA does not guarantee program admission. Program admission and eligibility for PLA are separate and distinct decisions.*

If deemed eligible for PLA, the student must pay a nonrefundable PLA fee equivalent to one graduate credit hour for that program, for each course for which credit is sought to the Cashier's Office in Deal Hall. A receipt will be issued by the Cashier, allowing the student to demonstrate competence by means and within the timeframe acceptable to the faculty of the program from which credit is sought. The purpose of the fee is to reimburse faculty time spent in the development of measures and the evaluation of products.

Graduate credit earned by PLA will be considered resident credit. A grade of "B" or better on any and all assessments is required to receive graduate credit. Graduate credit earned by PLA will be noted as "K" on a student's Georgia Southern University transcript. Program faculty will determine the appropriateness of accepting PLA for their individual degree programs. A maximum of 9 credit hours of PLA may be applied to any program of study. Program faculty may also specify courses to be excluded or included for possible PLA credit.

The procedure for seeking PLA credit is as follows:

1. Student petitions the department chair of the subject area for an opportunity to demonstrate competence in the learning outcomes associated with a particular course or set of courses listed in the University's Graduate Catalog.
2. The department chair or his/her designee will provide guidance to the student regarding how competence must be demonstrated, the acceptable timeframe for demonstrating competence, and the process of review (previously determined by department chairs in conjunction with program faculty members).
3. If the petition is approved, the eligible student will pay a PLA fee and obtain a receipt from the Cashier.
4. The student submits evidence of competence in the form and within the timeframe acceptable to the faculty of the program from which credit is sought. The evidence appropriate for each course under consideration for PLA will be determined by program faculty. Options include (but are not limited to) portfolios, exams, digital badging, or other means consistent with the learning outcomes of the course or courses at the program discretion.
5. The program faculty members will determine acceptable dates of evidence submission for each PLA sought.
6. The student will receive notification of performance results within 20 business days of submitting evidence.

PLA Subcommittee

Deborah Allen
Meca Williams-Johnson
Tom Koballa
Jason Slone
Dawn Tysinger

B. Tabled item from November 12, 2015 Graduate Committee meeting –

MOTION: A motion was made to untable the Graduate Faculty Status agenda item. With no objections, the motion to untable the item to continue discussion was passed.

Dr. Devon Jensen presented the revised agenda item for the Jack N. Averitt College of Graduate Studies

Jack N. Averitt College of Graduate Studies

Revisiting Existing Policies:

Graduate Faculty Status

Dr. Scott Kersey suggested the word “normally” be removed from the statement on the Graduate Faculty nomination form, because the wording is vague.

Dr. Christine Ludowise suggested adding a specific reference to Emeritus status in the policy.

Dr. Jensen agreed to make both of these revisions.

MOTION: Dr. He made a motion to approve the agenda item submitted by the Jack N. Averitt College of Graduate Studies, with the understanding that suggested revisions be made. A second was made by Dr. Kersey, and the motion to approve the agenda item was passed.

Revised form and policy are below.

Nomination for Graduate Faculty

The Chair of the Department/School is responsible for completing this form, attaching a current vita, and forwarding the materials to the appropriate offices for endorsement.

Name of Faculty Nominee: _____ Eagle ID _____

Graduate Faculty Membership Category: Member Affiliate

Current Faculty Rank: _____

Department/College/Agency of Nominee: _____

Terminal degree and date achieved: _____

Justification for nomination (Check all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> Teaching Graduate Courses | <input type="checkbox"/> Committee Membership | <input type="checkbox"/> Committee Chair |
| <input type="checkbox"/> Committee Co-Chair | <input type="checkbox"/> Other | |

If Other, please Explain:

Endorsements:

Department/School Committee Date

Department/School Chair Date

College Dean Date

Chair, Graduate Committee Date

Dean, College of Graduate Studies Date

Provost/Vice President for Academic Affairs Date

Nomination for Graduate Faculty (Proposed)

The Chair of the Department/School is responsible for completing this form, attaching a current vita, and forwarding the materials to the appropriate offices for endorsement.

Name of Faculty Nominee: _____ Eagle ID _____

Start Term: _____

~~Graduate Faculty Membership Category: _____~~

Current Faculty Rank: _____

Department/College/Agency of Nominee: _____

Terminal degree and date achieved: _____

Justification for nomination:

The nomination to graduate faculty – member or affiliate - means that the Member ~~is professionally capable of performing or meeting the responsibilities associated with the advanced requirements of graduate education~~ is involved in the current knowledge, methods, and techniques of their discipline and are able to model sustained scholarship/performance. Member status is ~~normally~~ reserved for faculty on tenure or tenure-track appointments. Affiliate status is ~~normally~~ reserved for research appointees, regular, limited term, adjunct, lecturer, or part-time faculty.

Please check the appropriate category

As per the policy, *Members* are eligible:

Member

- to teach graduate courses;
- for memberships on University graduate committees;
- to serve on program-level examination committees; and
- to direct and/or chair master's and doctoral committees as approved by the department/school or division.

As per the policy, *Affiliates* are eligible:

Affiliate

- to teach graduate courses;
- to serve on program-level examination committees; and
- for membership on and/or co-chair master's and doctoral committees as approved by the department/school or division.

If Other, please Explain:

Endorsements:

Department/School Committee Date

Department/School Chair Date

College Dean Date

Chair, Graduate Committee Date

Dean, College of Graduate Studies Date

Provost/Vice President for Academic Affairs Date

For further details on nominating faculty to Graduate Faculty Status at Georgia Southern, please refer to the policy in the Graduate Catalog.

Current Policy Statement

Graduate Faculty

[Home](#) > [Graduate Catalog](#) > [General Information](#) > Graduate Faculty or page 55 of the 2014/15 Graduate Catalog

A member of the Graduate Faculty at Georgia Southern University must be an active, productive, creative scholar, or creative performer in his/her discipline. In order to teach graduate students how to be active scholars, practitioners, and/or performers in their own right, Graduate Faculty must be involved in the current knowledge, methods, and techniques of their disciplines. This modeling of sustained scholarship/performance is the cornerstone of quality graduate education. There are two Categories of Graduate Faculty: Member and Affiliate. Members of the Graduate Faculty are professorial faculty on tenured or tenure-track appointments. Affiliate Graduate Faculty include research appointees, visiting, temporary, adjunct, or part-time faculty who may appropriately teach graduate classes and serve on thesis and dissertation committees. Affiliate can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of Georgia Southern University with whom the College of Graduate Studies welcomes to participate on thesis and dissertation committees.

Members are eligible:

- to teach graduate courses;
- for memberships on University graduate committees;
- to serve on comprehensive examination committees; and
- to direct and/or chair master's and doctoral committees as approved by the department/school or division.

Affiliates are eligible:

- to teach graduate courses;
- to serve on comprehensive examination committees; and
- for membership on and/or co-chair master's and doctoral committees as approved by the department/school or division.

Member and Affiliate graduate faculty status is granted permanently.

University-Wide Criteria

The minimum University-wide criteria for appointment to the Member Category of the Graduate Faculty shall be:

- an earned terminal degree;
- demonstrated ability to teach graduate courses;
- demonstrated involvement in graduate programming and curriculum, including advising responsibilities and directing student research; and
- demonstrated evidence of scholarly activity.

The minimum University-wide criteria for appointment to the Affiliate category of the Graduate Faculty shall be:

- SACS minimum for faculty credentials;
- College criteria as applicable.

Faculty Committees in Departments/Schools and Colleges may develop additional criteria for Graduate Faculty. The Faculty Senate Graduate Committee must approve these criteria.

Proposed Policy Statement

A member of the Graduate Faculty at Georgia Southern University must be an active, productive, creative scholar, or creative performer in his/her discipline. In order to teach graduate students how to be active scholars, practitioners, and/or performers in their own right, Graduate Faculty must be involved in the current knowledge, methods, and techniques of their disciplines. This modeling of sustained scholarship/performance is the cornerstone of quality graduate education. ~~As it relates to this policy, eligible means that the Member is professionally capable of performing or meeting the responsibilities associated with the advanced requirements of graduate education.~~ There are two Categories of Graduate Faculty: Member and Affiliate. Members of the Graduate Faculty are professorial faculty on tenured or tenure-track ~~or lecturer~~ appointments. Affiliate Graduate Faculty include research appointees, ~~visiting, temporary~~ ~~regular, limited term~~, adjunct, ~~lecturer~~, or part-time faculty who may appropriately teach graduate classes and serve on thesis and dissertation committees. Affiliate can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of Georgia Southern University with whom the College of Graduate Studies welcomes to participate on thesis and dissertation committees.

Members are eligible:

- to teach graduate courses;
- for memberships on University graduate committees;
- to serve on **program-level** examination committees; and
- to direct and/or chair master's and doctoral committees as approved by the department/school or division.

Affiliates are eligible:

- to teach graduate courses;
- to serve on **program-level** examination committees; and
- for membership on and/or co-chair master's and doctoral committees as approved by the department/school or division.

Member and Affiliate graduate faculty status is granted permanently. **This includes Georgia Southern University faculty who hold Emeritus Status.**

University-Wide Criteria

The minimum University-wide criteria for appointment to the Member Category of the Graduate Faculty shall be:

- an earned terminal degree **in the discipline or a closely related discipline**;
- demonstrated ability to teach graduate courses;
- demonstrated involvement in graduate programming and curriculum, including advising responsibilities and directing student research; and
- demonstrated evidence of scholarly activity.

The minimum University-wide criteria for appointment to the Affiliate category of the Graduate Faculty shall meet:

- ~~SACS~~ **the university's** minimum for faculty credentials;
- College criteria as applicable.

~~Faculty Committees in Departments/Schools and Colleges may develop additional criteria for Graduate Faculty.~~ The Faculty Senate Graduate Committee must approve these criteria.

- C. Curriculum Inventory Management Update** – Mr. Wayne Smith stated the Registrar’s Office is currently working on the 2016-2017 CourseLeaf catalog. He said if colleges/departments want to review their program’s information to ensure the proper changes were made they can go to the following website: nextcatalog.georgiasouthern.edu. People should contact their Associate Dean if any changes need to be made.

Effective Fall 2016, the Curriculum Inventory Management (CIM) will be LIVE for the September Graduate and Undergraduate Committee meetings. CIM Testing will continue during the summer. The date is currently unknown as to when colleges/departments will be able to enter information into the CIM system for the September meeting. The Registrar’s Office will inform everyone when that time comes.

D. Discussion of Degree Descriptions

Due to time constraints, Dr. Jensen agreed to keep this item tabled until the next meeting. The committee agreed and the item remained tabled.

VII. ANNOUNCEMENTS

- A. Proposed 2016-2017 Graduate Committee Meeting Schedule** – A handout was distributed containing the proposed 2016-2017 Graduate Committee meeting schedule.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 14, 2016 at 11:06 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved May 5, 2016 by electronic vote of Committee Members
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UNDERGRADUATE COMMITTEE
MINUTES
April 12, 2016
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 1004

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Joanne Chopak-Foss, Dr. Chuck Harter, Ms. Barbara King, Dr. Enka Lakuriqi, Dr. Celine Manoosingh, Ms. Jessica Minihan, Dr. William Reynolds, Dr. Lace Svec, Dr. Jinglyng Yin

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

Visitors: Mr. Robert Farber, Dr. Delena Bell Gatch, Dr. Brian Koehler, Dr. Christine Ludowise, Mrs. Cindy Randall, Dr. Jason Slone, Dr. Deborah Thomas, Dr. David Williams

Absent: Dr. Moya Alfonso, Dr. Larisa Elisha, Dr. Laurie Gould, Dr. Ellen Hamilton, Dr. Hyo-Joo Han, Dr. Lili Li, Dr. Marla Morris, Dr. Marian Tabi

Dr. Cheryl Aasheim called the meeting to order at 3:32 p.m.

II. APPROVAL OF AGENDA

A Harter/Lakuriqi motion to approve the agenda was passed unanimously.

III. COURSELEAF AND COURSE INVENTORY MANAGEMENT (CIM) UPDATE

Items were presented by Mr. Wayne Smith. The Registrar's Office is in the process of sending out information on making changes to the catalog. The deadline for front matter information has been extended to Friday, April 15, 2016. All departments and colleges have been asked to review program pages to be sure that all curriculum committee approved changes have been made. Any changes must be submitted to the Registrar's Office. In regards to CIM, the April 2016 meeting will be the last meeting to use paper forms. CIM is scheduled to be up and running by the September 2016 meeting.

IV. ANNOUNCEMENTS

➤ **Approval for the Comprehensive Program Reviews - Presented by Cheryl Aasheim**

Item was presented by Dr. Cheryl Aasheim. Teams of two evaluated the assessments of four programs. Dr. Aasheim made a motion to approve that the process had been completed (as this is a committee report, no second is necessary). A full committee vote was then passed unanimously to approve that the process had been completed.

V. NEW BUSINESS

➤ **Tentative Schedule of Meetings for 2016-2017 Undergraduate Committee- Presented by Wayne Smith**

Item was presented by Mr. Wayne Smith. Mrs. Jade Brooks will send out the updated calendar to all and include the list of 2016-2017 members.

A Chopak-Foss/Harter motion to approve the Schedule of Meetings for 2016-2017 Undergraduate Committee was passed unanimously.

VI. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ **Department of Art**

Items for consideration were presented by Mr. Robert Farber.

Course Revision(s)

ART 1010 - Drawing I

Additional Fees

JUSTIFICATION:

We are eliminating the course fee for ART 1010 - Drawing I. The current course fee of \$50 per student will be eliminated since this course has implemented a supply kit that provides materials for course projects, available through the University Bookstore, that each student purchases at the beginning of the semester. This will reduce the financial burden on students as well as allow consistent expectation for costs incurred during the course. Submitted for Fall 2016 per Provost's office request.

ART 1011 - Drawing II

Additional Fees

JUSTIFICATION:

We are eliminating the course fee for ART 1011 - Drawing II. The current course fee of \$50 per student will be eliminated since this course has a series of projects that allow for each student to choose materials, supports and tools, it is not logical to require all students to buy all materials. Instead, they are provided with a list of suggested materials and one required set of drawing pencils that are available through the University Bookstore. This will reduce the financial burden on students for excess materials as well as allow consistent expectation for costs incurred during the course. Submitted for Fall 2016 per Provost's office request.

ART 1020 - Two-Dimensional Design

Additional Fees

JUSTIFICATION:

We are eliminating the course fee for ART 1020 - Two-Dimensional Design. The current course fee of \$50 per student will be eliminated since this course has implemented a supply kit that provides materials for course projects, available through the University Bookstore, that each student purchases at the beginning of the semester. This will reduce the financial burden on students as well as allow consistent expectation for costs incurred during the course. Submitted for Fall 2016 per Provost's office request.

ART 1030 - Three-Dimensional Design

Additional Fees

JUSTIFICATION:

We are reducing the course fee for ART 1030 - Three-Dimensional Design. The current course fee of \$50 per student will be reduced to \$30 since this course has implemented a supply kit that provides materials for course projects, available through the University Bookstore, that each student purchases at the beginning of the semester. The remaining student fee will be used to cover expendable materials provided to enrolled students by the department. This will reduce financial burden on students as well as allow consistent expectation for costs incurred during the course. Submitted for Fall 2016 per Provost's office request.

A Harter/Chopak-Foss motion to approve the course revisions was passed unanimously.

➤ **Department of Music**

Item for consideration was presented by Dr. Steven Harper.

Course Revision(s)

MUSC 4411 - Basic Conducting

Prerequisite(s), Lab Hour(s), Schedule Type

JUSTIFICATION:

For change to Lecture/Supervised Lab: The course content includes lecture and a substantial amount of physical work in conducting. Currently, the physical application is included in the lecture time, but this doesn't provide students enough time for feedback from the instructor and to conduct their classmates. Adding a lab meeting to the course will provide students with more time for feedback from the instructor and more opportunities to apply their conducting skills to conducting their peers.

For the Prerequisite: This course is intended for Music Majors. Currently, it has no prerequisites so students from any major may register. Students from other majors do not have the necessary music background to be successful in this course. The proposed prerequisite, MUSC 1331 - Music Theory I, is also a class for Music Majors. The prerequisite will limit enrollment to Music Majors.

A Reynolds/King motion to approve the course revision was passed unanimously.

VII. COLLEGE OF EDUCATION

➤ Department of Leadership, Technology, and Human Development

Item for consideration was presented by Dr. Deborah Thomas.

Core Curriculum Revision

ITEC 2130

JUSTIFICATION:

The Georgia Southern University Core Curriculum rationale is that all undergraduate share a common educational experience that “provides the opportunity to explore moral, cultural, ethical, and aesthetic issues; develop effective communication and creative self-expression; consider the implications of personal responsibility in a democratic, pluralistic society; and apply scientific processes to environments in a complex world” (GECC approved rationale, November 2013). Specifically, for Area D, students “apply foundational principles of science, math, or technology to the process of scientific inquiry.” This course effectively meets the learning outcomes described in the rationale and in the learning outcome for Area D foundational through its emphasis on scientific inquiry principles, design thinking, and instructional design to generate mobile application ideas, design audio/video content, develop proposals, and more as students grapple with real-world issues they identify in their lives and community. As they develop these projects, students will learn to teach each other with technology as well as align their current technology usage toward their career goals.

A Chopak-Foss/Harter motion to approve the core curriculum revision was passed unanimously.

➤ Department of Teaching and Learning

Items for consideration were presented by Dr. Deborah Thomas.

Course Revision(s)

SPED 3331 – Introduction to Special Education for Early Childhood Education

Prerequisite

JUSTIFICATION:

Adding ECED 3131 as a pre-requisite and concurrent ensures that students enrolled in the course have the necessary background knowledge and are admitted to the Teacher Education Program.

SPED 3332 – Introduction to Special Education in the Middle Grades

Prerequisite

JUSTIFICATION:

Adding MGED 3731 as a pre-requisite and concurrent ensures that students enrolled in the course have the necessary background knowledge and are admitted to the Teacher Education Program.

A Reynolds/Chopak-Foss motion to approve the course revisions was passed unanimously.

VIII. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

➤ Civil Engineering and Construction Management

Items for consideration were presented by Dr. David Williams.

Course Revision(s)

TCM 1131 – Building Materials & Systems

Catalog Description

JUSTIFICATION:

(1) Catalog Description Change: TCM 1131 Building Materials & Systems covers the materials systems and methods of construction in general. In addition, an overview of all CSI Master format divisions is included in the course. The course catalog description was modified to better reflect the course content, and minor editorial corrections were made.

TCM 2233 – Construction Surveying

Prerequisite(s)

JUSTIFICATION:

A majority of the students who change majors to Construction Management are coming from an Engineering discipline, and have taken ENGR 1133 - Engineering Graphics in their first semester. This graphics course, although it uses a different software program, is considered to be an equivalent preparation in Graphical Interfaces for the purposes of the courses above, and using it as an equivalent prerequisite prevents the need for these students to lose credit hours and take an additional course when changing majors (especially when switching between the two programs in the same department - Civil Engineering to Construction Management).

TCM 2234 – Mechanical & Electrical Equipment and Systems

Prerequisite(s)

JUSTIFICATION:

(1) The PHYS 1113 Intro-Physics lab course is deleted because the physics department has eliminated PHYS 1113. (2) Most students who change majors to Construction Management (CM) come from an Engineering discipline that requires ENGR 1133 - Engineering Graphics. ENGR 1133, although it focuses on a different software program, provides equivalent preparation in Graphical Interfaces for the purposes of the courses above. Allowing ENGR 1133 will eliminate students losing credit hours or having to take an additional course when changing majors (especially when switching between Civil Engineering and CM). (3) PHYS 2211 will be added as an alternate to PHYS 1111 - Intro to Physics I. Many students either change majors from a program that requires the higher level Physics course, or they choose to take a higher level Physics course than is required by the CM program. In these cases, Physics 2211 provides better preparation than PHYS 1111.

TCM 2235 – Introduction to Structures

Prerequisite(s)

JUSTIFICATION:

(1) Prerequisite change: Since the PHYS 1113 Intro-Physics Lab course was deleted from the curriculum of the physics department, prerequisites and the catalog description should be revised.

(2) Minimum grades of prerequisites change: The minimum grade “D” for the prerequisite courses PHYS 1111 and PHYS 2211 should be increased to “C” to match the Construction Management program requirements

TCM 2333 – BIM for Construction Management

Prerequisite(s)

JUSTIFICATION:

ENGR 1133 Engineering Graphics: Most of the students who change majors to Construction Management are coming from an Engineering discipline and have taken Engineering Graphics in their first semester. This Graphics course, although it focuses on a different software program, is considered to be an equivalent preparation in Graphical Interfaces for the purposes of the courses above. Using it as an equivalent prerequisite prevents the need for these students to lose credit hours and take an additional course when changing majors (especially when switching between the two programs in the same department - Civil Engineering to Construction Management).

TCM 3231 – Steel Structures

Prerequisite(s)

JUSTIFICATION:

Most of the students who change majors to Construction Management are coming from an Engineering discipline and have taken Engineering Graphics in their first semester. This Graphics course, although it focuses on a different software program, is considered to be an equivalent preparation in Graphical Interfaces for the purposes of the courses above. Using it as an equivalent prerequisite prevents the need for these students to lose credit hours and take an additional course when changing majors (especially when switching between the two programs in the same department - Civil Engineering to Construction Management)

TCM 3232 – Concrete and Masonry Structures

Prerequisite(s)

JUSTIFICATION:

Most of the students who change majors to Construction Management are coming from an Engineering discipline and have taken Engineering Graphics in their first semester. This Graphics course, although it focuses on a different software program, is considered to be an equivalent preparation in Graphical Interfaces for the purposes of the courses above. Using it as an equivalent prerequisite prevents the need for these students to lose credit hours and take an additional course when changing majors. (especially when switching between the two programs in the same department - Civil Engineering to Construction Management)

TCM 3333 – Building Codes

Prerequisite(s)

JUSTIFICATION:

Faculty determined that TCM 1231 is a more appropriate prerequisite and better prepares students to be successful in the course by providing more relevant foundational subject matter.

TCM 4434 – Site Construction

Title, Prerequisite(s)

JUSTIFICATION:

(1) Prerequisite Change - As CENG 2231 and TCM 2233 are considered equivalent courses in their respective majors (Civil Engineering and Construction Management), and students in either program are allowed to take either course as enrollments allow, the Civil Engineering course CENG 2231 is added as a prerequisite equivalent substitute for TCM 2233. (2) Title Change - In Fall 2014, the course title for "Site Construction" was to have been modified to reflect the specific course subject matter of this course by changing the title to "Soils & Foundations." Discrepancies in the course title were discovered in Banner. On the enrollment management Banner screens, TCM 4434 is shown as "Soils and Foundations." On the administrative Banner screens and in the 2015-16 Catalog, the previous "Site Construction" title still shows. This revision corrects the conflict in Banner.

TCM 4518 – Introduction to Senior Project

Prerequisite(s), Corequisite(s)

JUSTIFICATION:

(1) Prerequisite Change: Some students change majors from Business to Construction Management after completing BUSA 3131. Since it is a higher level course, it provides as good as or better preparation in Statistics as STAT 2231. This revision will allow BUSA 3131 to be used as an equivalent substitution for the BSCons program Statistics requirement. (2) Minimum Grades Change: The minimum grade "D" allowed for the prerequisite STAT 2231 should be increased to "C" to align its minimum grade with the Construction Management program requirements. (3) Co-requisites Change - The co-requisite requirements for TCM 4431 & 4433 are being removed/revise to allow concurrent enrollment. (The course numbers of those co-requisites changed in a previously approved curriculum revision and are being updated here to TCM 5431 & 5433.)

TCM 4530 – Senior Project

Prerequisite(s), Corequisite(s)

JUSTIFICATION:

(1) Prerequisite(s): The prerequisites COMM 1110 & STAT 2231 are being moved to an earlier course in the program TCM 4518 Introduction to Senior Project which was a new (recently approved) course that is a prerequisite for this course. (TCM 4518 was added to the curriculum and is the first course in the sequence of the senior project series of two courses dedicated to the successful completion of a final capstone project deliverable.) (2) Corequisite(s): The two corequisites (TCM 5431 & TCM 5433) are also being moved to the TCM 4518 Intro course due to the creation of the new two course sequence structure for Senior Project.

TCM 5433 – Project Planning & Scheduling

Prerequisite(s)

JUSTIFICATION:

(1) Prerequisite Change: Some students change majors from Business programs to the Construction Management program after completing this course, since it is a higher level course, it provides as good or better preparation in Statistics and is allowed as a substitution for the program Statistics requirement.

A Chopak-Foss/King motion to approve the course revisions was passed unanimously.

➤ **Computer Science**

Item for consideration was presented by Dr. David Williams

Course Revision(s)

CSCI 5431 – Computer Security

Corequisite(s)

JUSTIFICATION:

Correcting an error. Removing CSCI 5332 as a co-requisite. This course was revised to allow concurrent enrollment with CSCI 5332 in November 2015. A "hard" co-requisite for CSCI 5332 existed in Banner but was not addressed/removed on the Course Revision form which has created a conflict within Banner that requires manual overrides at registration. Additional Course Revision forms for CSCI 5332 & 5431G are not being submitted. In a review of SCADETL in Banner, it was discovered that CSCI 5332 does not have CSCI 5431 listed as a co-requisite. Also, CSCI 5431G was revised in Nov '15 and the corequisite of CSCI 5332G was removed at that time so that course does not require a revision.

A Manoosingh/Chopak-Foss motion to approve the course revision was passed unanimously.

➤ **Information Technology**

Item was presented by Dr. David Williams.

For Information Only

The Pre-BSIT program is discontinued effective fall semester 2016. (Approved at the January 2016 UGC meeting). Effective immediately, the Pre-IT admission criteria is no longer enforced and students can declare an IT major at any time without restrictions, whether as an incoming freshman, transfer student, or change of major.

➤ **Manufacturing Engineering**

Items for consideration were presented by Dr. David Williams.

Course Revision(s)

MFGE 2142 – Mechanical Analysis and Design

Title, Catalog Description, Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s)

JUSTIFICATION:

(1) After review of the course by the program's professional advisory committee and recently hired faculty with content expertise, the topic of dynamics was not adequately reflected in the original catalog description and the level of detail in the remaining part of the description was considered to be too specific, and confining. (2) Credit Hours, Lecture/Seminar Hours, and Lab Hours are being modified so that multiple labs may be offered for a common lecture section if there are large student enrollments in the lecture section.

MFGE 2239 – Engineering Probabilistic Modeling and Mathematical Analysis

Catalog Description, Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s), Title

JUSTIFICATION:

(1) Course Description - After review of the course by recently hired faculty with content expertise, the topic of probability was too heavily emphasized, and the engineering application overview of ordinary differential equations not adequately reflected in the course description (or anywhere else in the curriculum). (2) Credit Hours, Lecture/Seminar Hours, and Lab Hours are being modified so that multiple labs may be offered for a common lecture section if there are large student enrollments in the lecture. (3) Title - The word "Probabilistic" is removed from the title since it served no specific purpose in describing the course.

MFGE 2531 – Materials Science Studio for Manufacturing Engineering

Prerequisite(s), Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s)

JUSTIFICATION:

(1) CHEM 1145 & 1146 are the equivalent to CHEM 1147. CHEM 1146 is added as an equivalent prerequisite substitution for CHEM 1147, so that the students who took CHEM 1145 & 1146 (CHEM 1145 is a prerequisite for CHEM 1146) could take MFGE 2531. (2) Credit Hours, Lecture/Seminar Hours, and Lab Hours are being modified so that multiple labs may be offered for a common lecture section if there are large student enrollments in the lecture section.

MFGE 2533 – Manufacturing Processin 2 Studio

Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s)

JUSTIFICATION:

Credit Hours, Lecture/Seminar Hours, and Lab Hours are being modified so that multiple labs may be offered for a common lecture section if there are large student enrollments in the lecture section.

MFGE 2534 – Applied Computing in MFGE

Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s)

JUSTIFICATION:

Credit Hours, Lecture/Seminar Hours, and Lab Hours are being modified so that multiple labs may be offered for a common lecture section if there are large student enrollments in the lecture section.

MFGE 3131 – Design for Manufacturability, Assembly, Sustainability

Prerequisite(s), Catalog Description

JUSTIFICATION:

The course MFGE 2421 is added as a prerequisite for MFGE 3131, so that students have better fundamental knowledge background and are better prepared for this course. Recently hired faculty content experts felt it was necessary to add MFGE 2421 - Modeling and Prototyping as a prerequisite and that the topic of machine design was not adequately reflected in the course description.

MFGE 3132 - Quality and Statistical Process Control for Engineers

Prerequisite(s)

JUSTIFICATION:

MATH 3337 and STAT 3130 are replaced by MFGE 2239 and STAT 2231, since it was determined that the subject content in those specific courses, offered by the Department of Mathematics, do not cover all of the topics necessary for students to be successful in MFGE 3132.

MFGE 3337 – Hydraulics, Fluidics, Pneumatics, and Electrical Movers

Title, Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s)

JUSTIFICATION:

- (1) Title - Simplify the title for better clarity and reflection of course content on transcripts.
- (2) Credit Hours, Lecture/Seminar Hours, and Lab Hours are being modified so that multiple labs may be offered for a common lecture section if there are large student enrollments in the lecture section.

MFGE 3421 – Industrial Sensors, PLC’s, and IT Networking Studio

Title

JUSTIFICATION:

Simplify the title for better clarity and reflection of course content on transcripts.

MFGE 5333 – Additive Manufacturing Studio

Prerequisite(s)

JUSTIFICATION:

Create the option of a senior technical elective in Mechanical Engineering without creating a duplicate stand-alone course with near identical content. (ME majors require a different set of prerequisites than Manufacturing Engineering majors.)

Proposed New, Revised, or Deleted Program(s)

Manufacturing Engineering, B.S.Mfg.E. (REVISED)

JUSTIFICATION:

The changes to course titles is reflected in the following revisions to the catalog program page. After review of the course by the program’s professional advisory committee and recently hired faculty with content expertise, the topic of dynamics was not adequately reflected in the original catalog description, and the level of detail considered to specific, and confining for a catalog description. The name of MFGE 2142 Mechanical Analysis and Design is changed to Fundamentals of Engineering Mechanics. After review of the course by recently hired faculty with content expertise, the topic of probability was too heavily emphasized, and the engineering application overview of ordinary differential equations not adequately reflected in the course description (or anywhere else in the curriculum). The name of MFGE 2239 Engineering Probabilistic Modeling and Mathematical Analysis is changed to Engineering Modeling and Mathematical Analysis. Create the option of a senior technical elective in Mechanical Engineering without creating a duplicate stand-alone course with near identical content. (ME majors require a different set of prerequisites than Manufacturing Engineering majors.)The name of MFGE 3337 Hydraulics, Fluidics, Pneumatics and Electrical Movers is changed to Hydraulics and Electro-mechanical Systems, and the name of MFGE 3421 Industrial Sensors, PLCs and IT Networking Studio is changed to Industrial Controls and Networking Studio for better clarity and reflection of course content on transcripts.

A Harter/Manoosingh motion to approve the course revisions and revised program was passed unanimously.

➤ **Mechanical Engineering**

Items for consideration were presented by Dr. David Williams.

Course Revision(s)

ENGR 2112 – Solid Modeling and Analysis

Prerequisite(s)

JUSTIFICATION:

The faculty of the Department of Mechanical Engineering reviewed the course, ENGR 2112 - Solid Modeling and Analysis and determined that due to the advanced nature of the subject matter in ENGR 3233 - Mechanics of Materials, it does not provide suitable prerequisite content for ENGR 2112; therefore, ENGR 3233 should be removed as a prerequisite.

MENG 1310 – Manufacturing Processes Lab

Additional Fees

JUSTIFICATION:

It is proposed to increase the current student course fee from \$30 to \$37.50. Because of the marked increase in the number of students in the Mechanical Engineering program and the demand for this required course (225% over course demand in 2010 when the original course fee was approved), significant wear and tear on laboratory devices and tools has resulted in a more frequent rate of maintenance and repair. Student peer assistants will help support maintenance and general up-keep of laboratory facilities, while also facilitating open laboratory periods that will allow at risk students to catch-up on laboratory activities not completed during the assigned class period-thus significantly contributing to RPG.

MENG 3331 – Materials Science Studio

Prerequisite(s), Additional Fees

JUSTIFICATION:

(1) CHEM 1145 & 1146 are the equivalent to CHEM 1147. CHEM 1146 is added as an equivalent prerequisite substitution for CHEM 1147, so that the students who took CHEM 1145 & 1146 could take MENG 3331. (2) It is proposed to increase student course fee from \$30 to \$37.50. Because of the marked increase in the number of students in the Mechanical Engineering program and the demand for this required course (80% over course demand in 2010 when the original course fee was approved), significant wear and tear on laboratory devices and tools has resulted in a more frequent rate of replacement and repair. In addition to supporting student peer tutors, this fee will now support student peer assistants who will help support maintenance and general up-keep of laboratory facilities, while also facilitating open laboratory periods that will allow at risk students to catch-up on laboratory activities not completed during the assigned class period.

MENG 3333 – Materials Processing Studio

Additional Fees

JUSTIFICATION:

It is proposed to increase the student course fee from \$30 to \$42.00. Because of the marked increase in the number of students in the Mechanical Engineering program and the demand for this required course (165% over course demand in 2010 when the original course fee was approved), significant wear and tear on laboratory devices and tools has resulted in a more frequent rate of replacement and repair. Student peer assistants will help support maintenance and general up-keep of laboratory facilities, while also facilitating open laboratory periods that will allow at risk students to catch-up on laboratory activities not completed during the assigned class period.

MENG 5137 – Mechanical Systems Design

Additional Fees

JUSTIFICATION:

It is proposed to increase the student course fee from \$40 to \$54.00. Because of the marked increase in the number of students in the Mechanical Engineering program and the demand for this required course (110%

over course demand in 2010 when the original course fee was approved), significant wear and tear on laboratory devices and tools has resulted in a more frequent rate of replacement and repair. 3D printing technology has begun to play an increased role in this course, resulting in the use of costly consumables. Additionally, because of the size of the class, multiple projects must now simultaneously be funded, increasing the over-all cost for consumables. Student peer assistants will help support maintenance and general up-keep of laboratory facilities, while also facilitating open laboratory periods that will allow at risk students to catch-up on laboratory activities not completed during the assigned class period-thus significantly contributing to RPG.

Proposed New, Revised, or Deleted Program(s)

Mechanical Engineering, B.S.M.E. (REVISED)

JUSTIFICATION:

Adding MFGE 5333 - Additive Manufacturing Studio from the Manufacturing Engineering program as an optional senior technical elective in Mechanical Engineering. Additive Manufacturing is a subject that is common to both Manufacturing and Mechanical Engineering disciplines and by adding the MFGE course, it will eliminate creating a duplicate stand-alone MENG course with near identical content.

A Harter/Reynolds motion to approve the course revisions and revised program was passed unanimously.

IX. COLLEGE OF BUSINESS ADMINISTRATION

➤ **Department of Management**

Items for consideration were presented by Dr. Chuck Harter.

Course Revision(s)

MGNT 3130, Principles of Management

Prerequisites

JUSTIFICATION:

The previous pre-requisites have been removed by the faculty of the college, when our pre-BBA was dropped. A new method to control course enrollment was sought. This form is the result of that search.

MGNT 3130H, Principles of Management (Honors)

Prerequisites

JUSTIFICATION:

The previous pre-requisites have been removed by the faculty of the college, when our pre-BBA was dropped. A new method to control course enrollment was sought. This form is the result of that search.

MGNT 3130S, Principles of Management (Study Abroad)

Prerequisites

JUSTIFICATION:

The previous pre-requisites have been removed by the faculty of the college, when our pre-BBA was dropped. A new method to control course enrollment was sought. This form is the result of that search.

MGNT 3334, Human Resource Management

Prerequisites

JUSTIFICATION:

The previous pre-requisites have been removed by the faculty of the college, when our pre-BBA was dropped. A new method to control course enrollment was sought. This form is the result of that search.

A Chopak-Foss/Harter motion to approve the course revisions was passed unanimously.

➤ **Department of Marketing**

Items for consideration were presented by Dr. Chuck Harter.

Course Revision(s)

MKTG 3131, Principles of Marketing

Prerequisite(s), Catalog Description

JUSTIFICATION:

Revision of prerequisites in response to forthcoming COBA initiative to delete the Pre-Business BBA and to add a General Business BBA.

MKTG 3131H, Principles of Marketing (Honors)

Prerequisites

JUSTIFICATION:

Revision of prerequisites in response to forthcoming COBA initiative to delete the Pre-Business BBA and to add a General Business BBA.

MKTG 3131 S, Principles of Marketing (Study abroad)

Prerequisites

JUSTIFICATION:

Revision of prerequisites in response to forthcoming COBA initiative to delete the Pre-Business BBA and to add a General Business BBA.

A Chopak-Foss/Harter motion to approve the course revisions was passed unanimously.

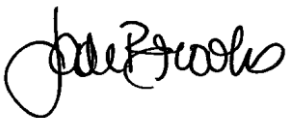
X. OTHER BUSINESS

Dr. Cheryl Aasheim thanked the Registrar Staff, the committee, and was in turn thanked herself.

XI. ADJOURNMENT

There being no further business to come before the committee, a Chopak-Foss/Harter motion to adjourn the meeting at 3:56 p.m. was passed unanimously.

Respectfully Submitted,



Jade Brooks
Recording Secretary

UNIVERSITY ATHLETICS COMMITTEE
March 30, 2016

The meeting was called to order at 8:00 AM by Alice Hall, Chair.

Members and Visitors Present

Cordelia Zinskie, Eric Hall, Alice Hall, Chris Geyerman, Christine Whitlock, Tom Kleinlein, Chuck Harter, Kevin Bostian, Mary Phillips Smith, Adam Clay, Kelly Berry, Fred Smith, Andrew Hansen, Rob Whitaker, Cathy Beene, Keith Roughton, Jeff Blythe, Reggie Simpkins, Kelly Carter, Brandy Clouse

Approval of Minutes

- The minutes of the February 24, 2016 meeting were unanimously approved.

Financial Update

Jeff Blythe:

- Nothing has changed that much since last meeting.
- Baseball is doing well, we are already at 46K of our 50K projected revenue.
- Just watching expenses until year end right now and working on next year projections.

Schedule Approvals

Cathy Beene:

- No schedules to approve.
- There was a date change in Track but nothing that needs to be voted on.

SAAC President's Update

Mary Phillips Smith:

- We are still 2000 pts ahead of Georgia State in Community Service for Rivalry Series.
- We did well in the Shoe Drive and a mission trip to Nicaragua.
- Red Cross is coming up so we are preparing for the blood drive. Preparing for Relay for Life on April 29th as well.

Athletics Update

Tom Kleinlein:

- Thank you all for your help with the SGA Universal Attendance Policy.
 - The process started at my monthly Student-Athlete Lunch where student athletes brought this to my attention, it then made its way to the UAC, PC, and finally to the Faculty Senate. Took about 1.5 years to accomplish but we got it done and the process worked.
- Sports Updates
 - BB 15 – 8
 - MTN 13-5 best we have done in 15 years.
 - MG 7th
 - WG 4th
 - SB 17-15
 - WTN 9-7
- Nothing has been resolved yet on a national level concerning NCAA court cases.
- We will now have 2 home games on espn2 and espnU which have around 94M and 72M viewers.
- The midweek games are tough for our fans but they give us much better national exposure. Virginia Tech and Louisville took this approach to take their programs into the ACC.

FAR Update

Chris Geyerman:

- SBC Post-Grad scholarships at \$6,500; 5 more at \$3,000 each.
 - I am currently helping Ashleigh Rasheed apply for this Sun Belt post-grad scholarship.

Athletic Foundation Update

Kevin Bostian:

- Kevin passed out the new Fan Guide. It contains a lot of good information and people really like it. Helps explain why people need to give as the cost of Athletics continues to increase.
- The Annual Fund has continued to grow and still making all-time highs.
- Football season ticket sales are at 80% at this point, we would prefer 90%. Trying to get to 8500 season tickets.

Student Athlete Services Update

Reggie Simpkins:

- We will be having our Scholar Athlete Banquet next week. We will be recognizing Matt Dobson and Ashleigh Rasheed.
- We have acquired some new space in Hanner for Study Hall. We received 11 rooms and are working on getting them ready with desks and computers.
- Our student-athletes are really buying in to the road to 3.0 and we are on track to make it.

New Business

- We have a drug test appeal from a student athlete that has come to the UAC. He is appealing his 1 game suspension.
- Committee:
 - If he really had issues with gaining weight through hemp seed oil he should have asked Athletics for help and not just got advice from friends.
 - After his 1st positive test he went through Bulloch Recovery. We are aware of his colitis issue but were not aware of his weight loss issue he is now claiming. We tell all the athletes not to take anything that is not approved by Athletic Training. Bulloch Recovery assesses them and treats them. If they make the same mistake again we take a game away.
 - By the time they get through a 1st test of positive they should be well aware of drug policies. He is currently in 12 weeks of AA/NA meetings, 3 meetings a week.
 - Almost every time there is a coach's change the athletes run loose while there are no coaches and we end up with all kinds of issues.
- The vote to uphold the 1 game suspension was unanimously approved.

Old Business

Standardized Absence Policy: SGA Rep Adam Clay

- Attendance Policy was approved 31 – 9. Students must notify Professors at least 10 days before missing class. Our Student Athletes hand them a letter in the first few days of class and can remind professors before the tests as well.
- Would be good to have the Provost send this out to all the deans.
- The policy is a great step forward.

We will be moving the next meeting to 4/20.

The meeting was adjourned at 8:52 AM.

**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
June, 2016**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. Below is a summary of student athlete academic performance for the 2015-2016 academic year;
 - GPA: 3.01 (first time in Georgia Southern athletic history that our student athletes have earned a 3.00 or higher during an academic year)
 - Spring 2016 Athletic GPA: 3.04. This is the second highest spring GPA in the history of athletics only to follow Spring 2015 when our athletes earned a 3.05
 - 227 Student Athletes made the honor roll in Spring 2016 which is 64% of our student athletes.
 - 3:00-3:49=107
 - 3.50-3.99=82
 - 4-00=38
 - All women's teams earned a 3.0 or higher during the Spring 2016 semester.

Teams with a 3.0 or higher for Spring 2016:

- Men's Golf: 3.35
- Men's Soccer: 3.07
- **Men's Tennis: 3.37 (Highest Spring GPA for Male Sports)**
- Softball 3:22
- Volleyball: 3.38
- Women's Basketball: 3.10
- Women's Soccer: 3.51
- Women's Track: 3.23
- **Women's Tennis: 3.76 (Highest Spring GPA for female Sports)**
- Women's Swimming: 3.37
- Women's Golf: 3.26
- Rifle: 3.13

2015-2016 Academic Year GPA's Over a 3.0

-12 of 16 teams with a 3.00 or higher for the academic year.

- BASEBALL: 3.10
- MGOLF: 3.32
- MSoccer: 3.08
- **Men's Tennis: 3.35(Highest Male Team GPA for 2015-2016)**

- Softball: :3.16
- Volleyball: 3.40
- Women's Basketball: 3.23
- Women's Soccer: 3.48
- Women's Track: 3.11
- **Women's Tennis: 3.78 (Highest Female Team GPA for 2015-2016)**
- Women's Swimming: 3.37
- Women's Golf: 3.17

Other Academic Highlights

- Women's Tennis: 22nd Consecutive semester with a 3.0 or higher
- Swimming: 18th Consecutive semester with a 3.0 or higher
- Volleyball 14th Consecutive semester with a 3.0 or higher
- Women's Soccer: 9th Consecutive semester with a 3.0 or higher
- Men's Tennis: 9th Consecutive semester with a 3.0 or higher
- Men's Golf: 6th Consecutive semester with a 3.0 or higher
- Women's Soccer earned highest semester GPA in history of the program with a 3.51 in spring 2016.
- Men's basketball earned highest semester GPA in the history of the program with a 2.86 in spring 2016.

2. Below is a month-by-month summary of student athlete community service activity for the 2015-2016 academic year:

September

All Sports

- **377 SA's** Participated in Day of Silence Suicide Awareness by wearing buttons

Men's Basketball

- 63 hours playing with the kids at Holy Spirit Orphanage in Costa Rica
- 30 hours volunteering at Boys & Girls Club
- 24 hours reading at Julia P Bryant
- 15 hours Mentoring Program at Julia P Bryant

October

All Sports

- 112 hours volunteering with kids at "Field of Screams"

Men's Golf

- 12 hours reading to kids at Claxton Elementary

Softball

- 4 hours reading to kids at an Elementary School

November

All Sports

- **545 items** donated to GS employee JoAnne's niece and kids whose house burned down.

- **480 cans** of food to Food Bank
- **\$500**, 100 SA's gave \$5 each for Athletes in Action Mission Trip
- **\$743** worth of items given to Holiday Helper

Women's Basketball

- 22.5 hours speaking at school to elementary students

Women's Soccer

- 4 hours volunteering at Mattie Lively with kids

T&F

- 50 hours at local elementary Fall festival.
- **360 Thank Your Cards** (36 girls x 10 each) cards to military personnel in Qatar Air Base.

Softball

- 18 hours visiting elderly at Evergreen Rehab Center
- 36 hours playing baseball with Special Needs Children
- 8 hours making food baskets at food bank

Baseball

- 37 hours playing baseball with mentally handicapped kids

Men's Tennis

- **\$575 raised** and 33 hours for Cancer Awareness doing No Shave November and tennis clinic

Men's Golf

- **231 cans** collected for Food Drive

Tennis

- 16 hours helping library move books

December

All Sports

- 147 toiletry items donated to Women's Shelter

Women's Basketball

- 22.5 hours speaking to kids at elementary school.
- \$120 worth of toys to needy kids

Football

- **278 Hours** visiting at Children's and Women's Hospital before GoDaddy Bowl
- 50 gift bags were handed out at the hospital

January

All Sports

- 65 items of clothing/appliances donated to Women's Shelter

Women's Basketball

- 10 hours coaching Middle School basketball practice

Softball

- **234 hours** teaching softball to children and highschoolers.

February

All Sports

- 22 pairs of shoes and 96 toiletry items to SafeHaven Women's Shelter

Football

- 24 hours Delivering flowers to raise money for books for children

Men's Soccer

- 27 hours volunteering at Savannah FitFest

Women's Rifle

- 59 toiletry items to SafeHaven Women's Shelter

March

All Sports

- **400 Water filters** with 8-10 years usage life given to families in Nicaragua through Athletes in Action Mission Trip to **save lives from water born diseases** (Cholera, Typhoid, Hepatitis, parasites, etc.) and increase quality of life.
- **285 clothing items** to Joseph Home
- **615 clothing items** donated to ReTails Humane Society Animal Rescue.
- 48 clothing items donated to SafeHaven

Men's Sports

- 104 hours "Walking a Mile in Her Shoes" for Sexual Assault Awareness

Women's Tennis

- **411 canned goods** donated to needy schoolchildren
- 8 pairs of shoes to Safe Haven Women's Shelter

T&F

- **506 toiletry items** donated to Women's Shelter

Women's Rifle

- 46 pairs of shoes donated to Women's Shelter

Men's Golf

- **150** hours spent teaching young golfers at Schenkel

Men's Basketball

- 30 hours volunteering at New Orleans Charter School

April

All Sports

- **\$1,222 raised and 392 hours** volunteered at Relay for Life for Cancer
- **45,341 pulltabs** donated to Ronald McDonald House for Cancer Treatment
- 33 pints of blood donated to Red Cross

Women's Soccer

- 60 hours volunteering at Freedom 5K

T&F

- 73 toiletry items donated to Women's Shelter

Baseball

- **\$11,618 raised** for Cancer Foundation by Shaving Heads.

3. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab "Academic Progress Rate Search"):

<http://www.ncaa.org/about/resources/research/academic-progress-rate-apr>

The most recent GSR and Federal Graduation Rate data were released on November 4, 2015. Below are links to the information released by the NCAA:

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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

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

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

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

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

4. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
<http://www.knightcommission.org/>
5. Below is a link to “The Drake Group,” whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”
<http://thedrakegroup.org/>

8-31-2016

Librarian's Report 8-31-2016

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian.

This report includes:

Academic Standards Committee met on June 17, 2016.

Academic Standards Committee met on May 16, 2016.

Academic Standards Committee met on May 12, 2016.

Ad Hoc Committee on Student Ratings of Instruction

General Education and Core Curriculum (GECC) Faculty Senate Minutes

Academic Standards Committee met on June 17, 2016.

Present at the June 17th meeting were Moya Alfonso, (JPHCOPH), Robert Fernekes (LIB), Timothy Giles (CLASS), Lori Gwinett (LIB), Brian Koehler (COSM), Gautam Kundu (CLASS), Bill Levernier (COBA), Teri Melton (COE), Lowell Mooney (COBA), Marshall Ransom (COSM), Amy Jo Riggs (CHHS), Wayne Smith (REG), , Lina Bell Soares (COE).

Not present at the June 17th meeting were Elise Boyett (FIN AID), Marcel Maghiar (CEIT), Danda Rawat (CEIT), Claire Robb (JPHCOPH), Marian Tabi (CHHS), Mark Welford (COSM).

Appeals for June 17, 2016

Tally

Automatic* 10 pts down or less	0	Approved by Dean	2
Automatic Autos-2.0 or better for past 2 terms* List	0	Denied by Dean	12
Denied by Committee*	14		
Approved by Committee*	3	Approved by Assoc. Provost	0
Total Approved Appeals	5		
Total Appeals*	16		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

Academic Standards Committee met on May 16, 2016.

Present at the May 16th meeting were Moya Alfonso, (JPHCOPH), Timothy Giles (CLASS), Brian Koehler (COSM), Teri Melton (COE), Marshall Ransom (COSM), Danda Rawat (CEIT), Amy Jo Riggs (CHHS), Claire Robb (JPHCOPH), Wayne Smith (REG), Marian Tabi (CHHS).

Not present at the May 16th meeting were Elise Boyett (FIN AID), Robert Fernekes (LIB), Lori Gwinett (LIB), Gautam Kundu (CLASS), Bill Levernier (COBA), Marcel Maghiar (CEIT), Lowell Mooney (COBA), Lina Bell Soares (COE), Mark Welford (COSM).

Appeals for May 16, 2016

Tally

Automatic* 10 pts down or less	0	Approved by Dean	2
Automatic Autos-2.0 or better for past 2 terms* List	0	Denied by Dean	7
Denied by Committee*	9		
Approved by Committee*	6	Approved by Assoc. Provost	0
Total Approved Appeals	8		
Total Appeals*	13		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

Academic Standards Committee met on May 12, 2016.

Present at the May 12th meeting were Moya Alfonso, (JPHCOPH), Timothy Giles (CLASS), Brian Koehler (COSM), Gautam Kundu (CLASS), Teri Melton (COE), Lowell Mooney (COBA), Amy Jo Riggs (CHHS), Claire Robb (JPHCOPH), Wayne Smith (REG), Mark Welford (COSM).

Not present at the May 12th meeting were Elise Boyett (FIN AID), Robert Fernekes (LIB), Lori Gwinett (LIB), Bill Levernier (COBA), Marcel Maghiar (CEIT), Marshall Ransom (COSM), Danda Rawat (CEIT), Lina Bell Soares (COE), Marian Tabi (CHHS).

Appeals for May 12, 2016

Tally

Automatic* 10 pts down or less	37	Approved by Dean	2
Automatic Autos-2.0 or better for past 2 terms* List	21	Denied by Dean	15
Denied by Committee*	17		
Approved by Committee*	7	Approved by Assoc. Provost	8
Total Approved Appeals	75		
Total Appeals*	79		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

d Hoc Committee on Student Ratings of Instruction
Meeting Minutes
August 17th, 2016
2:30-3:30 pm

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

1. Update on committee membership

Dr. Delena Gatch has resigned from the committee. She was recently appointed permanent Director of Academic Assessment, a 100% administrative appointment, and thought it was important that the committee be composed only of faculty and student representatives. The committee wishes to thank her for her numerous contributions to our work.

Mr. Errol-Anthony Spence-Sutherland, the SGA representative on the committee, has also resigned from the committee. He stated that he no longer held office with SGA, but that he had briefed his replacement in SGA on the work of the committee and she was ready to join us and continue his work. The committee wishes to thank him for his significant contributions to our work and for repeatedly going above and beyond what was expected of him to further our meeting of our charge.

The committee discussed the resignations and the needs of the committee for this academic year. It was decided that because the committee was nearing the end of its work, the addition of another faculty member at this point was unnecessary.

In contrast, the committee thought it was vital to have a student representative on the committee. Mr. Spence-Sutherland had already identified and briefed his replacement. The committee decided to ask the SEC to appoint SGA VP of Academics Eudiah Ochieng to the committee as Mr. Spence-Sutherland's replacement.

2. Review and discussion of Spring 2016 pilot testing of online courses

At the end of the Spring 2016 semester, we pilot tested the SRI form the committee had developed in 35 fully online courses (from a sample of 350 total fully online courses). The courses were selected using a stratified random sampling procedure, to ensure a balance of courses across colleges, graduate vs. undergraduate level, and course size. Each course had a different instructor. The courses represented 20 different departments, with a split of 20 undergraduate and 15 graduate courses. We received at least one student response in 31/35 courses, with an average course response rate of 29%. This response rate is similar to the current SRI response rate for online courses. The data was entered into a database, but aggregate analyses must wait until the collection of SRI data from face to face courses in Fall 2016.

After the SRI data was collected, Trent sent summary reports to each faculty member

(and chair) in the sample for their individual course, along with another copy of the SRI measure and an invitation to answer a 3-question Qualtrics survey about their perceptions of the piloted SRI form. We initially received survey responses from only 4 faculty and 5 chairs, but Trent sent a subsequent reminder and re-invitation to complete the survey. After the reminder, our final tally grew to 11 of the 31 faculty for whom we had pilot data (out of 35) and 9 of the 19 chairs who had faculty selected (out of 20). Their responses were entered into a database, but aggregate analyses must wait until the collection of SRI data from face to face courses in Fall 2016.

3. Next steps/planning for pilot testing in Fall 2016 F2F courses

We plan to obtain the list of F2F courses from the Registrar shortly after the drop/add period ends. We will again use a stratified random sampling procedure to select courses for participation in the pilot SRI, but no instructor who was selected for the online pilot test will be selected for the F2F pilot test. We estimate a total sample of approximately 100 will be selected. Faculty (and chairs) who are selected will be notified as early as possible, but the selection process cannot begin until Agenda Items #4 and #5 (below) are resolved.

The estimated timeline is as follows: In November, the pilot SRI will be administered in the selected courses. Chairs will be expected to send Trent the data files for those pilot SRIs no later than the first day of classes on January 9th, 2017. Trent will enter the data into the aggregate database as it is received. The first week of the Spring 2017 term, Trent will perform the data analyses on the complete sample and share it with the committee. Trent will also send an invitation to answer the 3-question Qualtrics survey about perceptions of the pilot SRI form to all sampled faculty and chairs during the first week of the term, with the closing date for the survey set as the Friday of the second week of classes, January 20th, 2017. After the closing of the survey, Trent will enter all the responses into the aggregate database and the committee will read through the responses of both faculty and chairs from the survey by January 27th. The committee will meet the week of January 30th, 2017 to discuss the results of the pilot test and the feedback received from faculty and chairs. At this meeting, the committee will make a final decision about the recommendation of the pilot SRI form. The committee will write its final report, which it will present to the Senate at the February 13th, 2017 meeting. The committee will try to get the final report to the SEC for dissemination to the senators as much in advance of the February 13th, 2017 meeting as possible. After receiving feedback from the Senate on the final report, the committee will compose a list of relevant motions which it will submit to the SEC by the agenda deadline of February 22nd, 2017 in preparation for the March 8th, 2017 meeting. At the March 8th, 2017 Senate meeting, the motions of the committee will be put forward for the Senate to vote upon. Any motions would list the effective start date for any new SRI measures or policies as August 1st, 2017.

4. SEC/Senate

The committee discussed the February 15th, 2016 Senate meeting where the work of the

committee was last debated as well as feedback and comments we have received from others since that time about the committee's work. There appear to be many questions on campus about the committee's work and many misperceptions and factual inaccuracies about what the committee is doing. It was agreed that it would be a good idea to meet with the SEC as a whole committee in order to update them on the progress of the committee and answer any questions they might have. We also need to request the SEC appoint a replacement for the SGA representative on the committee.

If we are able to schedule this meeting, we will provide the SEC in advance with a description of the pilot SRI form, a copy of the 2014 committee's executive summary and full final report that called for the creation of this committee (and documented many of the issues this committee is trying to address), and an executive summary of some of the research literature in support of the work of the committee. Trent will contact Senate Moderator Richard Flynn to try to set up this meeting.

5. Provost's Office

The committee discussed the need to meet with Provost Bartels about getting support to carry out the charge of the committee. Specifically, although the committee was charged to carry out pilot testing of a new SRI form, the committee was not given any authority to compel compliance from faculty or department chairs. If faculty or department chairs refuse to participate in the pilot testing, the committee is powerless to compel compliance, and without participation, we cannot successfully complete the pilot testing. If we rely only on volunteers for the pilot testing, we will not have a representative sampling of courses and instructors, which defeats the purpose of pilot testing the SRI measure. We need to discuss with the Provost any options we might have to ensure both participation of selected faculty (and chairs) and that the selected chairs send the pilot SRI data to Trent by the January 9th, 2017 deadline so that we can keep to the very tight Spring 2017 timetable for completing our work. The committee agreed that if at all possible, all members of the committee should try to attend this meeting. Trent will follow up with Provost Bartels about scheduling this meeting after we have met with the SEC.

6. Open Discussion

The committee briefly discussed our progress, our hope that the pilot testing would be successful, and some recent literature that supports the work of the committee.

7. Adjourn: The committee adjourned at 3:30 pm

General Education and Core Curriculum (GECC)

Faculty Senate Minutes

August 24, 2016

Voting Members in Attendance: Rocio Alba-Flores (CEIT), William Amponsah (COBA), Yasar Bodur (COE), Michelle Cawthorn (COSM), Julie Garlen (COE), Ellen Hamilton (CHHS), Lili Li (LIB), Jim LoBue (COSM), Clint Martin (CEIT), Amy Jo Riggs-Deckard (CHHS), Jake Simons (COBA), Fred Smith (LIB), and JingJing Yin (JPHCOPH)

Non-Voting Members in Attendance: Amy Ballagh (Student Affairs and Enrollment Management), Eudiah Ochieng (SGA), and Curtis Ricker (Provost Office) and Teresa Flateby (OIE).

Voting Members Not in Attendance: Sarah Bielski (CLASS; class conflict with meeting time), Isaac Fung (JPHCOPH; out of town, attending a conference), and Rob Pirro

Guests: Jack Borders (OIE) and Delena Gatch (OIE)

This was the first meeting of the GECC for 2016-17. The meeting was held in the College of Business Administration, Room 3311 on Wednesday, August 24, 2016. The meeting was called to order at 12:10 pm.

Welcome and Introductions

Dr. Teresa Flateby, Associate Vice-President of Institutional Effectiveness, opened the meeting with a welcome and asked for the members of the committee to introduce themselves. Jack Borders was introduced as the new General Education Assessment Coordinator.

Student Learning Outcomes

Dr. Delena Bell Gatch shared with the committee the General Education and Core Course Curriculum Student Learning Outcomes. These student learning outcomes are posted on the OIE web-site. To access the OIE site, click on the following link:

<http://academics.georgiasouthern.edu/vpie/>

Once there, click “Academic Assessment,” and then click the links to “Core Course” or “General Education” for the respective outcomes.

History of the GECC

Dr. Michelle Cawthorn, Chair of the GECC from 2014-2016, shared a brief history of the committee, which included a brief history of the formation of the GECC:

In Spring 2011, a charge was given by the Provost to the General Education Council to provide leadership for General Education at Georgia Southern University. In August 2011, the “Report of the Assessment Workshop Team” was presented to the General Education Council. The report clarified the distinction between the Core Curriculum and General Education. In Fall 2011, the Faculty Senate approved a motion to make the General Education Committee a standing Senate committee. A second motion, which was also approved, extended the responsibilities of the GEC to include oversight of the core curriculum. The committee then became the General Education

and Core Curriculum Committee.

Work of the GECC

Mr. Jack Borders shared with the GECC the Board of Regents' decision to eliminate the Comprehensive Learning Outcomes from the Core Curriculum. It will be the Committee's decision whether or not to keep these Comprehensive Learning Outcomes or follow the BOR's lead in eliminating them from the Core Curriculum. Discussion of this issue will follow in future meetings.

Mr. Jack Borders discussed with the GECC the timeline for assessing Core Course Assessment Reports. September 16 is the deadline for these reports to be submitted to the Office of Institutional Effectiveness (OIE). Norming sessions will be held prior to reviewing reports. Review of reports will commence on October 3, with reconciliation of scores and feedback due by October 21. The Core Course Report Template and the Core Course Assessment Rubric were also shared with the committee. The timeline for review of 2015-16 Core Course Assessment Reports is as follows:

September 16

- deadline for 2015-16 Core Course Assessment Reports to be submitted to the Office of Institutional Effectiveness (OIE)

September 21

- two Core Course Assessment Reports sent to GECC members to score and provide written feedback in preparation for norming sessions

September 28

- norming session in preparation for reviewing 2015-2016 Core Course Assessment Reports

October 3-21

- GECC reviewing 2015-2016 Core Course Assessment Reports
 - individual scoring of and feedback on reports due by Sunday, October 16
 - reconciliation of scores and feedback on reports due by Friday, October 21

GECC Leadership for 2016-17

Dr. Michelle Cawthorn was nominated to continue as Chair of the GECC for 2016-17. Dr. Julie Garlen volunteered to serve as Secretary. No other nominations were made. Both votes were unanimous.

Adjournment

There being no further business, the committee adjourned at 1:10 pm.

Submitted

There being no elected secretary at the time of this first meeting of the GECC, Jack Borders, the General Education Assessment Coordinator, has respectfully submitted these minutes on behalf of the committee.

10-24-2016

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the Oct 31 meeting.

This report includes:

- Academic Standards Committee reports for August 4, August 10 and September 29, 2016
- Revised Academic Standards Committee report for June 17, 2016.
- Revised Academic Standards Committee report for May 16, 2016.
- Revised Academic Standards Committee report for May 12, 2016.
- Library Committee Minutes September 21, 2016
- Graduate Committee Minutes September 8, 2016
- Undergraduate Committee Minutes September 13, 2016
- ad hoc Committee on Student Ratings of Instruction Meeting Minutes September 14th, 2016
- NCAA Faculty Athletic Representative Report to the Faculty Senate for October, 2016

Academic Standards Committee

The Academic Standards Committee met three times during August and September. The first two meetings (August 4 and August 10) were to consider student appeals for readmission to the university and the last meeting (September 29) was to discuss and make a recommendation on proposed changes to the Early Alert System.

Academic Standards Committee meeting on August 4, 2016.

Present at the August 4th meeting were Mark Edwards (COSM), Robert Fernekes (LIB), Timothy Giles (CLASS), Paola Gujilde (LIB), Lori Gwinett (LIB), Brian Koehler (COSM), Bill Levernier (COBA), Teri Melton (COE), Lowell Mooney (COBA), Roger Purcell (CEIT), Claire Robb (JPHCOPH), Candy Schille (CLASS), Wayne Smith (REG), Lina Bell Soares (COE), Kelly Sullivan (JPHCOPH), Sam Todd (CHHS), Mark Welford (COSM).

Not present at the August 4th meeting were Moya Alfonso, (JPHCOPH), Scott Beck (COE), Elise Boyett (FIN AID), Gautam Kundu (CLASS), Marcel Maghiar (CEIT), Marshall Ransom (COSM), Danda Rawat (CEIT), Amy Jo Riggs (CHHS), Pete Rogers (CEIT), Marian Tabi (CHHS).

Appeals for August 4, 2016

TALLY

Automatic 10 pts down or less (29 E1, 0 E2)	29	Approved by Dean (12 E1, 1 E2)	13
Automatic Autos-2.0 or better for past 2 terms (20 E1, 3 E2)	23	Denied by Dean (11 E1, 0 E2)	11
Denied by Committee (23 E1, 1 E2)	24		
Approved by Committee (2 E1)	2	Approved by Assoc. Provost	6
Total E1 & E2 Appeals	78		
Total Approved Appeals	73		
Grand Total Appeals	84		

*Total Appeals = total appeals E1 and E2 students + E2 student appeals approved by Provost

Academic Standards Committee meeting on August 10, 2016.

Present at the August 10th meeting were Moya Alfonso, (JPHCOPH), Scott Beck (COE), Robert Fernekes (LIB), Timothy Giles (CLASS), Brian Koehler (COSM), Bill Levernier (COBA), Teri Melton (COE), Lowell

Mooney (COBA), Roger Purcell (CEIT), Claire Robb (JPHCOPH), Pete Rogers (CEIT), Wayne Smith (REG), Kelly Sullivan (JPHCOPH), Marian Tabi (CHHS), Sam Todd (CHHS), Mark Welford (COSM).

Not present at the August 10th meeting were Elise Boyett (FIN AID), Mark Edwards (COSM), Paola Gujilde (LIB), Lori Gwinett (LIB), Gautam Kundu (CLASS), Marcel Maghiar (CEIT), Marshall Ransom (COSM), Danda Rawat (CEIT), Amy Jo Riggs (CHHS), Candy Schille (CLASS), Lina Bell Soares (COE).

**Appeals for August 10, 2016
TALLY**

Automatic 10 pts down or less (0 E1, 0 E2)	0	Approved by Dean (5 E1, 0 E2)	5
Automatic Autos-2.0 or better for past 2 terms (0 E1, 3 E2)	0	Denied by Dean (10 E1, 2 E2)	12
Denied by Committee (15 E1, 2 E2)	17		
Approved by Committee (2 E1, 0 E2)	2	Approved by Assoc. Provost	0
Total E1 & E2 Appeals	19		
Total Approved Appeals	7		
Grand Total Appeals	19		

*Total Appeals = total appeals E1 and E2 students + E2 student appeals approved by Provost

Academic Standards Committee meeting on September 29, 2016.

The meeting was called to order at 2:35 PM. Present at the meeting were Scott Beck (COE), Mark Edwards (COSM), Bob Fernekes (LIB), Tim Giles (CLASS), Brian Koehler (ACAD AFF, non-voting), Bill Levernier (COBA), Teri Ann Melton (COE), Lowell Mooney (COBA), Roger Purcell (CCEIT), Candy Schille (CLASS), and Sam Todd (CHHS).

The purpose of the meeting was to consider a motion regarding the Early Alert System that was sent to us by the Senate Executive Committee. We were asked to provide a recommendation regarding the adoption of the motion. The motion and its accompanying rationale are presented below:

MOTION

Motion The Faculty Senate endorses the following proposed changes to the early alert system, effective Fall 2017:

- 1. The name of the alerts will change to “academic alerts” to distinguish early alerts from the growing number of other alerts students receive. Specifically, the change is designed to prevent confusion between “early alerts” and “eagle alerts.”*
- 2. Students will receive alerts or an indication that no alert is warranted based on their enrollment in specific courses. This is a change from the current system, which bases alerts on students’ classification as a freshman.*
- 3. Faculty will submit academic alerts for all courses in Areas A-E of the core curriculum.*
- 4. Departments with oversight of courses will have the option of including additional courses in the academic alert system. Course additions submitted by April 1 will be effective the following fall semester.*

RATIONALE

Alerts are most appropriate for introductory courses in which students often struggle and/or which are gateways for progression in the major. The current system, based on students' classification, inefficiently identifies students who may be struggling in these courses. Some students for which faculty wish to submit are not able to receive alerts (and indeed, a growing number of students enter Georgia Southern as sophomores due to AP or dual enrolled credit and never receive alerts). In other cases, faculty end up with a small number of students classified as freshmen in an upper division course for which early alerts are less appropriate. In this case, they often only find out they need to submit when they receive an injection page or communication from their dean's office. This change will simplify the process and align it with its intended purpose. Areas A-E of the core will capture the majority of courses departments would choose to add, without requiring action on departments' part. The opt-in process for courses beyond Areas A-E of the core is designed to allow departments to identify gateway and other courses where alerts are most appropriate.

The committee briefly discussed the Early Alert System in its current form. The committee members generally believe that current support system has a positive effect on motivating those students who are underperforming to either work harder to improve their grade or drop the course.

Most of the discussion focused on Item #2 of the motion. First, the wording of the item caused some confusion among the committee members and several suggested that it be clarified before being presented to the Senate. The committee was unclear whether a notification will go to those students who are doing satisfactory work in a class informing them their work is satisfactory, or whether it will instead go to those students who are doing unsatisfactory work informing them their work is unsatisfactory. Some members felt that if it's the former, it is potentially problematic in that it might encourage a more lackadaisical attitude among some students. Second, the issue of faculty workload was raised. By expanding the early warning to all students enrolled in Area A-E courses, instead of just freshman, instructors teaching these course would need to spend significantly more time entering information into the alert reporting system.

The committee then discussed the impact of extending the notification process beyond freshman students. Some committee members who teach courses in Area A-E noted that there are growing numbers of juniors and seniors enrolled in the courses. Several members of the committee felt that students at this stage of their academic career who are doing unsatisfactory work should be able to figure it out without an alert and take

the initiative to address the problem. Other members believe that even those students could benefit from direct intervention (i.e., contact (including phone calls) from university counselors/advisors).

The committee voted on the motion item by item. The vote was as follows:

Item #1: 10 votes in favor, 0 opposed.

Item #2: 3 votes in favor, 6 opposed, 1 abstention.

Item #3: 10 votes in favor, 0 opposed.

Item #4: 10 votes in favor, 0 opposed.

Academic Standards Committee met on June 17, 2016 (revised report).

Present at the June 17th meeting were Moya Alfonso, (JPHCOPH), Robert Fernekes (LIB), Timothy Giles (CLASS), Lori Gwinett (LIB), Brian Koehler (COSM), Gautam Kundu (CLASS), Bill Levernier (COBA), Teri Melton (COE), Lowell Mooney (COBA), Marshall Ransom (COSM), Amy Jo Riggs (CHHS), Wayne Smith (REG),), Lina Bell Soares (COE).

Not present at the June 17th meeting were Elise Boyett (FIN AID), Marcel Maghiar (CEIT), Danda Rawat (CEIT), Claire Robb (JPHCOPH), Marian Tabi (CHHS), Mark Welford (COSM).

**Appeals for June 17, 2016
Tally**

Automatic* 10 pts down or less	0	Approved by Dean	2
Automatic Autos-2.0 or better for past 2 terms* List	0	Denied by Dean	12
Denied by Committee*	14		
Approved by Committee*	3	Approved by Assoc. Provost	0
Total Approved Appeals	5		
Total Appeals*	17		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

Academic Standards Committee met on May 16, 2016 (revised report).

Present at the May 16th meeting were Moya Alfonso, (JPHCOPH), Timothy Giles (CLASS), Brian Koehler (COSM), Teri Melton (COE), Marshall Ransom (COSM), Danda Rawat (CEIT), Amy Jo Riggs (CHHS), Claire Robb (JPHCOPH), Wayne Smith (REG), Marian Tabi (CHHS).

Not present at the May 16th meeting were Elise Boyett (FIN AID), Robert Fernekes (LIB), Lori Gwinett (LIB), Gautam Kundu (CLASS), Bill Levernier (COBA), Marcel Maghiar (CEIT), Lowell Mooney (COBA), Lina Bell Soares (COE), Mark Welford (COSM).

**Appeals for May 16, 2016
Tally**

Automatic* 10 pts down or less	0	Approved by Dean	2
Automatic Autos-2.0 or better for past 2 terms* List	0	Denied by Dean	7
Denied by Committee*	9		
Approved by Committee*	6	Approved by Assoc. Provost	0
Total Approved Appeals	8		
Total Appeals*	15		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

Academic Standards Committee met on May 12, 2016 (revised report).

Present at the May 12th meeting were Moya Alfonso, (JPHCOPH), Timothy Giles (CLASS), Brian Koehler (COSM), Gautam Kundu (CLASS), Teri Melton (COE), Lowell Mooney (COBA), Amy Jo Riggs (CHHS), Claire Robb (JPHCOPH), Wayne Smith (REG), Mark Welford (COSM).

Not present at the May 12th meeting were Elise Boyett (FIN AID), Robert Fernekes (LIB), Lori Gwinett (LIB), Bill Levernier (COBA), Marcel Maghiar (CEIT), Marshall Ransom (COSM), Danda Rawat (CEIT), Lina Bell Soares (COE), Marian Tabi (CHHS).

**Appeals for May 12, 2016
Tally**

Automatic* 10 pts down or less	37	Approved by Dean	2
Automatic Autos-2.0 or better for past 2 terms* List	21	Denied by Dean	15
Denied by Committee*	17		
Approved by Committee*	7	Approved by Assoc. Provost	8
Total Approved Appeals	75		
Total Appeals*	90		

*Total Appeals = total appeals E1 students + E2 student appeals approved by Provost

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – September 8, 2016

Present: Dr. Mujibur Khan, CEIT; Dr. Gustavo Molina, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Colton Magnant, COSM; Dr. Evans Afriyie-Gyawu, JPHCOPH; Dr. Bill Mase, JPHCOPH; Mr. Lili Li, Library; Mr. Jeffrey Mortimore, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Lucy Green, [Alternate] COE; Dr. Stephen Carden, [Alternate] COSM; Dr. Eric Gato, [Alternate] COSM; Dr. Diana Cone, VPAA/COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. David Williams, CEIT; Dr. Stephen Rossi, CHHS; Dr. Martha Abell, COSM; Dr. Terri Flateby, Institutional Effectiveness

Absent: Dr. Bill Yang, COBA; Dr. Scott Kersey, COSM

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, September 8, 2016 at 9:00 AM.

II. APPROVAL OF AGENDA

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

III. CHAIR'S UPDATE

A. Prior Learning Assessment – Dr. Anderson stated the Faculty Senate requested more time to discuss this item. Concerns were raised at the last Faculty Senate meeting by the Executive Committee and the floor, primarily in details of how the PLA policies will be put into practice. Three areas that were discussed included: (1) how fees and tuition will be collected and disbursed, (2) making language clearer that programs had the ability to opt out, that the PLA policy is not a blanket or uniform policy for every program, and (3) options for department level policies to be made clear, regarding the amounts of credits and timing.

Dr. Anderson thanked the sub-committee members who worked on the first draft of the PLA policy. He asked the sub-committee to take another look at the policy and redraft the proposal so that it looks more like a policy that can be submitted to COGS directly. Dr. Flynn confirmed that the proposal needs to be submitted as a policy for the Faculty Senate to approve. Suggestions can be sent to Dr. Anderson and he will forward them along to the sub-committee.

B. Graduate Faculty Status – Dr. Anderson stated last year's Faculty Senate moderator asked for this item to be put on hold. This item was not discussed in the last Faculty Senate meeting. The Provost's Office will be presenting a new item related to this topic for the committee to consider.

C. Comprehensive Program Reviews Due in Spring 2017 – Dr. Anderson said he has been working with the Provost Office and some procedures have been put into place so that all CPRs do not all happen at the last minute. He stated the Nurse Practitioner's CPRs will be done in a combined report.

College of Health and Human Sciences:

MSN & RN-MSN Pathway – Nurse Practitioner

DNP & BSN-DNP Pathway – Nurse Practitioner

Jiann-Ping Hsu College of Public Health:

MPH Public Health

College of Engineering and Information Technology:

MS Computer Science

College of Liberal Arts and Social Sciences:

College of Science and Mathematics:

MS Biology

MSPS Applied Physical Sciences

IV. ELECTION OF GRADUATE COMMITTEE CHAIR

Dr. Anderson asked for nominations for the election of the 2016-2017 Graduate Committee Chair. Dr. Flynn nominated Dr. Anderson to continue as Chair, and a second was made. No other nominations were made. With no objection, the committee approved to elect Dr. Anderson to serve as Chair for the 2016-2017 Graduate Committee meetings.

V. APPROVAL OF 2016-2017 GRADUATE COMMITTEE MEETING SCHEDULE

Dr. Colton Magnant made a motion to approve the 2016-2017 Graduate Committee meeting schedule. A second was made by Dr. Flynn and the motion to approve the schedule was passed.

VI. NEW BUSINESS

A. Vice President for Academic Affairs

Dr. Diana Cone presented the agenda item for the Office of the Vice President for Academic Affairs.

Automatic approval of graduate faculty status upon appointment to Georgia Southern University

Dr. Cone stated the Dean's Council previously made a recommendation for an automatic approval of graduate faculty status to take place upon appointment to Georgia Southern. This recommendation never made it back to the Graduate Committee for consideration. Dr. Cone said since the Faculty Senate is requesting more time to review this item, the Dean's Council would like to make this recommendation again. Dr. Cone explained the hiring packet would be modified to include this information.

Dr. Flynn asked what the process would be for people who are already here and want to become Graduate Faculty. Dr. Cone stated we would still need something in place to allow for this situation or if departments are wanting to bring someone in from outside to serve on committees.

Dr. Flynn asked if changes would be made retroactively for those who are in tenured track positions, but do not have a graduate program and want to receive Graduate Faculty Status. Dr. Cone said this is up for discussion.

Dr. Anderson asked if the Affiliate and Member categories would still exist. Dr. Cone said yes, there would still need to be something in place for someone from an outside entity.

Dr. Cone stated another suggestion was for the final approval to stay at the College Dean level. The College of Graduate Studies and the Provost do not need to approve Graduate Faculty Status. COGS would only be responsible for processing the paperwork.

Dr. Mujibur Khan asked if a College has a faculty member who is teaching graduate courses but does not have a Ph.D., would they be eligible. Dr. Cone said if a Ph.D. is available in their discipline, then they would not be eligible. Dr. Christine Ludowise added that CLASS does not require a Ph.D. as a terminal degree. Ms. Candace Griffith stated in order to teach a graduate level class our university policy requires people to have a terminal degree in the discipline. Dr. Anderson stated they are looking for the appropriate terminal degree as decided by the College, in the discipline.

Dr. Cone stated this is only a recommendation, and nothing has been written to change the policy. Dr. Flynn stated the current policy would only need minor tweaking in the area pertaining to affiliate status and in the section at the end regarding the additional criteria.

Dr. He asked if this is a common practice among peer universities across the state. She said when she was hired at Georgia Southern she had to apply for Graduate Faculty Member Status and it was an

honor to be approved. She asked if this will lower the standards. Dr. Flynn stated he was the Chair of the Graduate Committee when this process changed around 2003. He said previously there were subcommittees to review Graduate Faculty paperwork, which was not a common practice. The Graduate Committee changed the policy and it was approved by Faculty Senate. Ms. Griffith stated many of the searches for Assistant Professors state they will be responsible for teaching undergraduate and graduate level courses, so there is that expectation coming in.

MOTION: Dr. Flynn made a motion to approve the change in Graduate Faculty status process proposed by the Office of the Vice President for Academic Affairs, and for someone to draft changes of the catalog language to comply with new policy. Dr. Cone recommended that Ms. Griffith revise the language and bring the draft back to the Graduate Committee for review. A second was made by Dr. Magnant. With no objections, the motion was approved.

VII. OLD BUSINESS

A. Graduate Faculty Status – Dr. Anderson stated a new proposal is on the floor related to this policy.

MOTION: Dr. Flynn made a motion to remove the old business Graduate Faculty status item from the agenda. A second was made by Dr. Constantin Ogloblin, and the motion to remove this item was approved.

B. Discussion of Degree Description – Dr. Anderson explained this was a discussion that began last year. The previous Interim Associate Dean in COGS responded to one of the committee members questions about delineations between degree types. Dr. Anderson said the former committee member was unable to attend the meeting today.

MOTION: Dr. Flynn made a motion to keep this item on the agenda. A second was made by Dr. Magnant, and the motion to keep the item under old business was approved.

C. Curriculum Inventory Management Update – Mr. Wayne Smith thanked the committee who worked on CIM over the summer. Mr. Smith stated an administrative CIM training took place on Tuesday. Additional training sessions will be taking place today and tomorrow. Once staff members have completed training they can begin submitting curriculum items for the October meeting. If anyone has questions related to CIM, email CIM@georgiasouthern.edu. Mr. Smith stated the Registrar's Office will enter curriculum items into CIM that were approved at the February 2016, March 2016, and April 2016 Graduate Committee meetings. Any items approved at the college level after the April meeting will need to be entered into CIM by the Colleges. They will be accepting curriculum items for the 2017-2018 catalog in the October, November, and January meetings. The Registrar's Office may choose to extend the deadline past the January meeting, but they will let us know at a later date.

Dr. Flynn shared an email he received from a faculty member related to the CIM implementation. The faculty member expressed concerns regarding the system delays. Mr. Smith reiterated that the Registrar's Office is considering moving the January deadline, but that decision will be made later. Mr. Smith stated the Registrar's Office wanted the training sessions to take place earlier, but after encounter problems the training sessions were delayed.

Dr. Anderson asked if there would be any change in the way curriculum forms are submitted to the Graduate Committee for their review. Mr. Smith stated this will be a work in progress, and the Registrar's Office will be working with Mrs. Audie Graham on how the agendas will be changed and sent to the committee.

VIII. ANNOUNCEMENTS – Ms. Griffith stated the USG has predefined many of the matrix that will be used for program reviews. They have issued a reporting vehicle, which is a template that will focus on quality, productivity, and viability of programs. Now there is specific data elements that programs need to analyze, assess, and evaluate. Ms. Griffith said the Provost Office worked with the Center for Academic Technology Support, the Office of Research Services and Sponsor Programs, and the Office of Strategic Research and Analysis to prepopulate data elements as much as they can. The programs may have to find some data, but they hope that most of their effort will be spent writing the analysis.

Ms. Griffith said each level of approval will have to state if the program "meets requirements" or "meets requirements with recommendations". The USG is looking for more consistent and comparable data that they can use when the compare programs between the USG institutions.

The process for CPRs has not changed. The deadline for CPRs is February 1, 2017. A new rubric has been developed for the Graduate Committee to use when reviewing the reports.

Dr. Anderson commended Ms. Griffith for her assistance in streamlining this process.

The Office of Institutional Effectiveness will provide hands on training for the Graduate and Undergraduate Committees, which will be held in early spring.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on September 8, 2016 at 9:36 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved September 27, 2016 by electronic vote of Committee Members

**Faculty Senate Library Committee
September 21, 2016
Essence Notes**

Attending: Bede Mitchell, Fred Smith, Harvey Moody, John Barkoulas, Laxman Pandey, Linda Kimsey, Rebecca Kennerly, Russell Thackston, Timothy Giles, Ursula Pritham, Debra Skinner, Paolo Gujilde, Jessica Minihan, Alva Britt.

The purpose of the meeting was to establish the process for obtaining feedback from academic departments regarding which resources currently licensed by Henderson Library should be the first to be dropped in the event that the Library's budget shortfall cannot be covered through year-end funds. Dean Mitchell presented a draft example of how the subscriptions could be organized showing usage data and other pertinent information for review by departments.

Following discussion, suggestions to be incorporated into the final draft were voiced:

- List databases and E-journals separately
- List subscriptions from low to high usage
- Include cost per usage column

Jessica Minihan noted that in most cases if you drop an E-journal you lose access to past issues.

Dean Mitchell reported that the library's current \$978,000 shortfall is being pursued by the Provost, who is urging the President's Cabinet to increase the library's budget. Dean Mitchell shared peer institution benchmark data justifying why Henderson Library needs more funding. When the call is made for year-end funding needs he will show the library's shortfall. He added that once the low usage list is distributed, departments will need to submit justification as to why a subscription should not be cut, otherwise, it will be cut.

Debra Skinner stated that the template will have a drop down menu for ranking each subscription. Dean Mitchell suggested including a default instead such as "titles I do not need".

Additional suggestions for inclusion in the correspondence to departments included:

- Emphasizing that content from eliminated subscriptions will continue to be available, but access will take slightly longer instead of being instantaneous. Access is still offered through such means as interlibrary loan.
- Documenting faculty complaints and how the library is addressing them
- Include a link to the collection listing.
- Prepare a one page *fact sheet* explaining to deans, chairs, and faculty the need for this project, its Goals, and the general process we are proposing.

Based on the discussion and suggestions voiced at today's meeting, Russell Thackston and Dean Mitchell will prepare a presentation to bring back to the Library Committee for feedback prior to presenting it to the Faculty Senate at their October 31 meeting.

(Attachment: IPEDS GSU and 10 Peers Benchmark Chart)

IPEDS GSU and 10 Peers* Library Expenditures Per FTE Comparison (2013-2014 preliminary release data)

UnitID	Institution Name	Total expenditures (salaries/wages benefits materials/services and operations/maintenance) (AL2014)	Total library expenditures per FTE (DRVAL2014)	Ranked by Total library expenditures per FTE
198464	East Carolina University	\$17,350,208	\$696	1
197869	Appalachian State University	\$10,789,185	\$608	2
150136	Ball State University	\$11,087,689	\$566	3
220978	Middle Tennessee State University	\$9,774,790	\$481	4
145813	Illinois State University	\$8,819,294	\$476	5
232423	James Madison University	\$9,365,775	\$466	6
201441	Bowling Green State University-Main Campus	\$6,973,744	\$432	7
199218	University of North Carolina Wilmington	\$5,300,114	\$398	8
227881	Sam Houston State University	\$6,287,369	\$379	9
213020	Indiana University of Pennsylvania-Main Campus	\$4,720,093	\$335	10
139931	Georgia Southern University	\$5,746,501	\$303	11
Peer Group Average			\$467	

Source of data: <http://nces.ed.gov/ipeds/datacenter/Data.aspx>. Job number: Guest_83208398070
 * Peer institutions list from Office of the President's webpage @ <http://president.georgiasouthern.edu/peer-institutions/>

UNDERGRADUATE COMMITTEE

MINUTES

SEPTEMBER 13, 2016

3:30 P.M.

INFORMATION TECHNOLOGY BUILDING, ROOM 3302

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Moya Alfonso, Dr. Dragos Amarie, Miss Ruth Baker, Dr. Guangshu Chang, Dr. Joanne Chopak-Foss, Dr. Anoop Desai, Dr. Larisa Elisha, Mrs. Lori Gwinnett, Dr. Claudia Cornejo Happel, Dr. Barbara Hendry, Dr. Mujibur Khan, Dr. Alisa Leckie, Dr. Ron MacKinnon, Dr. Ed Mondor

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

Visitors: Dr. Christine Ludowise, Dr. Deborah Thomas

Absent: Dr. Ellen Hamilton, Dr. Marian Tabi

Dr. Cheryl Aasheim called the meeting to order at 3:31 p.m.

II. APPROVAL OF AGENDA

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

III. WELCOME AND INTRODUCTIONS

Dr. Cheryl Aasheim welcomed the members and visitors to the September Undergraduate Curriculum meeting. She opened up the floor and allowed visitors and members to introduce themselves.

IV. ELECTION OF UNDERGRADUATE COMMITTEE CHAIR

Item was presented by Dr. Cheryl Aasheim. Dr. Aasheim also removed herself from consideration for the committee chair. Dr. Ed Mondor nominated Dr. Ron MacKinnon for the Undergraduate Committee Chair and Dr. MacKinnon accepted the nomination. Before turning the floor over to Dr. MacKinnon, Dr. Aasheim briefly outlined the duties associated with the chair's position and reiterated that the members needed to check their spring schedules to ensure that they would be able to be present at the January-April meetings. If a voting member is unable to attend, it is the responsibility of the voting members to inform their alternates. After taking the floor, Dr. MacKinnon also emphasized the need of notifying an alternate in the event that a voting member is unable to attend. He also mentioned that it was the responsibility of individual colleges to make sure that all curriculum items made it through the approval workflow for the intended meeting month. Dr. MacKinnon also suggested an agenda item for the October 2016 meeting, detailing the ability to vote and approve items by email in the case of an emergency.

V. APPROVAL OF 2016 – 2017 UNDERGRADUATE COMMITTEE MEETING SCHEDULE

An Aasheim/Chopak-Foss motion to approve the 2016-2017 Undergraduate Committee meeting schedule was passed unanimously.

VI. ORIENTATION

➤ COURSE INVENTORY MANAGEMENT (CIM) UPDATE

Item was presented by Mrs. Jade Brooks. Mrs. Brooks addressed the outstanding issues with CIM and gave a brief introduction of the software. She stressed that CIM makes the approval process electronic via a workflow and that members would need to be familiar with the software in order to review curriculum items submitted for approval. Mrs. Brooks previewed the course and program forms while explaining certain features such as security, workflows, administrator prerequisite capabilities, and the Banner Bridge. She also explained that there were still some outstanding issues with roles within the course workflows, but for the most part, all program workflows were working correctly. For the present time, all curriculum proposals should only be saved in CIM and not submitted into workflow. Workflow issues still need to be addressed and all proposals currently in workflow will be rolled back to the initiator. The Registrar's Office will be updating CIM emails to include the correct links to either review or approve agenda items along with generating an agenda for each undergraduate curriculum meeting. The committee members will be receiving an FYI email to review all curriculum changes and the chair will receive an email with a link to approve each individual curriculum proposal. It was also stressed that the October meeting will be the first meeting with curriculum proposals sent through CIM. If the members have any questions or concerns, they can send them to the following email: cim@georgiasouthern.edu. Mrs. Brooks opened up the floor for questions. Members expressed hesitation because of security/log-in issues. Mrs. Brooks will look into these issues further. Questions were asked about the deadlines for submitting curriculum items and it was stated that as of the present time, all deadlines would remain the same with the possibility of the adjustment to extend the deadline for the 2017- 2018 catalog to February.

VII. OTHER BUSINESS

There was no other business for the September 2016 Undergraduate Curriculum meeting.

VIII. ADJOURNMENT

There being no further business to come before the committee, an Aasheim/Chopak-Foss motion to adjourn the meeting at 4:34 p.m. was passed unanimously.

Respectfully Submitted,
Jade Brooks, Recording Secretary

ad hoc Committee on Student Ratings of Instruction
Meeting Minutes
September 14th, 2016
2:30-3:30 pm

Members in attendance: Trent Maurer, Nan LoBue

Members absent: Cordelia Zinskie (scheduling conflict)

Guests: Richard Flynn, Senate Moderator; Meca Williams-Johnson, Senate Executive
Committee member

I. Call to order

Trent called the meeting to order and thanked the committee and the guests for their willingness to postpone the original meeting scheduled for August 31st, 2016 so that Trent could attend the birth of his daughter on that day.

II. Replacement for student committee member

Moderator Flynn informed the committee that he had been in touch with SGA VP of Academics Eudiah Ochieng about our request for the SEC to name her as Errol-Anthony Spence-Sutherland's replacement. Ms. Ochieng had indicated to Moderator Flynn that she would be willing to serve on the ad hoc committee. Trent suggested that if Moderator Flynn would be willing to authorize the ad hoc committee to do so, he would be happy to take it from there and follow up with Ms. Ochieng and brief her on the progress of the committee. Moderator Flynn agreed and authorized the committee to add Ms. Ochieng as the new student representative. Trent will follow up with her within the next week or so.

III. Discussion with SEC

The balance of the meeting time was dedicated to a lengthy discussion between the SEC members and the ad hoc committee members of various issues concerning the committee's progress to date.

As noted in the committee minutes from 8-17-16, Trent provided Moderator Flynn with the following documents for the SEC in advance of the meeting: a description of the pilot SRI form, a copy of the 2014 ad hoc committee's executive summary and full final report that called for the creation of this committee (and documented many of the issues this committee is trying to address), and an executive summary of some of the research literature in support of the work of the current committee.

Discussion topics included:

- Feedback from department chairs to SEC members (both first and second hand) about various elements of the pilot SRI form;
- Feedback from faculty to SEC members about various elements of the pilot SRI form;
- SEC members' feedback about various elements of the pilot SRI form;
- Questions about how the proposed SRI form would be used in the event the form was adopted;
- Questions about the purpose and goals of SRI forms;

- Questions about the feedback received from faculty and department chairs who had participated in the pilot testing of online courses in Spring 2016;
- The ad hoc committee's charge and goals;
- The peer-reviewed literature on SRIs and best practices in their design and use;
- Administrative requirements for SRIs (e.g., BOR mandates);
- The committee's proposed timeline (and Moderator Flynn stressed that there was no hard deadline for the committee to complete its charge; we could take as much time as we needed to effectively complete our charge)

One particular point of contention was over the disposition of the feedback that the committee had received from faculty and chairs who had participated in the pilot testing of online courses in Spring 2016. As noted in the committee minutes from 8-17-16, the committee had received feedback via a 3-question Qualtrics survey from 11 participating faculty (out of 35 selected for the pilot test) and 9 participating chairs (out of 20 selected for the pilot test, though two of the 9 wrote that they couldn't answer the questions, yielding an effective sample of 7 chairs). Given that the sample of responses was: a) so small, b) represented less than half of all individuals selected for the pilot test for both faculty and chairs, and c) was only from online courses as those were the only courses available for sampling in Spring 2016, the committee did not think it was appropriate to attempt to summarize and release the feedback until it could be aggregated with the feedback from the upcoming face to face pilot testing and analyzed and presented as a cohesive whole representing the entire process. The committee was especially concerned that if the feedback we had received so far were released, individuals may attempt to generalize from the extremely small number of responses and jump to conclusions about the proposed form before we had completed pilot testing. Moderator Flynn argued that in the interests of transparency, the committee needed to release the feedback at least to the SEC. After additional discussion, it was agreed that:

- The committee would provide to the SEC a summary of the main points in the feedback received from the participating faculty and chairs;
 - To protect anonymity in such a small sample, no direct quotes would be included;
 - An initial summary would be compiled by the committee chair, and the other committee members would correct or revise the summary until all committee members were in agreement that the summary fairly represented the feedback;
- The SEC would keep this summary confidential and would not distribute or disseminate it beyond SEC members;
- All parties involved would take care not to extrapolate or generalize from the summary of feedback to the broader population of faculty and chairs (i.e., all would recognize that the feedback thus far is from only a tiny fraction of faculty and chairs and cannot be interpreted to represent the attitudes or opinions of other faculty and chairs).

The committee also still intends to release a complete analysis of the aggregate feedback from the entire pilot testing process (i.e., both online and face to face courses) as part of its final report to the full Senate when it has completed its charge.

After the discussion concluded, the guests were excused and the committee members met briefly.

IV. Committee Discussion

The committee briefly discussed follow-up items and next steps. Trent would try to complete the initial summary of the feedback within the next few days and send it to the other committee

members for their review. He would also follow up with Ms. Ochieng about joining the committee. Finally, now that the committee had met with the SEC, he would contact Provost Bartels about trying to set up a meeting between her and the committee to discuss options for carrying out the pilot testing of face to face courses this semester.

V. Adjournment

The meeting adjourned at 3:38 pm.

**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
October, 2016**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. [Below is the report with my responses to the questions posed at the September 2016 senate meeting.](#)

REPORT TO THE FACULTY SENATE RE:

“Georgia Southern University Public Infractions Decision: July 7, 2016”

Questions submitted by Marc Cyr. My cursory count is that there are 25 questions below.

Re: page 1 -- Why did the NCAA Committee on Infractions panel reject the initial Summary Disposition Report made by Georgia Southern? **Response #1:** Unable to verify response.¹

Re: page 1 -- In the case of the Assistant Compliance Director, it was deemed “impermissible academic assistance” rather than the more serious “academic misconduct.” Why? **Response #2:** Unable to verify response.² What would have to have been established for the more serious charge? **Response #3:** Unable to verify response.³ Is what is missing “information about the former assistant compliance director’s intent,” mentioned on page 5? **Response #4:** Unable to

¹ Verification of a response to this question would require confirmation by the COI or the OCOI (Office of the Committee on Infractions), as they authored the report. I telephoned Mr. Matt Mikrut, Associate Director of the OCOI on Monday, September 12, 2016 in order to obtain such confirmation and Mikrut informed me that neither the COI nor the OCOI comment on infractions decisions after they are issued. I followed with an email to Mikrut on Wednesday, September 14, 2016 and later the same day received his reply. Here is the email exchange: [My follow-up email] Dear Mr. Mikrut, Thank you for taking the time Monday to discuss our recent infractions case, and the COI’s Policy on Commenting on Infractions Decisions after they are issued. As I explained, one of our faculty senators presented 25 questions regarding the document, and some of them cannot be answered with a basis in fact without consulting a member or members of the committee. If you would, kindly respond with that policy so that I can reproduce it in my formal response. [Mikrut’s response] Professor Geyerman, Thank you for your follow-up. As I indicated on the phone, the Division I Committee on Infractions speaks through its decisions. The COI’s findings of fact, conclusion of whether violations occurred, prescribed penalties and the rationale for all three is contained in the public infractions decisions. Neither the COI members themselves nor the Office of the Committees on Infractions will provide any further comment on the decision. Because this case involved an in-person (video) hearing, there was also a press conference. During the press conference, members of the media called in to discuss the case with the chief hearing officer. I don’t have that recorded press call on file, but it is usually posed on the NCAA’s webpage. I’ve copied our public and media relations representative, Emily James, on this correspondence should you require assistance in finding that recorded call. Please let me know if you have any further questions. I hope this helps.

² Ibid.

³ Ibid.

verify response.⁴ Is this related to the observation noted on page 5 that “The institution did not record the interview” they had with the assistant compliance director on the same day they fired her? **Response #5:** Unable to verify response.⁵ The NCAA report noting this suggests this lack of a recording is noteworthy – are recordings in such situations SOP? **Response #6:** No.⁶

NOTE: On page 2 of the report, it is noted that “As a result of this termination [of the assistant compliance director] there were no further interviews conducted to explore her actions or intentions.” On page 5, the report says that “As a result” of “the institution and the enforcement staff [being] unsuccessful in developing information regarding the former assistant compliance director’s decision to provide the flash drive to student-athlete 1” . . . “the enforcement staff alleged allegations of impermissible academic assistance and not academic misconduct.”

Re: page 2 -- Regarding the case of the Assistant Director of Student-Athlete Services – How did she obtain the student-athletes’ usernames and passwords? **Response #6:** Unknown.⁷ (This is not made clear, although #8 and #9 of the “Corrective Actions” in Appendix One suggest two possible methods.)

Re: page 2 -- The first case began on September 16, 2013, but was not reported to the NCAA until February 10, 2014, after the football season was over. Why so long? **Response #7:** The implicit premise grounding the question has no basis in fact. In fact, the COI, on page ten of its July 7, 2016 public decision, listed (1) “*Prompt* [emphasis added] self-detection and self-disclosure of the violations” and (2) “Affirmative steps to *expedite* [emphasis added] final resolution of the matter” as two of four mitigating factors for the institution.

Re: page 2 – The report notes that the NCAA enforcement staff requested records from GSU in August 2014 and sent a “written notice of inquiry” in January 2015. It is then noted that later that January, GSU “received information regarding the former assistant director of student-athlete services’ . . . potential involvement in other NCAA violations.” Is this the instance specified on page 6, when we are told that “In February 2015, the institution discovered the [assistant director of student-athlete’s] conduct while reviewing [her] computer in another matter”? **Response #8:**

⁴ Ibid.

⁵ Ibid.

⁶ Response confirmed by the Director of Athletic Compliance.

⁷ Regardless of how the Assistant Director of Student-Athlete Services obtained the passwords, it was a violation of both University and Office of Student-Athlete Services policy. The password policy from the Student Athlete Services Policy and Procedures Manual states that “It is a violation of University policy to obtain and use student’s passwords. The University Appropriate Use Policy stipulates in section III.1.C that, *Passwords to any information technology resource shall only be issued to authorized users. Password recipients are responsible for the protection of their access credentials (passwords) and shall not distribute them to other users. Using another person’s (student’s) credentials to access systems or information may also violate other University policies.*”

Unable to verify response.⁸ If so, a further question: What was this other matter? **Response #9:** Moot based on response #8.

Re: page 2 – The report notes that GSU fired the assistant director of student-athlete services on February 19, 2015, and “The next day . . . retained outside counsel and notified the enforcement staff of the new allegations.” Why was outside counsel retained by GSU? **Response #10:** See the minutes of September 2016 Faculty Senate Meeting.

Re: page 4 – We are told that “Student-athlete 1 admitted that he and the former assistant compliance director . . . became social friends.” What does “social friends” mean in this particular case? **Response #11:** Unable to verify response.⁹

Re: page 10 – The NCAA report states in regard to the case of assistant director of student-services, in which she wrote and submitted several assignments for them in a sociology class, that “while the conduct is analogous to recent academic misconduct cases, the institution did not determine that the conduct violated its academic dishonesty policy. Specifically, the professor determined not to pursue academic dishonesty charges because the student-athletes were unaware of the conduct and the submission of the extra credit did not increase raise [sic] their performance to passing grades.” Two questions here: First, had the professor pursued charges against the students, would this have caused the charge against the institution to rise to the more serious level of “academic misconduct”? **Response #12:** Unable to verify response.¹⁰ If so, did our institution make the professor aware prior to his decision that he would be helping the institution avoid more severe penalties if he did not pursue academic dishonesty charges against the students? **Response #13:** Moot based on response #12. Second, does this mean that for Georgia Southern and the NCAA, a cheater must actually prosper, and not just try to prosper, in order to be found guilty of “academic misconduct”? **Response #14:** I will not presume to speak for Georgia Southern, or the NCAA.

Re: Appendix One: I have several questions regarding this list of Corrective Actions taken as the result of the two cases covered in this NCAA report:

Why does the compliance office still report to the VP for Business and Finance? **Response #15:** First, if the compliance office reported to the Athletic Director it would constitute a perceived (and perhaps actual) conflict of interest; second the reporting relationship is effective, based on the fact that that the COI, on page ten of its July 7, 2016 public decision listed “*Prompt self-detection and self-disclosure of the violations*” [emphasis added] as one of four mitigating factors for the institution.¹¹

Student Athlete Services has received increased staff. Has Compliance also received increased staff? **Response #16:** Yes. If not, why not? **Response #17:** Moot based on response #16. How is it currently staffed? **Response #18:** Compliance is currently staffed with three fulltime employees (Director and two assistants), and one graduate assistant.

⁸ See footnote 1.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Response confirmed by the VP for Business and Finance.

#6 says we are “Implementing [a compliance vendor] to assist in the day-to-day monitoring of the athletics department.” What is a “compliance vendor”? **Response #19:** In this case, it is computer software called “JumpForward.”¹² What does it mean to “implement” whatever this is? **Response #20:** Coaches are required to use JumpForward to record activity with compliance implications (e.g., recruiting contact, CARA [“countable athletic related activities”] logs, practice times etc.).¹³ Whom will it assist to monitor what? **Response #21:** These data assist the compliance office in monitoring activities with compliance components.¹⁴ To whom will it report? **Response #22:** It does not “report;” it records information and generates data for review.¹⁵

A SUGGESTION FOR A FURTHER “CORRECTIVE ACTION”: This report directly addresses the “intent” of the perpetrators only in regard to the assistant compliance director (noting that it could not be determined), only includes intent as an understood element when discussing the cases of the two student-athletes, and does not mention it at all regarding the assistant director of student-services. For the two employees, then, what motivated them to commit these offenses is unknown. However, one possibility is that one or both of them were motivated at least in part out of concern for their jobs IF some or all of their job performance ratings were to be dependent on the students for whom they were responsible succeeding in their academic performance sufficient to maintain eligibility to play. Are employees in Compliance and/or Student Services individually evaluated on the basis of the academic success of the student-athletes with whom they work? **Response #23:** No.¹⁶ To be more clear, do such employees have their jobs put in jeopardy if the student-athletes fail academically? **Response #24:** No.¹⁷ If so, then we as an institution are providing an incentive for such employees to cheat because we are holding them responsible for something over which they have no or very limited personal control. **My suggestion is that such employees should be held responsible for providing the means by which student-athletes can succeed, but should not be held individually responsible for – that is, should not be job-evaluated or job-rated individually on the basis of – what those student-athletes do achieve.**

GENERAL QUERY: These cases began in September 2013 and concluded in July 2016, a period of almost three years. Is this, it seems to me, unconscionably long time frame usual in such cases? **Response #25:** Unable to verify response.¹⁸

¹² Response confirmed by the Director of Athletic Compliance. For more on JumpForward see <http://www.jumpforward.com/>.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Response confirmed by the Vice President of Business and Finance, Assistant Provost, Director of Athletic Compliance and the Director of Student Athlete Services.

¹⁷ Ibid.

¹⁸ See footnote 1 and Response #7.

2. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab “Academic Progress Rate Search”):

<http://www.ncaa.org/about/resources/research/academic-progress-rate-apr>

3. The most recent GSR and Federal Graduation Rate data were released on November 4, 2015. Below are links to the information released by the NCAA:

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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

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

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

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

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

4. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”

<http://www.knightcommission.org/>

5. Below is a link to “The Drake Group,” whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”

<http://thedrakegroup.org/>

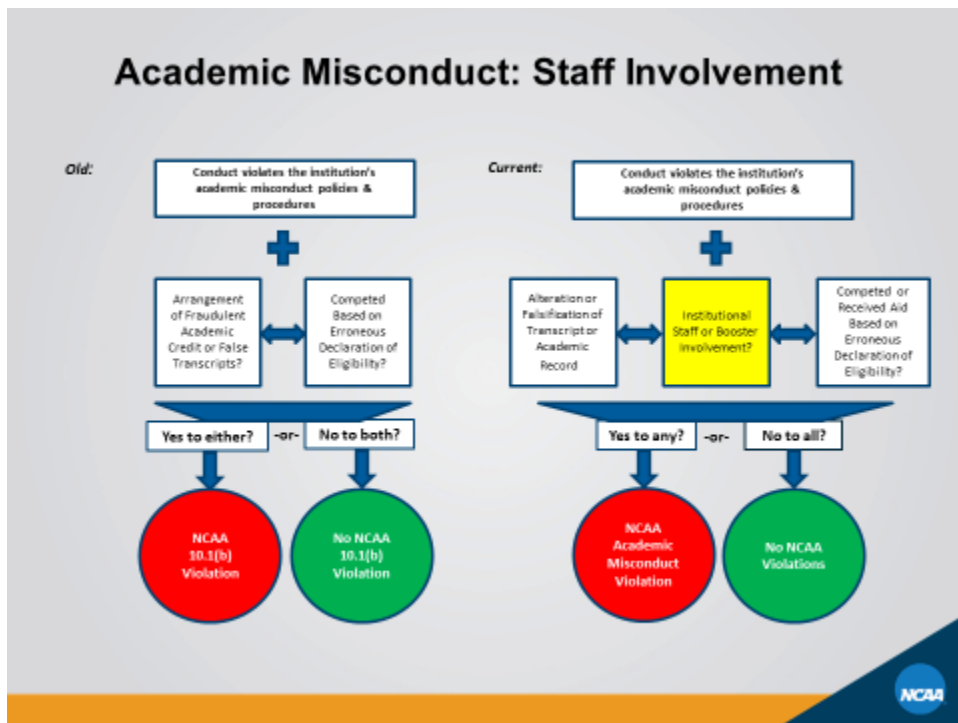
- Below is the text of an email from the NCAA regarding Scholarship opportunities. If you know students that may be interested, please share this information with them, and have them contact me.

The NCAA scholarship applications are now open. The NCAA supports student-athlete success on the field, in the classroom and for life by awarding scholarships to help current and former college athletes pursue additional educational opportunities. More than 350 individuals are awarded \$2.6 million in scholarships and grants annually to pursue a graduate degree or complete their undergraduate degree after they have exhausted eligibility for other athletics-related financial aid.

Funding opportunities include the Jim McKay Graduate Scholarship, Walter Byers Graduate Scholarship, Ethnic Minority and Women's Enhancement Graduate Scholarships, NCAA Postgraduate Scholarship, and NCAA Division I and NCAA Division II Degree Completion Awards. The NCAA is focused on what matters most - preparing college athletes for a lifetime of opportunity. To learn more about the criteria and some of the exciting changes click here www.ncaa.org/scholarshipsandgrants.

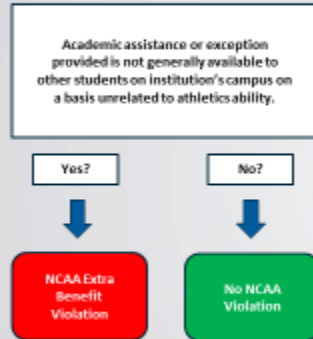
Should you have any questions regarding these scholarship opportunities, please contact Lori Thomas by email at lthomas@ncaa.org or phone at [317/917-6683](tel:3179176683). Thank you very much for your time.

- Below are three Power Point slides that summarize the new NCAA rules re: academic misconduct (effective as of August 1, 2016) by comparing it to the previous policy.

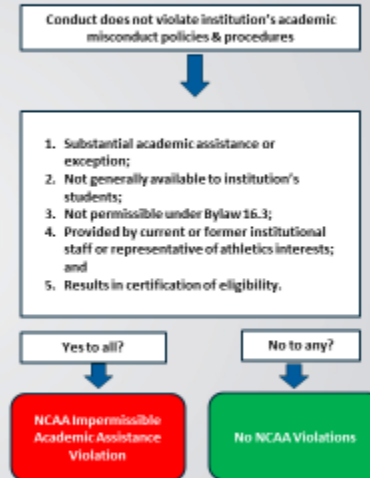


Extra Benefit v. Impermissible Academic Assistance

Old:



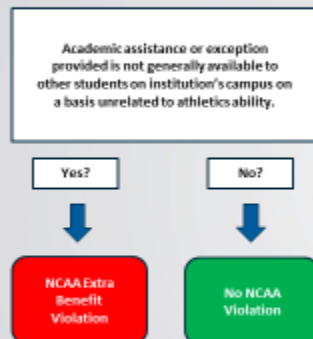
Current:



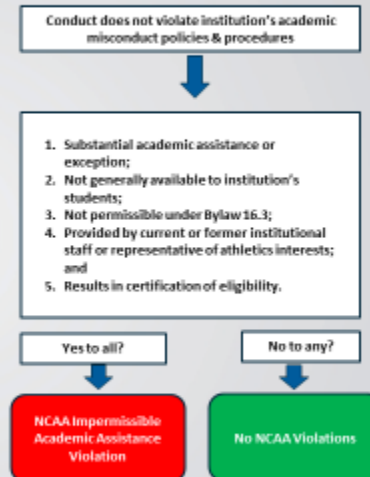
NCAA

Extra Benefit v. Impermissible Academic Assistance

Old:



Current:



NCAA

11-28-2016

Librarian's Report 11-28-2016

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the Nov 28 meeting.

This report includes:

NCAA Faculty Athletic Representative Report to the Faculty Senate - Nov 2016

Undergraduate Committee Minutes – Oct 18, 2016

General Education and Core Curriculum Committee Meeting – Oct 26, 2016

Faculty Senate Library Committee meeting - 11/2/16.

Graduate Committee minutes - October 13

Faculty Research Committee meeting report - October 14, 2016

Responses to FAR's October's report – October 28, 2016

Faculty Senate Library Committee minutes - October 26, 2016

Ad Hoc Committee on SRIs report - September 2016.

**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
November, 2016**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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2. [Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”](#)
<http://www.knightcommission.org/>
3. [Below is a link to “The Drake Group,” whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”](#)
<http://thedrakegroup.org/>

4. The NCAA Office of the Committee on Infractions approved our preliminary compliance report on November 4, 2016. Our first (of two) annual compliance report is due to the NCAA Office of the Committee on Infractions by June 1, 2017.

UNDERGRADUATE COMMITTEE

MINUTES

OCTOBER 18, 2016

3:30 P.M.

INFORMATION TECHNOLOGY BUILDING, ROOM 3302

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Dragos Amarie, Dr. Joanne Chopak-Foss, Dr. Larisa Elisha, Dr. Adrian Gardiner, Dr. Barbara Hendry, Dr. Mujibur Khan, Dr. Alisa Leckie, Dr. Ron MacKinnon, Dr. Ed Mondor, Dr. Beth Myers, Dr. Marian Tabi

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

Guests: Dr. Velma Burden, Dr. Christine Ludowise, Dr. Fernando Rios, Dr. Stephen Rossi, Dr. Robert Yarbrough

Absent: Miss Ruth Baker, Miss Lori Gwinett

Dr. Ron MacKinnon called the meeting to order at 3:31 p.m.

A. Approval of September 2016 Undergraduate Curriculum Committee Meeting Minutes

A Leckie/Aaheim motion to approve the minutes was passed unanimously.

II. APPROVAL OF AGENDA

An Aasheim/Leckie motion to approve the agenda was passed unanimously.

III. CHAIR'S UPDATE A. Emergency E-Mail Vote In the case of an emergency, the Undergraduate Curriculum Committee would have the ability to vote by e-mail, rather than scheduling an impromptu meeting.

An Mondor/Gardiner motion to approve the emergency e-mail vote was passed unanimously.

B. Program Reviewers

Item was presented by Dr. Ron MacKinnon. Dr. MacKinnon informed the Undergraduate Curriculum Committee members that program reviewers would need to be chosen for the upcoming program reviews. Ms. Candace Griffith announced that program reviews would be due to the Provost's Office by February 1, 2017 and that she would be holding a training session for the reviewers in the coming months. Additionally, there should be two program reviewers per selected program and a member cannot review a program within their own college. As of the October Undergraduate Curriculum meeting, the following members have volunteered to review the selected programs: Physics – Dr. Adrian Gardiner and Dr. Mujibur Khan; Biology – Dr. Ellen Hamilton and Dr. Marian Tabi; Management – Dr. Ellen Hamilton and Dr. Marian Tabi; Finance – Dr. Cheryl Aasheim and Dr. Dragos Amarie; Graphic Design – Dr. Alisa Leckie and Dr. Barbara Hendry; Nursing – Dr. Adrian Gardiner. One more program reviewer is still needed to review the Nursing program.

IV. NEW BUSINESS A. College of Science and Mathematics *Items for consideration were presented by Dr. Robert Yarbrough. Department of Geology and Geography* New Courses

GEOG 5231: Economic Geography

JUSTIFICATION: Economic Geography (GEOG 3230) currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course number needs to be changed in order to accommodate a graduate course for the M.S. with a major in Applied Geography scheduled to commence in fall 2017.

This course number change, however, requires a course inactivation and a new course proposal. In effect, the course number is simply being changed to a 5000 level with no other changes to the course.

GEOG 5530: Cultural Geography

JUSTIFICATION:

Cultural Geography (GEOG 3530) currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course number needs to be changed in order to accommodate a graduate course for the M.S. with a major in Applied Geography scheduled to commence in fall 2017. This course number change, however, requires a course inactivation and a new course proposal. In effect, the course number is simply being changed to a 5000 level with no other changes to the course.

A Amarie/Aasheim motion to approve the course revisions was passed unanimously.

Inactivated Courses

GEOG 3230: Economic Geography

JUSTIFICATION:

Economic Geography (GEOG 3230) currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course number needs to be updated in order to accommodate a graduate course for the M.S. with a major in Applied Geography scheduled to commence in fall 2017. This course number change, however, requires a course inactivation, and a new course proposal. In effect, GEOG 3230 is being changed to GEOG 5231 with no other changes to the course.

GEOG 3530: Cultural Geography

JUSTIFICATION:

Cultural Geography is being changed from GEOG 3530 to GEOG 5530, so that a graduate section can be created for inclusion in the M.S. in Applied Geography program (beginning fall 2017). New course forms for GEOG 5530 Cultural Geography and GEOG 5530(G) have been submitted. Essentially, the undergraduate course is simply undergoing a re-numbering.

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

B. College of Health and Human Sciences *Items for consideration were presented by Dr. Stephen Rossi. Department of Health and Kinesiology* Revised Course

NTFS 3630: Sports Nutrition

JUSTIFICATION:

We would like to offer this course online during Summer Term A in hopes to increase enrollment in the summer. As of now, this course would continue to be offered in the Fall

semester as a face-to-face course.

A Aasheim/Leckie motion to approve the revised course was passed unanimously.

C.College of Liberal Arts and Social Sciences Items for consideration were presented by Dr. Christine Ludowise.

Department of Communication Arts Selected Topics Announcements

Sci-Fi Film

JUSTIFICATION: FILM 3030 – Sci-Fi Film. The purpose of this hands-on course is to investigate and write movies in the Science Fiction genre from both the film audiences' and filmmakers' perspectives. Topics explored will include Sci-Fi's origins in Speculative Fiction, the classical era of Sci-Fi, and its crossovers into other genres as well as the study of how Sci-Fi shapes and is shaped by current events. Such an integrated approach between media studies (history & theory) and media preproduction (practice) will empower students to generate dynamic thought-provoking messages through their creation of properly formatted scripts that illustrate compelling Sci-Fi stories.

Television Pilot

JUSTIFICATION:

This course provides a needed elective for students who are interested in creating and producing content for television. The course description follows. Collaborating in small production groups, students will write, produce and direct a "pilot" show for a television series. The series can be narrative based or non-narrative. Each production will shot partially or entirely in a television studio. Sitcoms, dramas, or non-fiction shows can be developed. Students demonstrate the ability to wear multiple technical and aesthetic hats when performing as crew member positions in these productions. Course work will require the students to write, produce and direct as well be a part of a working crew behind the scenes.

Selected topics were presented for announcements only.

V. OTHER BUSINESS A. Curriculum Inventory Management (CIM) Update

Items were presented by Mrs. Jade Brooks. Mrs. Brooks explained that the October Graduate and Undergraduate Curriculum Committee meetings were the first chance to observe the functionality of the forms in real-time and examine how they work first-hand. She announced that the majority of technological issues, with a few minor exceptions, had been corrected and both forms and workflows were working as they should. Mrs. Brooks also stated that some members did not receive all of the e-mail alerts for the proposals that were to be presented at the October Undergraduate Curriculum Committee meeting. Members should have received an individual email for each proposal up for consideration. If members were having issues with CIM emails or had questions or feedback, they are to email cim@georgiasouthern.edu. The next step in the CIM process is to implement the Banner Bridge which would sync the data entered into CIM with the data in Banner.

VI. ADJOURNMENT

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

Respectfully Submitted,
Jade Brooks

Recording Secretary

General Education and Core Curriculum Committee Meeting

Wednesday, October 26, 2016

Biological Sciences Building Room 2209

Members Present:

Michelle Cawthorn, Delena Gatch, Andrew Borders, James LoBue, Ruth Baker, Ellen Hamilton, Amy Jo Riggs-Deckard, Clint Martin, Fred Smith, William Amponsah, Rocio Alba-Flores, Eudiah Ochieng, JingJing Yin, Isaac Fung, Curtis Ricker, Alan Woodrum, Julie Garlen

- I. Call to Order
 - a. Michelle called the meeting to order at 12:10 p.m.

- II. Approval of Minutes from August 24, 2016
 - a. Jim Lobue moved to approve and Ruth Baker seconded. The minutes were approved by assent.

- III. Update on Core Course Review
 1. Reports: 73 total CORE classes. We reviewed 61 reports. FORL submitted one report for all of their CORE classes (an effort by OIE to lower their report writing burden).
 2. Some courses listed in the CORE did not provide reports.

FYE 1410—this one is coming---	AREA B
CHEM 1040--(environmental chemistry)-- no report	AREA D2
BIOL 1331 (insects and people), 1333 (from neuron to brain), 1335 (plants and civilization) – <i>not taught since 2012</i>	AREA D3
HUMN 2433 (classicism), 2434 (myth in arts and humanities), 2321 (humanities I), 2322 (humanities 2)— <i>no report since they are not offered on a regular basis</i>	AREA C
CHEM 1030 (Chemistry and your world)— <i>not taught in 8 years</i>	AREA D 3
CSCI 1230 (BASIC programming)— <i>not taught in at least 2 years</i>	AREA D3
CSCI 1232 (FORTRAN programming)— <i>not taught in at least 2 years</i>	AREA D3

Motion: Michelle presented the following motion for the consideration of the committee:

Draft a request to be taken to the Dean's Council to:

1. Recommend that departments review courses that haven't been offered to determine whether the courses should be removed from the Core Curriculum.
2. Request information about reports that haven't been submitted.

Departments will be encouraged to review these courses and decide if they should be removed from the curriculum inventory. The GECC requests that information be provided regarding the

status of these courses. Any courses that would need to be removed would have to come through this committee. Dr. Ricker can report back to the committee regarding what happens at the Dean's meeting.

Jim LoBue seconded the motion. The motion passed unanimously.

IV. Review of the Core Course Review Process

A. Satisfaction with the Assigning of Reports

- a. Jack asked how the committee felt about the assignments. The committee reported no issues with assignments or pairings with other committee members.

B. Revisions to the Rubric and Core Course Report Template

- i. Ellen asked about the significance of scores. When we assign a 1 to indicate "not applicable," that brings down the overall average of the score. However, Jack indicated that the reports that go back to the core teams does take into consideration these differences and does not prioritize the overall numeric average. Michelle noted that it is important that we analyze the data in order to examine areas where programs are demonstrating weakness.
- ii. Clint suggested that we might encourage them to include the syllabus. Jack noted that the course report template could be clarified.
- iii. Rocio noted the issue that so many courses do not have Comprehensive Learning Outcomes and we are scoring them as not applicable. Delena noted that they are no longer required to align with these outcomes across the board.

C. Suggestions to Improve Chalk and Wire/ Assessment Process: Recommendations the committee would like to make to departments/OI about the assessment/ report writing process?

- a. **Scores:** aggregation of data: Chalk & Wire doesn't make it easy to get an overall summary of all reports by trait.
- b. **Collaboration on reports:** Jim noted that many reports do not provide extensive detail about how core faculty are working together to analyze and interpret data and decide on action steps. It is often not evident that multiple faculty work together. It may be helpful to suggest that writers give more insight into these processes in order to enhance collaboration. Michelle noted that perceptions of academic freedom may be an issue, as instructors wish to have autonomy, but since these are Core courses, this is an agreed upon core for the university.
- c. **Support for report writing/ assessment process:** William noted that there is resistance to the idea of common assessments/ strategies because instructors want to maintain pedagogical autonomy, but this is not the case at all institutions. He suggested that the university provide guidance/ professional development to help faculty understand why the

assessment process is important and how it works. Several committee members noted that clarifying/ improving the report template and providing support for faculty.

- d. **Returning reports to departments/ classes:** Should we do scores and comments? The committee discussed the benefits of providing narrative feedback to report writers. Amy Jo noted that a disadvantage of including both score and comments is that if they receive a 3, they may not read the comments because their work has been deemed acceptable. Ellen noted that the comments attached to the score might provide a more comprehensive picture of how the report is evaluated. The committee agreed that it's best to provide both the score and the comments to report writers.
- e. **Targets:** William noted that the targets seem arbitrary. Jack noted that the newness of the process is part of the issue, as courses lack prior data on which to base their targets. This may improve as more data is collected. However, William noted that these targets do not seem very rigorous in terms of what we are expecting students to be able to do. Amy Jo and Jim noted that some targets were unclear and needed further development. Rocio noted that many faculty do not understand the relationship between assessment and grading. Julie also noted that part of the issue is the philosophy of assessment/ grading that makes assumptions based on the bell curve (some students must pass). Additional support/ professional development may be needed in these areas.
- f. **Data Collection and Integrity:** Delena noted an issue with "minor methodological flaws" being acceptable. Is this acceptable? We should consider the integrity and consistency of our own expectations.
- g. **Report Viewing:** Need better system to view reports in progress, view completed reports, download results, etc. to facilitate reconciliation process.

V. **Additional Business**

- Committee Revisions/ recommendations for template based on this assessment cycle: Michelle asks that each committee member go through the rubric and make comments about issues that they had while scoring and send that feedback to Michelle before Thanksgiving (by November 19th). Please copy Jack on your correspondence. You may also include suggestions for how to improve Chalk & Wire.
- OIE needs your need course schedules for Spring 2017 for scheduling purposes. Please email your schedules to Jack so that we can make plans for next semester.

VI. **Adjourn**

The meeting was adjourned at 1:07 p.m.

Next Meeting: Wednesday, November 30, 2016

Faculty Senate Library Committee
Essence Notes
11/02/16

Attending: Bede Mitchell, Russell Thackston, John Barkoulas, Timothy Giles, Laxman Pandey, Harvey Moody, Linda Kimsey, Rebecca Kennerly, Fred Smith, Debra Skinner, Jeff Mortimore, Alva Britt.

The committee met to follow up on Chairman Thackston's presentation to the Faculty Senate regarding the library's project on which resources currently licensed by Henderson Library should be dropped in the event that the Library's budget shortfall of \$900,000 cannot be covered through year-end funds.

Today's meeting focused on developing the written directions that will accompany the spreadsheet listing the "low usage" subscriptions to be reviewed by departments, and the plans on how to distribute the materials. Bede distributed a copy of the fact sheet identifying the project for the committee's review. He then presented the spreadsheet prepared by Collections and Resource Services identifying the low usage databases and journals. The spreadsheet identifies titles, usage and cost per usage for a two year period, 2015 and 2016. Each title is hyperlinked should the user need to go directly to the database/journal to identify contents. A column is made available for the department head to rate the importance of the database or journal by choosing one of the following: abstain (default), critical (3), important (2), desirable (1), unneeded (0). The committee discussed different scenarios for the rating column and how to add definitions for the choices. Revisions to the spreadsheet will include:

- An "instructions" page will be the first tab which will identify the project's purpose and explain how the department should proceed in rating the databases and journals and adding justification to the ratings.
- The instructions page will state that those titles not to be renewed will be cancelled and switched from "online access" to "interlibrary loan access".
- Those titles on the spreadsheet that cannot be acquired through interlibrary loan will be taken off the list.
- The listing of databases and journals will be on separated pages.
- An additional column after the rating column will request the user to "add feedback for the rating"; a pop-up will remind the user "no feedback has been added".
- A final tab "FAQ;s" will contain a list of questions compiled by the committee; answers provided by Collections and Resource Services.

1. How will departments be informed of the outcome of this review process?
2. The review process requests that departments provide written feedback for any resources we identify as either
Critical (3) or Important (2). What kind of feedback should we provide?
3. What is the difference between a database and a journal?
4. If the library cancels subscription access to a database or journal, do we lose all access to the content?

5. Can the library restore subscription access to a database or journal that is cancelled but later deemed to be critical or important?
6. If a database is cancelled, how do I find alternate indexing for a specific title?
7. How does requesting materials via Interlibrary Loan (ILL) differ from subscription access?
8. How do I set up an Illiad account in order to submit ILL requests?

Final edits to the spreadsheet will be made and shared with the committee in Google Docs for final feedback.

Once finalized, the document will be shared with the deans informing them that their department representative on the Library Committee will work with them to get the document distributed to the department heads. They will also be informed that a Library representative will be happy to meet with them and or their department should they desire. Projected date to distribute the documents is prior to Thanksgiving break. The Google Document will be viewable by the Library Committee in order to monitor the feedback progress. If deemed necessary, the committee will meet in January for a progress update, or communicate by email.

Projected completion date is Friday, March 10, prior to spring break. The departments should have completed their reviews and the committee will reconvene to review the feedback and make decisions. A written summary of the feedback will be compiled along with what actions will be taken. This decision will also be contingent on the amount of year end funds the library might receive. .

Bede stated that the library is still working through the list of ProQuest databases recently added to GALILEO and finding many that we will no longer have to pay for. To date this process has generated savings over \$100,000 toward our \$900,00 shortfall. He will continue to provide an update on this progress.

It was the consensus of the committee that a department survey of subscription usage should be done on a regular cycle.

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – October 13, 2016

Present: Dr. Mujibur Khan, CEIT; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Ming Fang He, COE; Dr. Colton Magnant, COSM; Dr. Evans Afriyie-Gyawu, JPHCOPH; Dr. Bill Mase, JPHCOPH; Mr. Jeffrey Mortimore, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Ms. Chimuanya Okoli, GSO Representative; Ms. Dr. Yunfeng Chen, [Alternate] CEIT; Dr. Manuela Caciula, [Alternate] CHHS; Dr. Stephen Carden, [Alternate] COSM; Dr. Diana Cone, VPAA/COGS; Mrs. Naronda Wright, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar's Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Ms. Doris Mack, Registrar's Office; Mrs. Jade Brooks, Registrar's Office; Ms. Tori Brannen, Registrar's Office; Dr. Robert Yarbrough, COSM

Absent: Dr. Gustavo Molina, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Scott Kersey, COSM

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, October 13, 2016 at 9:00 AM.

II. APPROVAL OF AGENDA

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

III. CHAIR'S UPDATE

A. ESL Resources for Graduate Students – Dr. Anderson stated there is an ESL resource available for graduate students in the Department of Writing and Linguistics. Dr. Peggy Lindsey is the point of contact. Dr. Anderson said if programs have students who are non-native speakers who are looking for additional help with writing or verbal skills to please contact Dr. Lindsey. They will get the student set up with appropriate course work or tutoring resources.

IV. NEW BUSINESS

A. College of Science and Mathematics

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

Geology and Geography Department

New Courses:

GEOG 5231G – Economic Geography

JUSTIFICATION:

Economic Geography currently exists as an upper division offering in the B.A. and B.S. Geography programs. This graduate course will serve as an elective course for the Master of Science in Applied Geography, scheduled to begin in fall 2017.

GEOG 5530G – Cultural Geography

JUSTIFICATION:

Cultural Geography currently exists as an upper division offering in the B.A. and B.S. Geography programs. This graduate course will serve as an elective course for the Master of Science in Applied Geography, scheduled to begin in fall 2017.

Dr. Tracy Linderholm asked if the Master of Science in Applied Geography will launch next Fall. Dr. Koehler said yes, Fall 2017.

There was a brief discussion regarding the language used in the course description in reference to the workload for graduate students.

MOTION: Dr. Constantin Ogloblin made a motion to approve the agenda items submitted by the College of Science and Mathematics. A second was made by Dr. Ming Fang He. The motion to approve the New Courses was approved.

Dr. Anderson explained that the new procedure with the Curriculum Inventory Management (CIM) system will be to roll items back if they are not approved. Dr. Anderson made a motion for any new or revised

curriculum should only be rolled back to the Deans or Associate Deans level. A second was made by Dr. Magnant. With no objections, the motion was approved.

B. Vice President for Academic Affairs

Dr. Diana Cone presented the agenda item for the Office of the Vice President for Academic Affairs. Graduate Faculty status discussion of tenured faculty

Dr. Cone stated during the last Graduate Committee meeting she discussed how the Dean's Council previously made a recommendation to assign graduate faculty status upon appointment to Georgia Southern University. The committee approved this for new tenured track lines. Dr. Cone stated she now would like to have a discussion of graduate faculty status for currently tenured faculty. She stated the Provost Office is proposing two options: (1) apply retroactively or (2) have departments fill out a form requesting Graduate Faculty if desired.

Dr. Bill Mase asked which of the options would be the most efficient. Dr. Cone said the most efficient process would be to go through the faculty database and then look for those who have been hired that are tenured track or tenured faculty and just give them Graduate Faculty status and send a letter.

Dr. Magnant asked if the retroactive assignment would also apply to those in tenured track lines that may or may not have a terminal degree. Dr. Cone said those faculty would be considered Affiliates.

Ms. Candace Griffith stated it has been our practice if they do not have a terminal degree, the most they can be is instructor or lecture. Dr. Lance McBrayer stated there is a faculty member in the College of Science and Mathematics who is a tenured assistant and does not have a terminal degree. Dr.

Magnant said the faculty member has been here a while and is the most senior in his department. Dr. Cone said there would be an exception made for that faculty member.

MOTION: Dr. Ogloblin made a motion to approve the option to apply retroactively. A second was made by Dr. Flynn. With no objections, the motion to approve the item submitted by the Vice President for Academic Affairs was passed.

V. OLD BUSINESS

A. Vice President for Academic Affairs

Dr. Cone and Ms. Griffith presented the agenda item for the Office of the Vice President for Academic Affairs.

Automatic approval of graduate faculty status upon appointment to Georgia Southern University

Dr. Cone stated the comments from the last meeting were used to revise the Graduate Faculty policy and form. Ms. Griffith explained two minor changes that were made to the proposal submitted in the agenda.

Dr. Anderson stated some past committee members had questions about the assignment of lectures in this rank. Dr. Anderson asked if any members would like to speak to that. Ms. Griffith stated lecturers and instructors hold non-tenured track appointments and that is what she used to define the Affiliate Graduate Faculty status. She said if we automatically grant Graduate Faculty status based on tenured track and tenured status, then that defines our Affiliate.

Dr. Mujibur Khan asked if there is any minimum criteria for Affiliate status. Ms. Griffith stated currently it is granted on a permanent bases, and as long as someone is with the university they will retain that Graduate Faculty status. Dr. Cone stated all faculty go through an annual review process with their Department Chair and it is reviewed by the Dean. Dr. Cone said their workload is also determined by the Department Chair.

Dr. Anderson stated they have a lecturer in their department who serves on committees as an Affiliate member, but has no research requirements in their job description. Dr. Anderson asked if they would continue under Affiliate status; because they are not being evaluated by the Department Chair based on any research elements, they are only being evaluated on service and teaching. Dr. Cone stated the lecturer's workload is still determined by their Department Chair, and the Chair would also have to sign forms to approve them to serve on committees. If the Chair does not feel the lecturer has the expertise, they should not be putting them forward to serve on committees.

Dr. Anderson asked Associate Deans to filter comments down to Program Directors and Department Chairs, for them to keep in mind when signing off on nomination forms for Affiliate status.

MOTION: Dr. Flynn made a motion to approve the revised catalog language of the Graduate Faculty policy and the revised nomination form for Affiliate status. A second was made by Dr. Magnant, and the motion to approve the items submitted by the Vice President for Academic Affairs was passed. The final version of the revised policy and form are below.

Proposed Graduate Faculty Catalog Language

A member of the Graduate Faculty at Georgia Southern University must be an active, productive, creative scholar, or creative performer in his/her discipline. In order to teach graduate students how to be active scholars, practitioners, and/or performers in their own right, Graduate Faculty must be involved in the current knowledge, methods, and techniques of their disciplines. This modeling of sustained scholarship/performance is the cornerstone of quality graduate education.

There are two categories of Graduate Faculty: Member and Affiliate. Members of the Graduate Faculty are professorial faculty on tenured or tenure-track appointments and are appointed to Graduate Faculty status upon appointment. Affiliate Graduate Faculty status includes research appointees, limited-term, adjunct, instructor, lecturer, or part-time faculty who may appropriately teach graduate classes and serve on thesis and dissertation committees. Affiliate status can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of Georgia Southern University, but who participate on thesis and dissertation committees. To award Affiliate Graduate Faculty status, a notification form must be completed, forwarded through the appropriate dean's office to the Office of Graduate Studies for processing. All decisions regarding Affiliate Graduate Faculty status are final at the dean's level.

Members are eligible:

- to teach graduate courses;
- for membership on University graduate committees;
- to serve on program-level examination committees; and
- to direct and/or chair master's and doctoral committees as approved by the department/school or division.

Affiliates are eligible:

- to teach graduate courses for which the individual has been credentialed as per university policy;
- to serve on program-level examination committees; and
- for membership on and/or co-chair master's and doctoral committees as approved by the department/school or division.

Member and Affiliate Graduate Faculty status is granted permanently. All faculty who are awarded emeriti designation retain their Graduate Faculty status.

Nomination for Affiliate Graduate Faculty Status

The chair of the department/school is responsible for completing this form, attaching a current vita, and forwarding the materials to the appropriate offices for endorsement and processing.

Name of Faculty Affiliate Nominee: _____

Eagle ID _____

Current Faculty Rank: _____

Department/College/Agency of Affiliate Nominee: _____

Terminal degree and date achieved: _____

Justification for nomination (Check all that apply):

Teaching Graduate Courses Committee Membership

Committee Co-Chair Other

If Other, please Explain:

Endorsements:

Department/School Committee Date

Department/School Chair Date

College Dean Date

Please forward completed and signed form to the College of Graduate Studies for processing.

B. Prior Learning Assessment – Dr. Thomas Koballa distributed handouts and provided an update from the subcommittee. Dr. Koballa reviewed the current draft of the Prior Learning Assessment (PLA) policy and provided clarification on the revisions. Dr. Koballa stated there still seems to be some confusion as to the intent of the PLA policy. He said it is not to provide a mechanism for students to not take our courses, to be awarded credit for not doing work, and to reduce the number of students engaged in graduate coursework on our campus. Instead, the PLA policy will serve has a mechanism to attract students to our programs. Dr. Koballa stated the next phase would be to discuss a fee structure. He said he has requested a meeting with Mr. Rob Whitaker, the VP of Business and Finance, to review the fee structure.

Dr. Cone asked for clarification of how non-GSU students will pay the PLA assessment fee before they make the decision to apply to a graduate program. There was a brief discussion of how this would take place. Dr. Tracy Linderholm stated the College of Education utilizes the marketplace for non-GSU students to pay fees to submit documents for a portfolio review process. Dr. Linderholm said the PLA assessment fee may be able to function with the same mechanism. Dr. Anderson agreed that marketplace would be a good option.

Dr. Anderson said for people to continue to email him or Dr. Dawn Tysinger with PLA questions. Dr. Anderson asked the committee to share information with their units.

C. Discussion of Degree Description – Dr. Anderson explained this was a discussion that began last year. He said he has not heard back from the committee member who initially brought this item to the committee for discussion. He stated the purpose was to determine if we should assign a status to a degree once it has been awarded, for thesis or non-thesis. Dr. Anderson said the question was are students doing commensurate work if they are pursuing a non-thesis option, as opposed to a thesis option. Dr. Anderson asked if the committee would like to still entertain this discussion.

Dr. McBrayer stated some people in COSM would like for degrees to reflect a thesis degree versus a non-thesis degree. Dr. Flynn was unsure why this is necessary, because thesis hours are listed on the transcript. Dr. McBrayer stated some would argue that employers may not know to look for the thesis credit hours on the transcript, or they may not even request a transcript.

Dr. Anderson stated if there is a body of concerned faculty, then he would like to leave this item on the agenda. Dr. Anderson asked Dr. McBrayer to provide additional information to him on this item. Dr. McBrayer agreed. Dr. Anderson said the committee would continue the discussion at a later meeting, and he would try to reach the former committee member who initiated this discussion.

D. Curriculum Inventory Management Update – Mrs. Jade Brooks stated a few minor issues are being addressed in CIM, but everything else should be working properly. Mrs. Brooks encouraged faculty, staff, and graduate committee members to email concerns to cim@georgiasouthern.edu. Next, the Registrar's Office will be working with ITS to develop a BANNER bridge to link the CIM system to BANNER. This will allow all curriculum entered into CIM to be funneled into BANNER automatically and electronically. Mrs. Brooks stated they are not sure what this project will look like at this time.

Mr. Wayne Smith thanked Mrs. Brooks, Ms. Doris Mack, and Ms. Tori Brannen for the job they are doing with CIM.

Dr. Linderholm asked if the January Graduate Committee meeting is still the deadline to submit curriculum for the 2017-2018 catalog. Mr. Smith said the Registrar's Office is wanting to get through the October and November curriculum meetings before making a decision on the changing the deadline. Dr. Anderson stated Colleges should still plan on the January deadline.

Dr. Robert Yarbrough stated his concerns related to the workflow timelines in CIM and respectfully requested the Registrar's Office to consider moving the January deadline back.

VI. ANNOUNCEMENTS – There were no announcements.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on October 13, 2016 at 9:48 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved November 1, 2016

by electronic vote of Committee Members

Georgia Southern University Faculty Research Committee (2016-17)
October 14, 2016, 1 PM Veazey Hall 2001C

- I. Call to order (Chair): The meeting was called to order at 1 PM by the Chair - Dr. Kathryn Anderson.
- II. Approval of Agenda/minutes: The agenda was approved by full vote of the committee. Minutes from this meeting will be approved by the committee by email to allow for a timely entry into the Senates Librarian Report.
- III. **Roll Call**

Kathryn Anderson – Elected Chair	CHHS	Term expiration - 2017	Present
Dustin Anderson	CLASS	2017	Present
John Barkoulas	COBA	2017	Present
James Jupp	COE	2017	Absent (new election)
Rochani Haresh	JPHCOPH	2018	Present
Eric Gato	COSM	2018	Present
Jeffrey Mortimore	Library	2018	Present
Jeong Myung	CEIT	2018	Present
Jonathan Hilpert	Senate	2018	Absent (new appointment)
Lance McBrayer	Provost Delegate	Ex Off.	Present
Ele Haynes	VPRED	Ex Off.	Present

- IV.
 - I. Introduction of members: Dr. Anderson welcomed the committee. Each committee member introduced themselves.
 - II. Ele Haynes provided a brief tour of committee programs and guidelines.
 - A. FRC website – this site contains the guidelines, forms and evaluation information for all competitions. The site is accessible by both committee members and applicants to provide full transparency into the process. http://research.georgiasouthern.edu/orssp/find-funding/internal_funding/
 - III. Jeb Barger provided a brief tour of the new application for online receipt of Award for Excellence in Research and/or Creative/Scholarly Pursuits. <https://w3.georgiasouthern.edu/vpred/frc/>
 - A. Nominations were collected through the application this year and directly linked to application materials. All application materials will be collected as pdf, link to an external website, drop box or google space or direct input into the system. The intent is for the entire process to be electronic.
 - IV. The guidelines for each of the committee missions were briefly discussed. The guidelines are located on the Internal Funding Website at http://research.georgiasouthern.edu/orssp/find-funding/internal_funding/ Committee members were assigned the task of reviewing the guidelines on the website.
 - A. **Award for Excellence in Research and/or Scholarly Activity**
 - i. Guidelines
 - 1. Application
 - 2. Rubric – copy provided along with the electronic version.
 - 3. Assignments
 - ii. Deadlines
 - 1. September 12, 2016— Nominations submitted electronically
 - 2. October 31, 2016 – Application deadline
 - 3. March 1, 2017 – Nominations due to VPRED and Provost

B. Faculty Research Seed Internal Funding Award

- i. Guidelines
 - 1. Application
 - 2. Guidelines for submission
 - 3. Return on Investment
- ii. Deadlines
 - 1. January 30, 2016 – Applications submitted to ORSSP
 - 2. May 1, 2017 – Award letters prepared for recipients
 - 3. July 1, 2017 – No pre-award spending in FY16

C. Faculty Research Scholarly Pursuit Internal Funding Award

- i. Guidelines
 - 1. Application
 - 2. Guidelines for submission
 - 3. Return on Investment
- ii. Deadlines
 - 1. January 30, 2016 – Applications submitted to ORSSP
 - 2. May 1, 2017 – Award letters prepared for recipients
 - 3. July 1, 2017 – No pre-award spending in FY16

D. Publication Fund – Available as a first in first paid system until expended.

- i. Guidelines are located on the internal funding website.

E. Research Month

- i. Research Month will be April 2017. The Research month will highlight a researcher each day for 30 days. The committee members are requested to provide contact information for researcher projects from their college that should be highlighted during April. Highlighted researchers will be showcased on the GS newsfeed, Facebook, website and in external research promotions.

F. Limited Submission Funding

- i. Ad Hoc – The committee members may be called on to serve as reviewer to choose the strongest applications where grant calls only allow for a limited submission from the institution. Committee membership/discipline will be matched to the call if required.

V. Committee Assignments:

- A. Scheduling: Committee members will receive a doodle poll for the week before classes begin in January. Select the days and times you do not teach. This poll is not to find a day that week to meet but the day of the week and time of the day that will work for each week in the spring. A follow up poll will look for actual days that fit the window located by the original poll.
- B. Since all application will be delivered electronically for the Award for Excellence in Research and/or Scholarly Activity the committee will not meet again in 2016. You will receive an email when the applicant pool is complete following the application deadline of October 31, 2016.

VI. Adjourn - The meeting was adjourned at 2:30 PM by the Chair - Dr. Kathryn Anderson.

Re: Faculty Athletic Representative (FAR) Chris Geyerman's Responses to My Queries re: NCAA Violations

Please Note: "Faculty Athletic Representative" is a misleading title. Chris Geyerman is the representative of the institution; he is not the representative of the faculty or the Faculty Senate except insofar as he is charged with representing faculty views to the institution. Whether he conceives of "the institution" as being the Athletics Department or the University, or he makes no distinction between them, I cannot say. But it must be noted that he is just doing his job, as I am just doing mine as a member of the Faculty Senate.

I add this note because I have had several faculty members whom I respect tell me that Chris is a nice guy and etc., the suggestion seeming to be that I am bullying poor little Chris. Chris and I have been friends for about twenty-five years. I agree he is a nice guy and etc. And apparently I see him as made of stronger stuff than these other faculty members do. Besides, my problems are not with Chris, but with the Athletics Department and maybe the NCAA, and the faculty's point of contact with them is the Faculty Athletic Representative, whoever that happens to be, but right now happens to be Chris. If I am to ask questions of the Athletics Department, I have to ask the Faculty Athletics Representative. This is not personal.

Response #1: OK, the NCAA will not comment on it at this time. At the time our Summary Disposition Report was rejected, or at any time thereafter, did we ask why it was rejected? If so, did we get an answer? If so, what was it? If we never asked, why didn't we? This seems like the sort of information we would want to have, not only in this particular case, but to help us in formulating future SDRs.

Responses #2 through #5: Again, OK – the NCAA will not comment on these at this time. But throughout this process, did we never ask these questions? Did our outside counsel never ask these questions, or make representations to the NCAA about why we should not be hit with more severe penalties? Would that not require a knowledge of what does and does not constitute grounds for the various penalties? And these people are OUR hired counselors, not the NCAA – what do they have to say in regard to these questions? There doesn't seem to be much of a desire on the part of our Athletics Department to find out information that can have current and future value.

Response #6: OK.

The Other Response #6: This response states that it is unknown how the students' usernames and passwords were obtained, and it appears that footnote #7 is supposed to be a justification of this response. That footnote tells us that obtaining these items is a violation of policy. That's like if I had asked how people rob banks, and was told it's against the law to rob banks. That's not a useful or valid response. The issue is that knowing *how* could lead to stopping people from robbing banks or Athletics employees committing academic fraud. Isn't the Athletics Department curious to know how this was done so they can move to prevent it in future? How can they stop something if they don't know what to stop?

Response #7: FAR Geyerman says my question about why a case begun on September 16, 2013, was not reported to the NCAA until February 10, 2014 (after the football season was over) has

an “implicit premise [that] has no basis in fact.” I would like to point out that the dates on which the question is based are facts, so there is a basis in fact for the question. But perhaps he is disputing my implicit characterization of this 5-month gap between violation and report of violation as “long” because he then cites the NCAA’s characterization of our Athletic Department’s actions as “prompt” and their compliment that the institution took “Affirmative steps to expedite final resolution of the matter” to back up this claim. The only “fact” in FAR Geyerman’s rationale is an NCAA opinion re: what is and is not “prompt” or “expeditious.” If it is that five-month gap to which the NCAA is referring, I can only conclude that this characterization is relative or comparative to other institutions, as one could characterize the Mesozoic Era, at less than 200 million years, as prompt compared to other eras, its final resolution expedited by the arrival of a massive asteroid. But maybe what the NCAA actually is referring to is not that 5-month period at all, but rather the 3-day period covering the initial September 16 discovery of the illicit activity and the firing of the guilty party on September 18: In just three days, the Athletics Department was able to investigate, gather evidence, and marshal that evidence sufficiently to support the firing of an employee. I, too, can call that timeline prompt and expeditious and compliment the Athletics Department. But why, then, if the case was in this state of preparation in just three days, did it take five more months to report it to the NCAA?

Responses #8 and #9 and #11: FAR Geyerman cites the NCAA’s unwillingness to further illuminate us as the reason he can’t answer these questions. However, the questions ask for information that “the institution,” i.e. our own Athletics Department and/or GSU, discovered prior to NCAA involvement. The NCAA is not required for an answer to these questions. I therefore respectfully re-request answers.

Response #10: OK.

Responses #12 and #13: See my comments above about FAR Geyerman’s responses to #s 2-5.

Response #14: FAR Geyerman “will not presume to speak for Georgia Southern, or the NCAA,” but he could ask one or both of those entities to speak for themselves and tell the Senate what they say. This is information that could be of value to the Athletics Department and GSU.

Response #15: I was not suggesting that the compliance office report to the Athletics Director. That is the last thing I would suggest for the very reason given by FAR Geyerman. But given that the issue at hand is academic fraud, and given that these problems arose while compliance was under the aegis of the VP for Finance, I’m wondering why compliance wasn’t moved over along with Student-Athlete Services to reporting to the Provost? As for FAR Geyerman again citing the NCAA’s opinion that there was “prompt self-detection and self-disclosure of the violations,” I must respectfully question the validity of that opinion, at least regarding self-disclosure.

Responses #s 16-18: Good. Glad to hear it.

Responses #s19-22: A “compliance vendor” is a software program? In a million years, I wouldn’t have guessed that from the term used. Anyway, the description of the data it tracks

does not seem to include anything related to preventing academic fraud, which is the issue at hand. If the program *does* have a role in preventing academic fraud, what is that role?

Responses #s 23-24: Glad to hear it. But, apparently unlike the Athletics Department, I remain curious about why these employees did what they did.

Response #25: OK.

And then there's this:

In 2010, Georgia Southern received NCAA sanctions regarding infractions by our basketball program going back to 2007-2008. In that set of sanctions, we were hit with the second-worst possible NCAA charge: "failure to monitor."

The most recent set of violations for which we have been penalized by the NCAA occurred from 2013 through 2015 and involved the football program. Somehow, we dodged the "failure to monitor" bullet or the even worse "lack of institutional control," but did get hit for this being a repeat infraction.

Faculty Athletic Representative Chris Geyerman, in his September 6, 2016, report to the Senate, stated that the specifics of the most recent cases and the way Athletics responded show that GSU has "a culture of compliance and that it's not a systemic kind of thing over in that office."

As for the "systemic" issue, according to a July 8, 2016, *Inside Higher Education* article prompted by the report of our most recent NCAA rules violations, in the last decade there have been 15 such major sanctions issued to institutions nationwide; the article came out prior to the most recent set of major sanctions, those against Louisville, so now I guess the count would be 16. Georgia Southern accounts for 2 of those 16 from throughout the entire country. The 2010 sanctions were the result of an employee, a coach, doing online work for some of his players. FAR Geyerman suggested that the problem in the most recent cases was individual rogue employees, noting that both employees involved gave clear evidence, by trying to hide their actions, that they were aware they were doing wrong. I think it is important to note, however, that these academic fraud cases took place under a lot of different leadership. By my count, in the 8 year span in which they took place, 2 different programs were involved, under 3 head coaches, 2 Athletic Directors, 3 Vice-Presidents for Finance, more Provosts than you can shake a stick at, and 2 Presidents. This suggests that these fraudulent actions are not anomalous, but that the academic side of the Athletic Department system over which these individuals have presided has allowed, perhaps fostered, maybe even encouraged and incentivized or coerced the commission of academic fraud. Since I assume that these leaders have had honorable intentions, then those intentions have been unable to affect the system beneath them. There is, then, a strong possibility that the problem is, indeed, systemic.

Another way of phrasing that would be to say that it is the culture of the Athletic Department that is at fault, that it is not a "culture of compliance." For example, in his September 6 report to the Senate, FAR Geyerman said that he had attended the Athletics Department staff

meeting at the start of the year and the Athletics Director made it abundantly clear that everything has to be done by the book. However, one of the penalties – #9e – listed in the July 7 NCAA report is a requirement that we “publicize specific and understandable information” regarding the violations and sanctions, and that we provide a “conspicuous link to the public infractions report located on the athletic department’s main webpage ‘landing page’ and in the media guides for the involved sports.” When I looked for this link on September 11 – that is, more than two months after Georgia Southern was handed this penalty – it was not there. Indeed, nowhere that I could find was the NCAA report even mentioned by the Athletics Department, and the only reference to it at all that I could find on the Georgia Southern website was a brief July 7 press release in the overall University “Newsroom” section.

I informed FAR Geyerman that I could not find the required information, and he sent my concern to the Athletics compliance people, who in turn sent it to the sports communication office. He thanked me for informing him, and said the Athletics people had thought that a press release from AD Kleinlein that they had put out had been sufficient; he sent me a link to that press release. As FAR Geyerman noted, “Needless to say it will not [be sufficient] and they are in the process of rectifying that error.” When I checked some days later, the NCAA-required link was on the landing page of the Athletics Department, though it is necessary to scroll down to the very bottom, beneath the logos of various sponsors, i.e. it is in the least prominent place possible, but it meets the letter of the NCAA penalty.

As for that press release from AD Kleinlein, it is dated July 22; where it was posted on September 11, when I failed to find it, I don’t know. FAR Geyerman exercised great understatement when he said it was not sufficient to meet the very detailed NCAA sanctions. The only penalties noted in that July 22 press release are the erasure of statistics for the ineligible players and vacated victories. That is all. There is no mention whatever of the loss of scholarships and of recruiting privileges. In fact, part of AD Kleinlein’s personal, quoted statement is that with those vacated victories, “. . . we get to put this chapter behind us . . . The student-athletes on this year’s football team, and teams moving forward, are not affected by the NCAA’s ruling. . . .”

This press release is not only grossly insufficient to meet the detailed requirements of penalty #9e, but AD Kleinlein’s remarks are at best hopelessly hopeful, and at worst deceptive. The loss of scholarships and restrictions on recruiting will negatively affect not only individual students, but will for several years to come negatively affect the ability of Georgia Southern to field as good a team as it would have been able to had these penalties not been incurred, and such a loss of team ability can negatively impact the futures of every one of the student-athletes in our football program. Failure to be forthright about this not only does not comply with NCAA sanctions, but misleadingly represents our real situation to current and prospective student-athletes. These actions argue against our Athletics Department having a “culture of compliance,” and these actions contradict AD Kleinlein’s words to his staff that everything has to be done by the book.

Given these failures, I also expressed concern to FAR Geyerman about the future. Included in the NCAA sanctions against Georgia Southern is the requirement that we clearly and fully inform potential recruits about all of this. I noted this to FAR Geyerman, and that I had

found no mention of our troubles on the Athletics page under information a potential student-athlete needs to be aware of. I suggested that he check that this was happening, and he agreed, noting that that issue will not come into play until recruitment begins in January 2017.

Regarding FAR Geyerman's responses to my questions, since I assume that these are good-faith answers and the information I requested is not being deliberately withheld, from these responses to my questions I have to conclude that the Athletics Department knows disturbingly little and, more disturbingly, does not want to know any more. When the business about our failure to comply with penalty #9e is added, and all of this is laid upon the foundation of our history since 2007 of repeated academic frauds committed by employees, I have difficulty accepting that we do, indeed, have "a culture of compliance" and that there is no "systemic" problem in Athletics. FAR Geyerman sees sunshine in the fact that since 2007 we have on three separate occasions caught employees committing academic fraud. I think we need to consider why we have so many cheating employees in the Athletics Department to catch in the first place. I also think we need very close monitoring – by whom? – of our compliance with the most recent set of penalties so that we do not incur even further, perhaps more draconian sanctions. The Athletics Department, as represented by AD Kleinlein's July 22 press release, seems determined to get back to business as usual. I think "business as usual" might very well be the problem in a nutshell.

- Marc Cyr (CLASS)

Faculty Senate Library Committee
October 26, 2016
Essence Notes

Attending: Bede Mitchell, Russell Thackston, John Barkoulas, Timothy Giles Linda Kimsey, Rebecca Kennerly, Elizabeth Downs, Harvey Moody, Ursula Pritham, Fred Smith.

The committee met to review and offer feedback of a proposed presentation to be given to the Faculty Senate by Chair Russell Thackston. The presentation will introduce the library's project for obtaining feedback from academic departments regarding which resources currently licensed by Henderson Library should be dropped in the event that the Library's budget shortfall of \$900,000 cannot be covered through year-end funds.

Russell's presentation was well received by the group. Discussion followed on ways to organize the presentation to catch the attention of the audience and place strong impact on the importance of the topic. In Russell's presentation he chose to use the term *switch*, not *cut*, in asking departments to identify those low usage journals and databases that could be accessed through the interlibrary loan system instead of through the instant access route offered through subscriptions. Bede stated that although the Provost has requested more budget funds be directed to the library's materials budget, there is no promise of any additional year-end funds.

Russell will revise the presentation using suggestions listed below and share back with the committee prior to Monday's Faculty Senate meeting. Bede will be in attendance at the meeting and will assist with answering audience questions or comments.

- Begin the presentation with a brief introduction as to why the project is being conducted.
- Prepare a *point page handout* of the main points to be addressed and use a catchy title for the handout.
- Describe the process that will be conducted in acquiring feedback from the departments.
- Closing should repeat the reason and importance of the project.
- Definitely use the wording "switch" not "cut" when describing how access can be acquired.
- Identify the project's "good stewardship".
 - Faculty benefit
 - Library savings
 - Cost benefit to taxpayers
 - Added value and sustainability

- Have available, the spreadsheet prepared by C&RS that could be used to give examples of low useage databases, identifying usage, cost, etc.

A projected timeline for the project was set:

Prior to Thanksgiving:

- ★ Prepare and deliver to each department head, a list of the department's low usage databases/journals for review. Possible use a Google document that can be viewed and edited by both the library and the department head.
- ★ Library Committee members will notify their faculty of the project pointing out that their department head has the spreadsheet that needs to be reviewed and acted upon by a certain date.

Spring 2017:

- ★ Final feedback from departments. Russell will assist C&RS in combining each department's spreadsheet back into one document.

The committee will meet again on Wednesday, November 2, 10:00 am to review the presentation's outcome at the Faculty Senate meeting.

Ad Hoc Committee on SRIs report for September 2016.

Spring 2016 Online Pilot Test of Proposed SRI Feedback Summary

In Spring 2016, the ad hoc committee on Student Ratings of Instruction conducted a pilot test of a proposed new SRI form with a stratified random sample of online courses. This sample was balanced across college, class size, and graduate vs. undergraduate level. A total of 35 fully-online courses were sampled from a population of 350 courses, and we received data from 31 of those 35 courses. The 31 instructors of those courses, and their 19 department chairs, were invited to give the committee feedback about the pilot test via a 3-question Qualtrics survey. We initially received survey responses from only 4 faculty and 5 chairs, but after a subsequent reminder and re-invitation to complete the survey, our final tally grew to 11 faculty and 9 chairs. However, two of the 9 chairs responded that they couldn't answer the questions (e.g., they hadn't yet reviewed the materials, but at least wanted to acknowledge that they had received the invitation to respond), yielding an effective number of chairs of 7.

Given that this pool of responses for both faculty and chairs is: a) very small, b) represents less than half of all individuals selected for the pilot test for both faculty and chairs, and c) is only from online courses as those were the only courses available for sampling in Spring 2016, the committee cautions the reader to **take care not to extrapolate or generalize from the summary of feedback to the broader population of faculty and chairs** (i.e., the feedback thus far is from only a tiny fraction of faculty and chairs and cannot be interpreted to represent the attitudes or opinions of other faculty and chairs). With that caveat noted, we present the exact text of the questions below, followed by a summary of responses for faculty and chairs, respectively.

Pilot Feedback Survey Questions

Faculty

Thank you for participating in the SRI Pilot Test. Because less than 5% of all courses were selected to participate in the pilot test, it is very important that we get feedback from the selected course instructors about the utility of the proposed SRI form and the information about teaching and learning that it generates. Please take a few minutes to give us your feedback.

The University System of Georgia [USG] Board of Regents [BOR] Policy Manual Section 8.3.5.1, paragraph 1, states, "Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations." This BOR mandate, within which all USG institutions must operate, guided the development of the proposed new SRI form, which was designed to explicitly focus on collecting feedback from students to improve teaching effectiveness.

1. To what extent does the proposed new SRI form provide useful information for improving/enhancing student learning in your course? Which items did you find most valuable and why?
2. How does the feedback from this form compare to feedback from the existing SRI form? Which form do you think provides more useful information for improving/enhancing student learning in your course and why?
3. If you have any other feedback that you would like to provide the committee about the questions on the proposed new SRI form, please use the space below.

Chairs

Thank you for participating in the SRI Pilot Test. Because less than 5% of all courses were selected to participate in the pilot test, it is very important that we get feedback from department chairs about the utility of the pilot SRI form and the information about teaching and learning that it generates. Please take a few minutes to give us your feedback.

The University System of Georgia [USG] Board of Regents [BOR] Policy Manual Section 8.3.5.1, paragraph 1, states, “Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations.” This BOR mandate, within which all USG institutions must operate, guided the development of the proposed new SRI form, which was designed to explicitly focus on collecting feedback from students to improve teaching effectiveness.

1. To what extent does the proposed new SRI form provide useful information for helping you to assist faculty with improving their teaching (and student learning)? Which items did you find most valuable and why?
2. How does the feedback from this form compare to feedback from the existing SRI form in terms of helping you to assist faculty with improving their teaching (and student learning)? Which form do you think provides more useful information for helping you to assist faculty with improving their teaching (and student learning) and why?
3. If you have any other feedback that you would like to provide the committee about the questions on the proposed new SRI form, please use the space below.

Faculty Summary (N = 11)

- Asking about specific SLOs for the course is helpful
- The proposed form provides more information that will be helpful to improving student learning than the current form (*this comment was reported by a majority of the respondents*).
- Some respondents indicated that they did not like the proposed form or specific items on the form, but for reasons unrelated to improving student learning (e.g., it was dissimilar to other SRIs with which they are familiar, it did not include specific items they personally wanted on the SRI, the phrasing of specific items should be changed).
- The format of the results provided to faculty was clunky or somewhat difficult to interpret. (Committee note: This was an artifact of the way the statistical analyses had to be performed and reported for this segment of the pilot test. If the proposed form is adopted, the existing university SRI processing software would not generate feedback with the same issues.)
- Several respondents asked the committee to consider issues in implementation of all SRIs as part of their charge (e.g., how to improve low response rates for online courses, what to do in the event of a low response rate in one’s course, how to interpret responses to items that do not apply to specific courses, etc.).

Chairs Summary (N = 7)

- Student comments to open-ended questions are the most helpful
- Some respondents indicated that they did not like the proposed form or specific items on the form, though some did not provide any explanation for why they held this opinion. Among those who provided any explanation for why they disliked the form, reasons included that they did not know how to interpret responses to certain questions, that they did not see value in any quantitative questions, and that the form did not include specific items they personally wanted on the SRI.
- The format of the results provided to chairs was clunky or somewhat difficult to interpret. (Committee note: This was an artifact of the way the statistical analyses had to be performed and reported for this segment of the pilot test. If the proposed form is adopted, the existing university SRI processing software would not generate feedback with the same issues.)
- Some respondents made claims that were factually false (e.g., that the proposed form had no open-ended questions, that the results provided to chairs did not include descriptive statistics). (Committee note: We do not think the respondents were intentionally making false claims; rather, we think it more likely that respondents had difficulty locating the relevant information across multiple provided data files, which was an artifact of the way the statistical analyses had to be reported.)