

2017

Faculty Senate Librarian's Report 2017 Combined

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2-7-2017

Librarian's Report 2-7-2017

Georgia Southern University

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

This report includes:

Undergraduate Committee Minutes – Jan 24, 2017

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

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

Graduate Committee minutes – January 2017

Ad Hoc Committee on SRIs report – January 2017.

Undergraduate Committee Minutes – Nov 15, 2016

UNDERGRADUATE COMMITTEE

MINUTES

JANUARY 24, 2017

3:30 P.M.

IT BUILDING, RM 1005

I. CALL TO ORDER

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

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

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

Absent: Dr. Ellen Hamilton, Dr. Marian Tabi

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

I. APPROVAL OF AGENDA

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

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

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

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

Department of Communication Arts

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

Revised Courses

COMM 1100: Human Communication

JUSTIFICATION:

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

COMM 1100S: Human Communication

JUSTIFICATION:

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

COMM 1110H: Public Speaking

JUSTIFICATION:

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

COMM 1110S: Public Speaking

JUSTIFICATION:

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

COMM 2332: Media and Society

JUSTIFICATION:

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

COMM 2332S: Media and Society

JUSTIFICATION:

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

COMS 1711: Communication Studies Practicum

JUSTIFICATION:

The CIP Code was incorrect in CIM.

3

COMS 2330: Introduction to Communication Research

JUSTIFICATION:

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

COMS 2711: Communication Studies Practicum

JUSTIFICATION:

This is simply to correct the CIP Code.

COMS 3030: Selected Topics in Communication Studies

JUSTIFICATION:

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

COMS 3030S: Selected Topics in Communication Studies

JUSTIFICATION:

This is simply to correct the CIP Code.

COMS 3331: Argumentation

JUSTIFICATION:

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

COMS 3332: Small Group Communication

JUSTIFICATION:

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

COMS 3333: Communication and Gender

JUSTIFICATION:

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

COMS 3334: Communicating in the Workplace

JUSTIFICATION:

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

COMS 3334S: Communicating in the Workplace

JUSTIFICATION:

Corrects the CIP Code

COMS 3335: Interpersonal Communication

JUSTIFICATION:

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

COMS 3336: Introduction to Performance Studies

JUSTIFICATION:

Corrects the CIP Code

COMS 3337: Persuasion

JUSTIFICATION:

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

JUSTIFICATION:

Corrects the CIP Code
COMS 3338: Rhetorical Criticism

JUSTIFICATION:

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

JUSTIFICATION:

Corrects the CIP Code
COMS 3339S: Intercultural Communications

JUSTIFICATION:

Corrects the CIP Code
COMS 3711: Communication Studies Practicum

JUSTIFICATION:

Corrects the CIP Code
COMS 4330: Rhetoric of International Relations

JUSTIFICATION:

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

JUSTIFICATION:

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

JUSTIFICATION:

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

JUSTIFICATION:

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

JUSTIFICATION:

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

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

COMS 4336: Performance, Culture, Communication

JUSTIFICATION:

Corrects the CIP Code

COMS 4337: Rhetoric of Social Movements

JUSTIFICATION:

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

COMS 4338: Organizational Communication

JUSTIFICATION:

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

COMS 4339: Philosophy of Communication

JUSTIFICATION:

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

COMS 4711: Communication Studies Practicum

JUSTIFICATION:

Corrects the CIP Code

COMS 4791: Communication Studies Internship

JUSTIFICATION:

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

6

COMS 4831: Directed Study in Communication Studies

JUSTIFICATION:

Corrects the CIP Code

MMFP 3030: Selected Multimedia Topics

JUSTIFICATION:

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

MMJ 3030: Selected Topics in Multimedia Journalism

JUSTIFICATION:

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

MMJ 3335: Copy Editing

JUSTIFICATION:

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

MMJ 4791: Multimedia Journalism Internship

JUSTIFICATION:

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

MMJ 4792: Multimedia Journalism Internship

JUSTIFICATION:

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

PRCA 3333: International Public Relations

JUSTIFICATION:

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

THEA 3131: Stage Makeup

JUSTIFICATION:

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

THEA 3233: Audition and the Business of Acting

JUSTIFICATION:

The wrong Prerequisite was listed before

7

THEA 3332: African American Theatre

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 3333: Irish Theatre

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 3333S: Irish Theatre

JUSTIFICATION:

Ability to teach the course online.

THEA 4330: Theatre History I: Origins to 1700

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4331: Theatre History II: 1700 to Contemporary

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4331S: Theatre History II: 1700 to Contemporary

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4336: Lighting Design

JUSTIFICATION:

Catalog description was incorrect.

THEA 4338: Seminar: World Theatre

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4338S: Seminar: World Theatre

JUSTIFICATION:

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

Inactivated Programs

185A: Multimedia Communication Second Discipline Concentration

JUSTIFICATION:

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

IT25: Multimedia for Information Second Discipline Concentration

JUSTIFICATION:

8

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

Revised Programs

019A: Theatre Minor

JUSTIFICATION:

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

153B: Communication Studies Minor

JUSTIFICATION:

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

504A: Multimedia Journalism Minor

JUSTIFICATION:

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

BA-THEA: Theatre B.A.

JUSTIFICATION:

We are just cleaning up the wording in the catalog.

BS-CMST: Communication Studies B.S.

JUSTIFICATION:

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

BS-JOUR: Multimedia Journalism B.S.

JUSTIFICATION:

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

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

Department of Foreign Languages

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

Inactivated Course

SPAN 4335S: Spanish Am Civ Culture

JUSTIFICATION:

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

Revised Courses

SPAN 4095: Study Abroad Selected Topics

JUSTIFICATION:

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

SPAN 4131: Critical Reading Writing II

JUSTIFICATION:

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

SPAN 4131H: Critical Reading Writing II

JUSTIFICATION:

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

SPAN 4131S: Critical Reading and Writing II

JUSTIFICATION:

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

SPAN 4132: Introduction to Hispanic Linguistics

JUSTIFICATION:

Change in the Prerequisites

SPAN 4132S: Introduction to Hispanic Linguistics

JUSTIFICATION:

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

10

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

SPAN 4195: Studies Abroad: Advanced Language

JUSTIFICATION:

Change in the Prerequisites

SPAN 4231: Spanish American Life, Literature, and Thought

JUSTIFICATION:

Change in the Prerequisites

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

JUSTIFICATION:

Change in the Prerequisites

SPAN 4233: Peninsular Life, Literature, and Thought

JUSTIFICATION:

Change in the Prerequisites

SPAN 4233H: Peninsular Life, Lit., Thought

JUSTIFICATION:

Change in the Prerequisites

SPAN 4530: Advanced Spanish for the Professions

JUSTIFICATION:

Change in the Prerequisites

SPAN 4530S: Advanced Spanish for the Professions

JUSTIFICATION:

Change in the Prerequisites

SPAN 4532: Foundations of Translation

JUSTIFICATION:

Change in the Prerequisites

SPAN 4532H: Foundations of Translation

JUSTIFICATION:

Change in the Prerequisites

SPAN 4532S: Foundations of Translation

JUSTIFICATION:

Change in the Prerequisites

SPAN 5234: Studies in Hispanic Literature

JUSTIFICATION:

Change in the Prerequisites

SPAN 5332: Studies in Hispanic Film

JUSTIFICATION:

Change in the Prerequisites

Department of History

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

Inactivated Courses

HIST 3111H: History Honors Thesis Seminar I

JUSTIFICATION:

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

HIST 3112H: History Honors Thesis Seminar II

JUSTIFICATION:

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

HIST 3337: Europe, 1914-1945

JUSTIFICATION:

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

HIST 3337S: Europe, 1914-1945

JUSTIFICATION:

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

HIST 4111H: History Honors Thesis Seminar III

JUSTIFICATION:

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

HIST 4112H: History Honors Thesis Seminar IV

JUSTIFICATION:

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

HIST 4334: Colonial Experience: Response

JUSTIFICATION:

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

HIST 4690: Senior Thesis

JUSTIFICATION:

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

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

JUSTIFICATION:

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

472A: Digital Humanities Interdisciplinary Minor

JUSTIFICATION:

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

Department of Sociology and Anthropology

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

New Courses

ANTH 4134: Archaeological Curation

JUSTIFICATION:

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

ANTH 4434: Life Cycle of Language

JUSTIFICATION:

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

ANTH 3092: Selected Topics in Archaeology

JUSTIFICATION:

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

ANTH 3092S: Selected Topics in Archaeology

JUSTIFICATION:

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

Department of Criminal Justice and Criminology

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

Revised Courses

CRJU 3432S: Gangs and Society

JUSTIFICATION:

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

CRJU 4532: Organized Crime in a Global Society

JUSTIFICATION:

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

Inactivated Program

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

JUSTIFICATION:

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

Department of Writing and Linguistics

Special Topics Announcements- Information Only

10: Assessing Writing in Theory and Practice

JUSTIFICATION:

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

11: Rhetorics of Health and Medicine

JUSTIFICATION:

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

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

Inactivated Program

IT19: Technical Writing Second Discipline Concentration

JUSTIFICATION:

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

Department of Literature and Philosophy

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

New Course

RELS 3234: Asian Religious Philosophy

JUSTIFICATION:

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

New Program

: Philosophy B.A. (Religious Studies Concentration)

JUSTIFICATION:

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

B. College of Business Administration

School of Accountancy

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

Revised Courses

ACCT 4633: Forensic Interviews and Interrogation

JUSTIFICATION:

Minor changes to update prerequisites.

LSTD 3630: White Collar Crime

JUSTIFICATION:

Minor change to update prerequisites.

Revised Program

BBA-ACCT: Accounting B.B.A.

JUSTIFICATION:

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

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

Department of Marketing

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

Revised Programs

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

JUSTIFICATION:

To update program in Honors.

BBA-MKTG: Marketing B.B.A.

JUSTIFICATION:

Just to update college's requirements for Honors program.

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

JUSTIFICATION:

To update honors classes

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

JUSTIFICATION:

To update Honors program.

Department of Finance and Economics

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

Revised Courses

ECON 4131: Applied Econometrics

JUSTIFICATION:

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

FINC 3231: Investments

JUSTIFICATION:

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

Revised Programs

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

JUSTIFICATION:

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

BA-ECONOM: Economics B.A.

JUSTIFICATION:

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

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

JUSTIFICATION:

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

BBA-ECON: Economics B.B.A.

JUSTIFICATION:

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

BBA-FINC: Finance B.B.A.

JUSTIFICATION:

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

Department of Management

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

Revised Programs

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

JUSTIFICATION:

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

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

JUSTIFICATION:

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

BBA-MGMT: Management B.B.A.

JUSTIFICATION:

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

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

JUSTIFICATION:

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

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

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

18

New Course

SPED 4632: Special Education Student Teaching Seminar

JUSTIFICATION:

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

Inactivated Courses

MGED 3712: Middle School Practicum III

JUSTIFICATION:

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

MGED 3722: Middle School Practicum II

JUSTIFICATION:

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

Revised Courses

MGED 3232: Methods of Teaching Science in the Middle Grades

JUSTIFICATION:

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

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

JUSTIFICATION:

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

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

JUSTIFICATION:

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

MGED 3532: Methods of Teaching Mathematics in the Middle Grades

JUSTIFICATION:

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

MGED 3731: Middle School Practicum I

JUSTIFICATION:

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

MGED 3732: Middle School Practicum II

JUSTIFICATION:

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

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

JUSTIFICATION:

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

SPED 3130: Characteristics of Learners with Special Needs

JUSTIFICATION:

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

SPED 3131: Assessment in Special Education

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

SPED 3134: Special Education Procedures

JUSTIFICATION:

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

SPED 3231: Classroom Management

JUSTIFICATION:

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

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

JUSTIFICATION:

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

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

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

SPED 4733: SPED P-5 Practicum

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

SPED 5799: Student Teaching in Special Education

JUSTIFICATION:

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

Revised Programs

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

JUSTIFICATION:

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

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

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

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

Department of Curriculum Foundations and Reading

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

Revised Course

EDUC 2090: PPB Practicum

JUSTIFICATION:

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

Department of Leadership, Technology, and Human Development

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

Inactivated Courses

ITEC 3130: Instructional Technology for Early Childhood Education

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

ITEC 3530: Instructional Technology for Middle Grades Education

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

D. College of Science and Mathematics

Department of Biology

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

Inactivated Course

BIOL 5244: Insect Physiology

JUSTIFICATION:

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

Department of Geology and Geography

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

New Courses

GEOG 5435: Nature and Society

JUSTIFICATION:

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

GEOG 5531: Environmental Impact and Remediation

JUSTIFICATION:

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

GEOG 5545: Ecohydrology

JUSTIFICATION:

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

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

GEOL 3220: Data Management for Geologists

JUSTIFICATION:

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

Inactivated Courses

GEOG 3130: Conservation

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

GEOG 3130S: Conservation

JUSTIFICATION:

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

GEOL 1110: Earth Laboratory

JUSTIFICATION:

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

Revised Courses

GEOG 4130: Biogeography

JUSTIFICATION:

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

GEOL 3520: Field Methods

JUSTIFICATION:

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

GEOL 3541: Mineralogy

JUSTIFICATION:

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

GEOL 5130: Geochemistry

JUSTIFICATION:

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

Revised Program

384A: Geology Minor

JUSTIFICATION:

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

Department of Mathematical Sciences

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

Revised Programs

BS-MATH: Mathematics B.S.

JUSTIFICATION:

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

BSMAT-MATH: Mathematics B.S.Mat.

JUSTIFICATION:

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

Special Topics Announcements

8: Applied Problems for Industry

JUSTIFICATION:

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

9: Introduction to Data Analytics with R

JUSTIFICATION:

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

Department of Physics

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

Revised Programs

BA-PHYS: Physics and Astronomy B.A.

JUSTIFICATION:

To specify the requirements for Honors students

BSP-PHYS: Physics B.S.P.

JUSTIFICATION:

To specify the requirements for Honors students

E. College of Health and Human Sciences

School of Nursing

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

New Course

NURS 4343: Community Health Nursing

JUSTIFICATION:

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

Inactivated Courses

NURS 3212: Pharmacologic and Integrative Therapeutics II

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

NURS 3212H: Pharmacologic and Integrative Therapeutics II

JUSTIFICATION:

Structure of Pharmacology curriculum is changing so course needs deactivated.

NURS 4128: Nursing Leadership and Management

JUSTIFICATION:

Course credits are shifting across semesters so course needs deactivated.

NURS 4212: Pharmacologic and Integrative Therapeutics IV

JUSTIFICATION:

Structure of Pharmacology curriculum is changing so course needs deactivated.

Revised Course

NURS 4138: Nursing Leadership and Management: Health Promotion VIII

JUSTIFICATION:

Course credits are shifting across semesters so course needs reactivated.

Department of Health and Kinesiology

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

Revised Courses

KINS 2531: Human Anatomy and Physiology I

JUSTIFICATION:

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

KINS 2532: Human Anatomy and Physiology II

JUSTIFICATION:

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

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

Revised Programs

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

JUSTIFICATION:

To include the UHON course as athletic training elective

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

JUSTIFICATION:

To include the UHON course as exercise science elective

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

JUSTIFICATION:

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

BS-SMGT: Sport Management B.S.

JUSTIFICATION:

To include the UHON course as sport management elective

F. College of Engineering and Information Technology

Department of Computer Sciences

Special Topics Announcements-Information Only

18: Special Topics in Computer Science: Go4Algorithms

JUSTIFICATION:

Announcing a Special Topics course.

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

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

Specific topics include search, game playing, constraint satisfaction, logic, knowledge representation and reasoning. The main goal of this special topics course is to familiarize you with the tools to tackle new AI problems.

Department of Information Technology

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

Revised Programs

121D: Information Technology Minor

JUSTIFICATION:

Eliminate tracks and provide flexibility.

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

JUSTIFICATION:

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

Department of Civil Engineering and Construction Management

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

Revised Course

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

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

V. OTHER BUSINESS A. CIM Update

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

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

VI. ADJOURNMENT

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

Respectfully Submitted,

Jade Brooks

Recording Secretary

General Education and Core Curriculum Committee Meeting

Wednesday, November 30, 2016

Biological Sciences Building Room 1155

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

I. Call to Order

The meeting was called to order at 12:14.

II. Approval of Minutes from October 26, 2016

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

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

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

III. New Core Course Review

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

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

IV. Board of Regents Action regarding Comprehensive Learning Outcomes

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

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

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

V. Old Business

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

VI. New Business

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

VII. Adjourn

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

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

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

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

Male Sports

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

Female Sports

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

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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

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

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

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

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

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

November 17, 2016

To: Director of Athletics.
Faculty Athletics Representatives.

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

From: Brian Hainline, Chief Medical Officer

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

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

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

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

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – January 19, 2017

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

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

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

I. CALL TO ORDER

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

II. APPROVAL OF AGENDA

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

III. OLD BUSINESS

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

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

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

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

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

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

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

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

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

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

IV. CHAIR'S UPDATE

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

CPR Training Sessions:

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

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

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

V. NEW BUSINESS

A. College of Engineering and Information Technology

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

Department of Civil Engineering and Construction Management

Course Revision:

CENG 5336G - Introduction to Finite Elements

JUSTIFICATION:

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

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

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

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

B. College of Health and Human Sciences

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

Department of Health and Human Sciences

New Course(s):

KINS 6133 - Programming for Optimal Performance

JUSTIFICATION:

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

NTFS 6110 - Culinary Skills

JUSTIFICATION:

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

Course Revision(s):

NTFS 7344 - Applied Medical Nutrition Therapy

JUSTIFICATION:

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

Program Revision(s):

CERG-DICP - Dietetic Internship Certificate Program

JUSTIFICATION:

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

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

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

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

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

C. College of Liberal Arts and Social Sciences

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

Department of Foreign Languages

Course Revision(s):

SPAN 5234G - Studies in Hispanic Literature

JUSTIFICATION:

Approve for asynchronous instruction.

SPAN 5332G - Studies in Hispanic Film

JUSTIFICATION:

Remove prerequisite; add asynchronous instruction as a schedule type.

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

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

Department of History

Course Inactivation:

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

JUSTIFICATION:

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

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

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

Department of Music

Program Revision:

MM-MUSC Music M.M.

JUSTIFICATION:

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

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

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

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

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

Department of Criminal Justice and Criminology

Preliminary Program Proposal:

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

JUSTIFICATION:

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

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

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

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

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

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

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

D. Jiann-Ping Hsu College of Public Health

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

New Course(s):

PUBH 7132 - Scientific Basis of Public Health

JUSTIFICATION:

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

PUBH 9134 - Professionalism and Ethics in Public Health Practice

JUSTIFICATION:

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

Course Revision(s):

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

JUSTIFICATION:

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

PUBH 9135 - Public Health, Funding and Grantsmanship

JUSTIFICATION:

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

Department of Environmental Health Sciences

Course Revision:

PUBH 8132 - Environmental and Occupational Health

JUSTIFICATION:

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

Department of Health Policy and Management

Course Revision:

PUBH 8134 - Health Economics, Policy and the Political Process

JUSTIFICATION:

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

Program Revision(s):

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

JUSTIFICATION:

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

MHA-HADM Healthcare Administration M.H.A.

JUSTIFICATION:

Accreditation

Department of Biostatistics

Program Revision:

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

JUSTIFICATION:

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

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

Department of Community Health

Program Revision:

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

JUSTIFICATION:

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

Department of Epidemiology

Program Revision:

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

JUSTIFICATION:

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

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

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

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

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

E. College of Science and Mathematics

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

Preliminary Program Proposal:

Concept Paper: PhD with a major in Environmental Science

JUSTIFICATION:

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

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

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

Department of Biology

Course Inactivation:

BIOL 5244G - Insect Physiology

JUSTIFICATION:

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

Department of Physics

Course Inactivation:

ASTR 5555 - Special Topics in Astrophysics

JUSTIFICATION:

This course is no longer used.

PHYS 7120 - Conceptual Physics II

JUSTIFICATION:

This course is no longer used.

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

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

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

Department of Geology and Geography

New Course(s):

GEOG 5531G - Environmental Impact and Remediation

JUSTIFICATION:

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

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

GEOG 5435G - Nature and Society

JUSTIFICATION:

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

GEOG 5545G - Ecohydrology

JUSTIFICATION:

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

GEOG 7632 - Seminar in Geographic Research and Methods

JUSTIFICATION:

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

Course Revision:

GEOL 5130G - Geochemistry

JUSTIFICATION:

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

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

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

Department of Mathematical Sciences

Program Revision:

MS-MATH/APL Mathematics M.S.

JUSTIFICATION:

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

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

Information Only Item(s):

Applied Problems for Industry

JUSTIFICATION:

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

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

Introduction to Data Analytics with R

JUSTIFICATION:

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

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

No action is required for Information Only items.

F. College of Education

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

Department of Teaching and Learning

New Course(s):

PBIS 8130 - Administration in Positive Behavior Interventions and Supports

JUSTIFICATION:

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

PBIS 8131 - Critical Issues in Positive Behavior and Supports

JUSTIFICATION:

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

PBIS 8839 - Data Methods in Positive Behavior Intervention and Support

JUSTIFICATION:

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

TCLD 7334 - Language Policy and Politics in Education

JUSTIFICATION:

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

TCLD 7336 - Globalization, Immigration, and Teaching ELLs

JUSTIFICATION:

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

TCLD 7338 - Special Education-ELL Interface & Assessment

JUSTIFICATION:

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

TCLD 8538 - Advanced ELL & Bilingual Teaching Methods

JUSTIFICATION:

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

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

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

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

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

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

Course Revision(s):

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

JUSTIFICATION:

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

SPED 5799G - Student Teaching in Special Education

JUSTIFICATION:

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

SPED 7631 - Perspectives on Mild Disabilities

JUSTIFICATION:

Removal of prerequisites due to prior resequencing of program

SPED 7736 - Internship in SPED General Curriculum

JUSTIFICATION:

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

New Program:

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

JUSTIFICATION:

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

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

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

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

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

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

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

Needs and demand data

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

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

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

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

Enrollment Growth in GaSoU's ESOL Endorsement

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

Interest among GaSoU ESOL Endorsement Earners

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

Enrollment data from comparable programs

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

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

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

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

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

Department of Curriculum, Foundations, and Reading

Course Revision(s):

EDUF 7090 - Selected Topics in Educational Foundations

JUSTIFICATION:

Error in course description:

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

EDUF 8135 – Thinking and Problem Solving

JUSTIFICATION:

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

New Program:

Curriculum and Pedagogy for Social Justice Certificate

JUSTIFICATION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department of Leadership, Technology, and Human Development

Course Inactivation(s):

ADED 7737 - Practicum in AED

JUSTIFICATION:

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

ADED 8890 - Directed Individual Study

JUSTIFICATION:

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

COUN 7432 - Dev Guid Curr

JUSTIFICATION:

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

COUN 7433 - Consultation & Intervention

JUSTIFICATION:

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

COUN 8537 - Adv Counsel Prac & Supv

JUSTIFICATION:

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

EDLD 7132 - General School Administration

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7133 - School Law

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7234 - Instructional Supervision

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7235 - School Business Administration

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7236 - School Personnel Administration

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7337 - The Principalship

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8130 - Educational Evaluation

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8136 - Educational Facilities

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8438 - Organizational Leadership

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8531 - School Public Relations

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8532 - Policy Studies in Schools

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8534 - The Superintendency

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9231 - Administrative Theory

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9232 - Decision Making/Problem Solving

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9233 - Leadership Theory

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9234 - Doctoral Seminar

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9236 - Diversity and Ethics for Educational Leaders

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

ESPY 7080 - The Psychology of Learning

JUSTIFICATION:

The School Psychology Program no longer offers this course.

ESPY 7090 - Selected Topics in School Psychology

JUSTIFICATION:

The School Psychology Program no longer offers this course.

ITEC 7335 - Web Design and Development

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

ITEC 7538 - Instructional Technology for School Leaders

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

Course Revision(s):

COUN 7131 - Student Affairs in Higher Education

JUSTIFICATION:

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

COUN 7231 - Foundations of Clinical Mental Health Counseling

JUSTIFICATION:

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

COUN 7233 - Family Counseling

JUSTIFICATION:

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

COUN 7234 - Counseling Psychodiagnosis

JUSTIFICATION:

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

COUN 7235 - Short Term Counseling Strategies

JUSTIFICATION:

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

COUN 7236 - Counseling and Sexuality

JUSTIFICATION:

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

COUN 7332 - Theories of Counseling

JUSTIFICATION:

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

COUN 7333 - Counseling Skills and Techniques

JUSTIFICATION:

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

COUN 7334 - Group Counseling and Group Work

JUSTIFICATION:

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

COUN 7335 - Counseling Assessment and Appraisal

JUSTIFICATION:

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

COUN 7336 - Career Counseling

JUSTIFICATION:

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

COUN 7338 - Life Span Development

JUSTIFICATION:

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

COUN 7737 - Counseling Practicum

JUSTIFICATION:

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

COUN 7738 - Counseling Internship I

JUSTIFICATION:

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

COUN 7739 - Counseling Internship II

JUSTIFICATION:

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

COUN 8737 - Clinical Counseling Supervision

JUSTIFICATION:

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

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

COUN 8890 - Directed Individual Study

JUSTIFICATION:

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

EDLD 9333 - Ethics in Educational Leadership

JUSTIFICATION:

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

EDLD 9432 - Program Evaluation for School Leaders

JUSTIFICATION:

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

New/Revised Program(s):

Educational Leadership Tier I Certification Only

JUSTIFICATION:

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

Educational Leadership Ed.D.

JUSTIFICATION:

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

Counselor Education M.Ed.

JUSTIFICATION:

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

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

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

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

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

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

VI. OLD BUSINESS

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

VII. ANNOUNCEMENTS

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

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

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

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

VIII. ADJOURNMENT

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

Respectfully submitted,

Audie Graham, Recording Secretary

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

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

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

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

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

2. Finalizing the Draft Report

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

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

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

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

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

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

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

6. Adjourn

The meeting was adjourned at 2:45 pm.

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

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

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

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

Absent: N/A

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

II. APPROVAL OF AGENDA

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

III. Approval of October 2016 Undergraduate Curriculum Committee Meeting Minutes

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

III. CHAIR'S UPDATE

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

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

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

2

New Course

LEAD 4131: The Practice of Leadership

JUSTIFICATION:

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

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

Inactivated Courses

AMST 5232: Work, Family, and Community

JUSTIFICATION:

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

CLAS 4700: Cooperative Education

JUSTIFICATION:

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

IDS 3090: Special Topics

JUSTIFICATION:

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

IDS 3090S: Special Topics

JUSTIFICATION:

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

WGST 3230: Intro to Women and Gender

JUSTIFICATION:

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

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

New Program

101C: Interdisciplinary Minor in Leadership Studies

JUSTIFICATION:

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

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

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

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

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

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

Department of Art

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

Inactivated Course

ART 4333: Publication Design

JUSTIFICATION:

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

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

I. Department of Communication Arts

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

Inactivated Course

AMST 4890: Seminar in American Studies

Department of Criminal Justice and Criminology

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

Revised Program

Justice Studies B.S.J.S.

JUSTIFICATION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department of Foreign Languages

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

Inactivated Programs

French Second Discipline Concentration

JUSTIFICATION:

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

German Second Discipline Concentration

JUSTIFICATION:

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

Spanish Second Discipline Concentration

JUSTIFICATION:

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

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

Department of General Studies

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

Revised Programs

Interdisciplinary Studies B.I.S.

JUSTIFICATION:

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

Interdisciplinary Studies B.I.S. (Online)

JUSTIFICATION:

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

Department of History

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

New Course

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

JUSTIFICATION:

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

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

Revised Courses

HIST 3432: Modern Germany

JUSTIFICATION:

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

HIST 5430: Modern France and French Society in Global Context

JUSTIFICATION:

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

Department of Literature and Philosophy

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

New Course

RELS 3138: Introduction to Buddhism

JUSTIFICATION:

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

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

Inactivated Courses

ENGL 1230: Reading Fiction

JUSTIFICATION:

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

ENGL 1231: Reading Drama

JUSTIFICATION:

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

ENGL 1232: Reading Poetry

JUSTIFICATION:

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

ENGL 3338: Irish Cultural Identities

JUSTIFICATION:

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

PHIL 4333: 20th Century Ethical Theory

JUSTIFICATION:

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

An Aasheim/Mondor motion to approve the course revisions was passed unanimously.

Revised Courses

ENGL 5236: Irish Literature since 1850

JUSTIFICATION:

Correcting prerequisites that were entered incorrectly in the catalog.

ENGL 5331: British Drama to 1642

JUSTIFICATION:

Correcting prerequisites that were entered incorrectly in the catalog.

ENGL 5432S: 20th C British Literature

JUSTIFICATION:

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

ENGL 5533: Literary Criticism and Theory

JUSTIFICATION:

Correcting prerequisites that were entered incorrectly in the catalog.

PHIL 3330: Philosophy of Art

JUSTIFICATION:

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

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

RELS 3030: Selected Topics

JUSTIFICATION:

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

11

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

RELS 3235: Religion, Sex, and Gender

JUSTIFICATION:

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

Department of Music

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

Inactivated Program

IT26: Music Second Discipline Concentration

JUSTIFICATION:

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

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

Department of Sociology and Anthropology

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

New Courses

ANTH 3130: Fire, Stone, Hide and Bone

JUSTIFICATION:

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

ANTH 3134: Material Culture

JUSTIFICATION:

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

ANTH 3335: Caribbean Cultures

JUSTIFICATION:

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

ANTH 3336: Food and Culture (TABLED)

JUSTIFICATION:

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

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

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

JUSTIFICATION:

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

ANTH 4336: Medical Anthropology

JUSTIFICATION:

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

ANTH 3532: Frameworks for Anthropology

JUSTIFICATION:

Restructuring the major, adding necessary foundational courses.

ANTH 4137: Archaeologies of Conflict

JUSTIFICATION:

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

ANTH 4138: Zooarchaeology

JUSTIFICATION:

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

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

Inactivated Courses

ANTH 3135: Georgia Archeology

JUSTIFICATION:

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

ANTH 4133: Gullah and Geechee Language and Culture

JUSTIFICATION:

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

ANTH 4234: Cherokee Archaeology

JUSTIFICATION:

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

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

Revised Courses

ANTH 2231: Biological Anthropology

JUSTIFICATION:

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

ANTH 3131: World Archaeology

JUSTIFICATION:

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

ANTH 3132: North American Archaeology

JUSTIFICATION:

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

ANTH 3133: Southeastern Prehistory'

JUSTIFICATION:

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

14

ANTH 3136: Historical Archaeology

JUSTIFICATION:

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

ANTH 3331: Cultural Anthropology

JUSTIFICATION:

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

ANTH 3331S: Cultural Anthropology

JUSTIFICATION:

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

ANTH 3333: Native Peoples of North America

JUSTIFICATION:

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

ANTH 3334: Native Peoples of the Southeast

JUSTIFICATION:

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

ANTH 4231: Archaeological Methods and Theory

JUSTIFICATION:

Preferred spelling of archaeology and a shorter more succinct title.

ANTH 4231S: Archaeological Methods and Theory

JUSTIFICATION:

Changing to meet the main section changes

ANTH 4235: Advanced Archaeological Analysis

JUSTIFICATION:

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

APAN 4790: Internship in Anthropology

JUSTIFICATION:

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

ARCH 4232: Archaeology Field Session

JUSTIFICATION:

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

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

Revised Program

BA-ANTH: Anthropology B.A.

JUSTIFICATION:

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

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

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

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

B. College of Science and Mathematics

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

Department of Geology and Geography

New Courses

GEOG 5441: Remote Sensing

JUSTIFICATION:

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

GEOG 5540: Advanced GIS

JUSTIFICATION:

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

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

Inactivated Courses

GEOG 3741: Remote Sensing

JUSTIFICATION:

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

GEOG 4543: Advanced GIS: Spatial Analysis and Modeling

JUSTIFICATION:

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

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

C. College of Health and Human Sciences

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

School of Nursing

New Courses

NURS 3135: Critical Inquiry: Nursing Research

JUSTIFICATION:

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

NURS 4225: Critical Analysis of Nursing Concepts for the RN

JUSTIFICATION:

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

NURS 3235: Health Assessment Across the Lifespan

JUSTIFICATION:

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

NURS 4355: Community Health Nursing

JUSTIFICATION:

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

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

Revised Program

BSN-NURS: Nursing B.S.N.

JUSTIFICATION:

Delete information related to the RN-BSN program.

D. College of Business Administration

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

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

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

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

V. OTHER BUSINESS

A. Curriculum Inventory Management (CIM) Update

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

B. Change to the Approval of Minutes

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

VI. ADJOURNMENT

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

Respectfully Submitted,
Jade Brooks
Recording Secretary

3-2017

Librarian's report 3-2017

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the March 2017 meeting.

This report includes:

Academic Standards Committee report, January 4

ad hoc Committee on SRI minutes, February 8

ad hoc Committee on SRI Final Report (see attached PDF file)

Faculty Welfare Committee minutes, February 7

Graduate Committee minutes, February 9

GECC meeting minutes, January 31

Library Committee minutes, February 15

Undergraduate Committee minutes, February 14

Academic Standards Committee

The Academic Standards Committee met twice in February to consider student appeals for readmission to the university.

Academic Standards Committee meeting on January 4, 2017.

Present at the January 4th meeting were Moya Alphonso (JPHCOPH), Scott Beck (COE), Timothy Giles (CLASS), Paolo Gujilde (LIB), Brian Koehler (COSM), Bill Levernier (COBA), Teri Melton (COE), Lowell Mooney (COBA), Jon Rawlinson (REG), Amy Jo Riggs (CHHS), Peter Rogers (CEIT), Lisa Smith (LIB), Teresa Smith (REGS), Wayne Smith (REG), Kelly Sullivan (JPHCOPH), Sam Todd (CHHS), Mark Welford (COSM).

Not present at the January 4th meeting were Elise Boyett (FIN AID), Mark Edwards (COSM), Roger Purcell (CEIT), Candy Schille (CLASS).

Appeals for January 4, 2017

TALLY

Automatic 10 pts down or less (60 E1, 1 E2)	61	Approved by Dean (34 E1, 2 E2)	36
Automatic Autos-2.0 or better for past 2 terms (44 E1, 10 E2)	54	Denied by Dean (53 E1, 2 E2)	55
Denied by Committee (87 E1, 4 E2)	91		
Approved by Committee (23 E1)	23	Approved by Assoc. Provost	16
Total E1 & E2 Appeals	229		
*Total Approved Appeals	190		
Grand Total Appeals	245		

*Total Approved Appeals = total approved appeals for E1 and E2 students + E2 student appeals approved by Provost (if applicable.)

Academic Standards Committee meeting on January 5, 2017.

Present at the January 5th meeting were Timothy Giles (CLASS), Paolo Gujilde (LIB), Brian Koehler (COSM), Bill Levernier (COBA), Teri Melton (COE), Lowell Mooney (COBA), Amy Jo Riggs (CHHS), Peter Rogers (CEIT), Lisa Smith (LIB), Wayne Smith (REG), Kelly Sullivan (JPHCOPH), Sam Todd (CHHS), Mark Welford (COSM).

Not present at the January 4th meeting were Moya Alphonso (JPHCOPH), Scott Beck (COE), Elise Boyett (FIN AID), Mark Edwards (COSM), Roger Purcell (CEIT), Candy Schille (CLASS).

Appeals for January 5, 2017

TALLY

Automatic 10 pts down or less (0 E1, 0 E2)	0	Approved by Dean (7 E1, 0 E2)	7
Automatic Autos-2.0 or better for past 2 terms (0 E1, 0 E2)	0	Denied by Dean (17 E1, 2 E2)	19
Denied by Committee (24 E1, 2 E2)	26		
Approved by Committee (3 E1)	3	Approved by Assoc. Provost	0
Total E1 & E2 Appeals	29		
*Total Approved Appeals	10		
Grand Total Appeals	29		

*Total Approved Appeals = total approved appeals for E1 and E2 students + E2 student appeals approved by Provost (if applicable.)

ad hoc Committee on Student Ratings of Instruction
Meeting Minutes
February 8th, 2017
1:30-2:30 pm

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

1. Discussion about emails from Faculty Senate Executive Committee and February 7th, 2017 Faculty Senate meeting

The Committee discussed the recent decision of the SEC to decline to put the Committee on the agenda for the 2/7/17 Faculty Senate meeting to present our results and solicit feedback from the Faculty Senate before making our final recommendations. Members were shocked and extremely disappointed that we were denied the opportunity to present our work at the February Faculty Senate meeting, because we had been planning to do so since August 2016, and in response to a recent Request For Information the Faculty Senate Moderator had previously announced that we would be presenting our work at the February meeting. Additionally, members were very demoralized by the SEC's attempt to dissolve the committee before we had the opportunity to complete our charge and make our final recommendations. The members expressed their gratitude that the SEC had relented and agreed to at least allow us to write our final report and present it to the Faculty Senate at the March 6th, 2017 meeting.

The Committee strongly disagrees with the SEC decision to prohibit Faculty Senate consideration of any recommendations our Committee might make simply because we are in the midst of a consolidation with Armstrong State University. Our Committee was charged to address very serious flaws in our Student Ratings of Instruction measure and the manner in which it is used at Georgia Southern University; those issues will persist if the Faculty Senate is not permitted to act upon our Committee's recommendations. Our Committee believes the Faculty Senate should have the right to vote on our recommendations as they see fit, whether that means approving them, rejecting them, or tabling them.

The Committee also believes that the characterization of our efforts by the Faculty Senate Moderator at the February Faculty Senate meeting was inaccurate. He stated that the SEC believed that our results were not compelling and "not supported" by the feedback we had received. In the Draft Report we had disseminated, we made no recommendations, so the Committee believes that any conclusions about the merits of our recommendations should be reserved until after we have proposed those recommendations and provided the rationale for them.

2. Discussion about revisions to the pilot SRI form

The Committee reviewed the results of the pilot testing and the feedback we had received (both official and unofficial). We also discussed logistical and administrative issues relevant to the pilot SRI form. The Committee agreed to make one major and three minor changes to the pilot SRI form and propose that form to the Faculty Senate for adoption.

3. Discussion about final recommendations

The Committee discussed options for recommendations to include in our Final Report in furtherance of our charge. We decided to make three recommendations, each of which will be explained in detail in our Final Report and accompanied by a clear and compelling rationale.

4. Completing the Final Report and presenting to the Faculty Senate

The Committee Chair volunteered to write the draft of the final recommendations section of the report and send it to the rest of the Committee for revision. Upon completion of the report, a copy will be sent to the Senate Librarian for inclusion in the Librarian's Report. A copy will also be attached to the request to appear on the March 6th, 2017 Faculty Senate agenda, for ease of reference.

5. Statement of Thanks

The Committee Chair thanked the Committee members for their hard work in carrying out our charge over the past three years.

6. Adjourn

The meeting was adjourned at 2:30 pm.

Faculty Welfare Committee minutes
Meeting 2-7-17, 11:00 AM

In attendance:

Jim LoBue, COSM (chair)
John Barkoulas, COBA
Ron MacKinnon, COBA
Fred Smith, LIBR
LiLi Li, LIBR
Colton Magnant, COSM
Jonathan Hilpert, COE
Leticia McGrath, CLASS
Alice Hall, CHHS
Ashley Walker, COPH
Diana Cone, Provost Office

Item 1

Charge: to decide whether a change in the Faculty Handbook was called for with respect to external review of faculty for tenure and promotion. The appropriate excerpt from the Faculty Handbook was attached to this document. Highlighted and underlined are particular excerpts and phrases that identify the focus we examined.

The committee discussed the possibility for several changes ranging from direct indication that only scholarship should be considered to a statement suggesting that departments decide for themselves what external reviewers should do. The committee found a strong consensus that no change should be made to the Faculty Handbook. To specify that only scholarship should be judged seemed to remove departmental prerogative while to indicate that departments, independently, should decide how to use external review seemed redundant. Clearly, as indicated by FWC faculty present, whatever ambiguity there is in the Faculty Handbook has been dealt with by most departments already. **Several departments have interpreted the wording to allow them to request that only scholarship need be reviewed. Further, to specifically state that departments are free to judge for themselves should require a policy change. Such a change calls for a separate proposal in addition to a proposal for a change in the Faculty Handbook.** Given the anticipated volatility in University policies driven by consolidation, the FWC did not think this particular change **would be important enough to make** at this time.

Item 2

There were several other topics discussed further by the FWC.

The first was whether there is a need for a spousal hiring policy. Nationally a significant number of faculty searches fail, and another fraction of young faculty are lost because of the lack of spousal employment opportunities. As indicated by Dr. Cone, at Georgia Southern discussion of spousal employment does take place as do attempts to make employment opportunities known to faculty spouses. Further, the University has a strong record of hiring highly qualified spouses, although there are a few cases identified by FWC members in which the non-hiring of a faculty spouse to appropriate faculty positions seemed inscrutable. However, the University does not have a formal policy on spousal hiring. Such a policy could strengthen current faculty searches as well as improve faculty retention. The FWC will work on a policy that addresses what is already done informally.

Item 3

The second topic of discussion was maternity leave.

The current maternity leave policy is based on the use of sick leave. However, most often, it is young faculty early in their careers at Georgia Southern who are adversely affected by this policy as well as the stipulation that eligibility requires a full year of employment. The current policy apparently prohibits use of the pool of donated sick leave for this purpose. It is faculty in their early years who are unlikely to have accumulated enough sick leave of their own to cover the 6 to 8 weeks of leave (30-40 days, 3-4 years of service) that a fully supportive policy would demand. The FWC will revisit the current policy and attempt to address the concerns of young faculty who are most vulnerable in this context.

Items 4 and 5

The final two topics were only discussed briefly but will find a place on our agenda this semester. Proposed was the suggestion that we need to provide compensation for faculty supervision of independent study students.

Proposed was the suggestion that we need to review the “Periodic Review of Department Chairs” that was instituted a few years ago.

205.06 p55 of the current Faculty Handbook

4. Each tenured or tenure-track faculty member undergoing either a promotion or tenure review shall submit to his/her chair or unit head the names and contact information of at least three qualified individuals not directly involved in the faculty member’s work (i.e., have not been involved as a mentor or close collaborator) who can objectively review the faculty member’s portfolio. **The individuals should be experts in the faculty member’s field and hold an academic appointment at an institution at least similar to Georgia Southern with rank at or above the rank to which the candidate is aspiring. The department chair or chair of the department’s Tenure and Promotion Committee shall solicit letters from two of the individuals that address the quality of work performed and readiness of the candidate for promotion and/or tenure.** In addition to submitting names for individuals who may be contacted for external review, the faculty member may submit up to three names (and contact information) of individuals who may NOT be contacted by anyone involved in the tenure and/or promotion review. The department chair in association with the Tenure and Promotion Committee chair may also solicit up to two additional letters from any individual not on the forbidden list that he or she may think has the background commensurate with carefully evaluating the candidate’s portfolio and contributions to the profession. (#4 approved by Faculty Senate, June 2, 2015.)

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – February 9, 2017

- Present: Dr. Mujibur Khan, CEIT; Dr. Gustavo Molina, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM; Dr. Colton Magnant, COSM; Dr. Bill Mase, JPHCOPH; Mr. Jeffrey Mortimore, Library; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Mrs. Randi Sykora-McCurdy, COGS; Ms. Cindy Groover, Institutional Effectiveness; Dr. Velma Burden, Registrar's Office; Mr. Wayne Smith, Registrar's Office; Ms. Doris Mack, Registrar's Office; Ms. Victoria Brannen, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. David Williams, CEIT; Dr. Stephen Rossi, CHHS; Dr. Robert Yarbrough, COSM; Dr. Katy Smith, COSM; Dr. Eric Kartchner, CLASS; Dr. Brian Vlcek, CIET; Dr. Eric Silva, CLASS; Dr. Dan Bauer, CLASS; Mr. Derek Larson, CLASS; Dr. Tony Pritchard, CHHS
- Absent: Dr. Evans Afriyie-Gyawu, JPHCOPH; Mr. Lili Li, Library

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, February 9, 2017 at 9:03 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. Comprehensive Program Review** – Dr. Anderson reviewed the operating procedures and team members for the Comprehensive Program Reviews. He asked team members to draft sample reports and stated he would normalize the reports and rubrics. Dr. Anderson said the members will receive program review information by this afternoon or tomorrow morning. If members do not receive information by Monday, please contact Dr. Anderson. The timeline for teams to complete their initial review is March. The final reviews and reports will be submitted for approval during the April Graduate Committee meeting.

Dr. Anderson reminded everyone of the next CPR training session scheduled tomorrow, February 10, from 2-3 PM, in IT Room 2206. Ms. Candace Griffith said she shared with the people who will be scoring the B.F.A. in Graphic Design and the B.A. in Physics and Astronomy for them to read through those and score them in advance of the training session. Ms. Griffith asked for them to use the Google Docs form, if possible, to record scores. Dr. Anderson asked that people who are using the Google Docs form to please make a copy in the event there is a technical issues.

Dr. Anderson thanked the committee in advance for their work with the CPRs.

IV. NEW BUSINESS

A. College of Science and Mathematics

Dr. Lance McBrayer presented the agenda item for the Department of Biology.

Department of Biology

New Course:

BIOL 5141G – Forensic Biology

JUSTIFICATION:

On the basis of student evaluations, from piloting this course as a Selected Topics course, there is a high demand to have a course taught in Forensic Biology for undergraduate and graduate students. This course will provide a basic understanding of the roles that biologists play when collaborating with law enforcement in civil and criminal investigations. This is an integrative

course, incorporating content from biological areas such as anatomy, botany, entomology, genetics, physiology, and toxicology, in addition to other STEM fields such as chemistry, mathematics, and physics. Due to its human-centered, problem-solving approach, this course is highly desirable for students preparing to attend graduate or professional (dental, medical, and veterinary) schools. In addition, this course provides a little known career path in fields such as: academia, forensic sciences, and government (FBI, GBI).

Dr. Lance McBrayer stated the course work for New Course BIOL 5141G was put through with a course fee. He stated that was not appropriate, so the course fee in the “G” section should be removed.

MOTION: Dr. Bill Mase made a motion to approve the agenda item submitted by the Department of Biology, with the removal of the course fee. A second was made by Dr. He. The motion to approve the New Course was approved.

Dr. Katy Smith presented the agenda item for the Department of Geology and Geography.

Department of Geology and Geography

New Course(s):

GEOG 5091G - Applied GIS

JUSTIFICATION:

This graduate course will be an elective in the MS in Applied Geography program.

GEOG 7535 - Cultural and Political Ecology

JUSTIFICATION:

Cultural and Political Ecology will be a major elective course in the MS Applied Geography program. With its emphasis on how myriad environmental issues are impacted by human driven factors and geographic contexts, it is an essential offering in the Applied Geography MS program.

GEOG 7830 - Non-Thesis Capstone

JUSTIFICATION:

This course is required for the non-Thesis option of the MS in Applied Geography.

GEOG 7999 - Thesis

JUSTIFICATION:

This course is required for the MS in Applied Geography thesis option.

GEOL 5340G - Barrier Island Environmental Geology

JUSTIFICATION:

The Barrier Island Environmental Geology course provides a field-based multidisciplinary science experience in a coastal environment during a period of great emphasis on coastal research and coastal evolution. The course can be taken concurrently with GEOL 5740 to provide an eight credit hour advanced elective package facilitating completion of Geology major degree requirements. The Geol 5740/5340 concurrent course package also supports students seeking a Sustainability Concentration and those pursuing a Minor in Geology. This course includes team research projects within a field-based learning environment that integrates the subdisciplines of physical, historical, and coastal geology, and hydrogeology, in the context of barrier island evolution, ecology and anthropogenic influences. The rapid shoreline migration of the host site (St. Catherines Island, GA) provides a unique opportunity to examine and address the impact of sea level rise on the greater coastal environment, essential natural resources, and critical wildlife habitat.

Course Revision:

GEOL 5740G - Sea Turtle Natural History

JUSTIFICATION:

The course description was updated to better-suit the current nature of the course, and the prerequisite changed to "permission of instructor" due to the need to coordinate early with

students intending to participate in the course (because of the need to coordinate logistics with St. Catherines Island). The course fee is requested to cover food and lodging needs while on the island as there are no commercial facilities on the island available to the students.

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

B. College of Education

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

Department of Curriculum, Foundations, and Reading

Course Revision:

EDUC 9636 - Advanced Seminar in Forms of Curriculum Inquiry

JUSTIFICATION:

We are attempting to change the pre-requisites and co-requisites associated with the course EDUC 9636. Because this course falls at the very end of the program of study, there are no co-requisites. This causes inefficient registration into EDUC 9632 and EDUC 9631, as we have to override each student into these courses. Therefore, we are eliminating EDUC 9632 and EDUC 9631 as co-requisites. We are also eliminating EDUF 9133, EDUF 9131, and EDUR 9231, as they do not offer the needed foundational knowledge in order to be successful in the course. However, we will keep EDUC 9232 and add EDUR 9232 as prerequisites to make sure the each student has received the necessary education to be successful in this course

MOTION: Dr. Mase made a motion to approve the agenda item submitted by the Department of Curriculum, Foundations, and Reading. A second was made by Dr. He. The motion to approve the Course Revision was approved.

Dr. Tracy Linderholm presented the agenda items for the Department of Leadership, Technology, and Human Development.

Department of Leadership, Technology, and Human Development

New Course:

ITEC 5233G - Foundations of Technology – Enabled Learning

JUSTIFICATION:

This course meets new Georgia Professional Standards Commission (GaPSC) and the council for the Accreditation of Educator Preparation (CAEP) requirements for preparing educators to use technology to support instruction and student learning. A cross listing of this course is needed to accommodate graduate level students. Graduate students will be required to complete an additional project: a technology-enabled unit comprising three lesson (including assessments) in the candidate's content area. This unit will be further developed, delivered, and tested in the Master of Teaching program.

Course Revision:

COUN 7232 - Addictions Counseling

JUSTIFICATION:

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

COUN 7337 - Multicultural Counseling

JUSTIFICATION:

Revise course title and description to align with current counseling scholarship, to bring the course into compliance with CACREP (specialty accreditation) standards, and to more accurately reflect course content. Adding a prerequisite since graduate students from other programs often

want to take the course and they limit enrollment for COUN students who are required to take the course.

ITEC 8231 - Transforming Learning with Technology

JUSTIFICATION:

The prerequisites were in place when the program was accepting candidates in Fall, Spring and Summer. Now the program is structured in a cohort model so that prerequisites are part of the program of study and no longer required for registration in this course.

Program Revision:

Instructional Technology Ed.S.

JUSTIFICATION:

The add-on certification program at the Master's Level requires a student to complete 24-27 hours of coursework, including the 18 hours in Instructional Technology required for admission into the EdS in ITEC. These students have to meet all of the same program requirements during the add-on track, including state teacher certification requirements, as students enrolled in the Master's. Therefore, this change enables us to accept applicants into the EdS program in a more equitable manner.

Dr. Linderholm stated she is requesting permission from the Provost Office to make the ITEC 5233G course effective in Summer 2017. She explained that the MAT program is a cohort model and it will take students out of sequence if they were not able to take the course this summer. Dr. Anderson asked if the Provost Office approves this request, will the Registrar's Office be able to make this course active for summer 2017. Mr. Wayne Smith said if the Registrar's Office receives approval from the Provost Office they will put the course in the system.

MOTION: Dr. He made a motion to approve the agenda item submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Flynn. The motion to approve the New Course, Course Revisions, and Program Revision was approved.

Dr. Tracy Linderholm and Dr. Tony Pritchard presented the agenda items for the Department of Teaching and Learning.

Department of Teaching and Learning

New Program:

Teaching M.A.T. (Health and Physical Education Concentration)

JUSTIFICATION:

Students who have earned a bachelors degree in another field that is not in Health and Physical Education have decided to become a teacher. These students want to earn a masters degree while also earning a teaching certificate in Health and Physical Education. By adding this concentration to the Master of Arts in Teaching, students would they will be able to earn the masters and teaching certificate at the same time.

Program Revision:

Teaching M.A.T.

JUSTIFICATION:

To update the information for prospective students as it pertains to advising and program admissions requirements but to also format the catalog pages to be more "user-friendly". In addition, a new concentration in health and physical education was added to begin Fall 2017.

Dr. Linderholm stated there are typographical errors in the concentration areas of the Teaching M.A.T. program revision submission. Revisions will be made to make all concentrations consistent within the program.

Dr. Anderson asked if there will be issues with workload. Dr. Stephen Rossi stated the Kinesiology courses will not start until Summer 2018, and he confirmed they have the faculty in place to teach the courses.

Dr. Flynn asked what premium tuition is. Dr. Linderholm stated premium tuition is \$25 per credit hour, above the base. She explained it is to help support additional work and services provided to graduate students. Ms. Randi Sykora-McCurdy stated premium tuition is charged for professional programs, such as public health programs, business programs, and education programs.

MOTION: Dr. Meca Williams-Johnson made a motion to approve the Program Revision submitted by the Department of Teaching and Learning, with the understanding that the typographical changes be made in the concentration areas. A second was made by Dr. Flynn. The motion to approve the Program Revision was approved.

MOTION: Dr. He made a motion to approve the New Program submitted by the Department of Teaching and Learning. A second was made by Dr. Williams-Johnson. The motion to approve the New Program was approved.

C. College of Liberal Arts and Social Sciences

Dr. Dan Bauer presented the course inactivations submitted by the College of Liberal Arts and Social Sciences.

Course Inactivation(s):

AL 8240 - General Linguistics

JUSTIFICATION:

The course was designed and approved when the Department of Writing and Linguistics was new and focused on creating a masters program in Applied Linguistics. The department no longer has plans to move in that direction.

AL 8460 - English Grammar ESL/EFL Tch

JUSTIFICATION:

The course was designed and approved when the Department of Writing and Linguistics was new and focused on creating a masters program in Applied Linguistics. The department is no longer has plans to move in that direction.

AL 8470 - Sociolinguistics

JUSTIFICATION:

The course was designed and approved when the Department of Writing and Linguistics was new and focused on creating a masters program in Applied Linguistics. The department no longer has plans to move in that direction.

MOTION: Dr. Mase made a motion to approve the Course Inactivations submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. He, and the motion was approved.

Mr. Derek Larson presented the agenda items for the Department of Art.

Department of Art

Course Revision:

ARTH 7377 - Graphic Design Art History

JUSTIFICATION:

Change in course prefix from ART7377 to ARTH7377. ARTH is the prefix used by all other Art History courses. Course prefix was not changed inadvertently in the conversion from ART to ARTH several years ago.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Department of Art. A second was made by Dr. He, and the motion to approve the Course Revision was approved.

Dr. Eric Silva presented the agenda items for the Departments of Criminal Justice and Criminology, Political Science and International Studies, and Sociology and Anthropology.
Department of Criminal Justice and Criminology

New Course:

CRJU 6638 - Proseminar in Social Science

JUSTIFICATION:

The Master of Arts in Social Science program is multidisciplinary and comprised of Sociology and Anthropology, Political Science, and Criminology and Criminal Justice. The Proseminar can currently only be taken as a sociology course, which does not reflect the multidisciplinary nature of the program.

Please number this course CRJU 6638. It will be cross-listed and offered with an existing course, SOCI 6638, which is also Proseminar in Social Science.

Department of Political Science and International Studies

New Course:

POLS 6638 - Proseminar in Social Science

JUSTIFICATION:

The Master of Arts in Social Science program is multidisciplinary and comprised of Sociology and Anthropology, Political Science, and Criminology and Criminal Justice. The Proseminar can currently only be taken as a sociology course, which does not reflect the multidisciplinary nature of the program.

Please number this course POLS 6638. It will be cross-listed and offered with an existing course, SOCI 6638, which is also Proseminar in Social Science.

Department of Sociology and Anthropology

New Course:

ANTH 6638- Proseminar in Social Science

JUSTIFICATION:

The Master of Arts in Social Science program is multidisciplinary and comprised of Sociology and Anthropology, Political Science, and Criminology and Criminal Justice. The Proseminar can currently only be taken as a sociology course, which does not reflect the multidisciplinary nature of the program.

Please number this course ANTH 6638. It will be cross-listed and offered with an existing course, SOCI 6638, which is also Proseminar in Social Science.

MOTION: Dr. Flynn made a motion to approve the New Courses CRJU 6638, POLS 6638, and ANTH 6638. A second was made by Dr. Constantin Ogloblin, and the motion was approved.

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

Department of Foreign Languages

Course Revision(s):

FORL 6432 - Foreign Languages Methods 9-12

JUSTIFICATION:

To remove the need for a field experience.

FORL 6433 - Practicum in Foreign Languages

JUSTIFICATION:

To add prerequisites.

Dr. He stated the foreign language courses sounds like they are teaching methodology courses. Dr. He asked if there was any collaboration with the College of Education. Dr. Kartchner said yes, it is a joint program. Dr. Linderholm confirmed this is a concentration of the M.A.T. program and it has been an ongoing collaboration for many years.

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

Dr. Dustin Anderson presented the agenda item for the Department of Literature and Philosophy.
Department of Literature and Philosophy

New Course:

ENGL 5336G - Modern and Contemporary American Literature

JUSTIFICATION:

Intensive study of a variety of texts, authors, and topics in twentieth- and twenty-first-century American literature, read and understood in their historical, aesthetic, and social and political contexts and affected by issues of war, and of race, class, and gender.

Dr. Anderson said two changes need to be made to the submission. There are two SLOs that need to be corrected and there is a pre-requisition that needs to be removed that does not apply to the “G” level course.

Dr. Williams-Johnson asked if honors undergraduates would be allowed to take this course. Dr. Anderson said there is an undergraduate option, as long as they meet the pre-requisitions. Some students take the “G” section, through senior privilege. Dr. Christine Ludowise said most of their students who are in the honors level are contracting with instructor. Dr. Ludowise said unless they are doing senior privilege then they take regular course.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Department of Literature and Philosophy, with the understanding that the revisions be made. A second was made by Dr. He. The motion to approve the New Course was approved.

Dr. Christine Ludowise presented the agenda item for the Department of Music.

Department of Music

Program Revision:

Music M.M.

JUSTIFICATION:

Errors in credit hours for repeatable courses MUSA 7192 (Conducting Concentration) and MUSC 7630/MUSA 7199 (Conducting Concentration) occurred in transfer to new system, making the credits not add up to 33, and these have been corrected to how they were approved for earlier (pre-CIMS) catalogs. Some explanatory comments and reordering of the course lists were also made for clarification; these include listing the concentration-specific courses first and the general courses later rather than strictly by course number. No changes have been made in required courses, credit, or content from how the program was approved for prior catalogs.

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

Dr. Dan Bauer presented the agenda items for the Department of Writing and Linguistics.

Department of Writing and Linguistics

Course Revision(s):

WRIT 5531G - Advanced Creative Nonfiction Writing

JUSTIFICATION:

Take the capital letter out of the course name to reflect current accepted discipline spelling of nonfiction.

WRIT 7260 - Writing Project

JUSTIFICATION:

The University summer calendar no longer aligns with the regional public school calendars, making it impossible for area teachers to meet the contact-hour requirements needed for a 6 hour course. Therefore, we would like to continue offering the intensive teachers-teaching-teachers course with the number of contact hours needed to earn 3 credit hours.

Dr. Mujibur Khan asked if WRIT 7260 included technical writing too. Dr. Bauer said no, it is really more for working with public school teachers. It is a professional development piece for teachers in area

schools, rather than for technical writing. Dr. Khan asked if a graduate student from science engineering would benefit from this course. Dr. Bauer said they have a different technical writing course that would benefit those students.

MOTION: Dr. Mase made a motion to approve the agenda items submitted by the Department of Writing and Linguistics. A second was made by Dr. He. The motion to approve the Course Revisions was approved.

D. College of Health and Human Sciences

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

Department of Health and Kinesiology

New Course(s):

HLTH 6133 - School Health Education Methods

JUSTIFICATION:

Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6134 - Elementary Physical Education Methods

JUSTIFICATION:

Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6234 - Adapted Physical Education Methods

JUSTIFICATION:

Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6325 - Teaching Adapted and Elementary Skills and Concepts

JUSTIFICATION:

Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6326 - Teaching Health and Secondary Physical Education Skills and Concepts

JUSTIFICATION:

Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6334 - Secondary Physical Education Methods

JUSTIFICATION:

Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 7131 - Ethical Issues in Sport and Exercise Psychology

JUSTIFICATION:

This course is designed to provide students with an overview of ethical issues and implications within sport, exercise, and performance psychology contexts. The need for this course is substantial. In addition to satisfying the ethics course requirement for certification with the Association for Applied Sport Psychology, this course is designed to expose students to knowledge about ethics and ethical decision-making. In addition to gaining knowledge in this area, it is intended for students to have the opportunity to become more aware of their own value system as a sport and exercise psychology professional and gain an understanding as to how ethics and values influence their own professional practice in teaching, research, and applied areas within the field. This class is also necessary to complete prior to students completing their sport and exercise psychology practicum. It has currently been offered as a KINS 7099: Special Topics course and we wish to transition this into a permanent part of our curriculum in the M.S. Kinesiology: Sport and Exercise Psychology concentration.

KINS 7637 - Health and Physical Education Seminar

JUSTIFICATION:

Course is needed for the Master of Arts in Teaching Health and Physical Education program.

Course Revision:

KINS 6131 - Data Analysis in Kinesiology

JUSTIFICATION:

The prerequisite was outdated and no longer necessary, so we want to remove it to allow our students to register without difficulty

Program Revision:

Kinesiology M.S.

JUSTIFICATION:

Program admission revision for each emphasis area and the inactivation of the sport nutrition emphasis area.

Dr. Pritchard stated the prerequisite section of the CIM forms for the KINS 6234, KINS 6325, KINS 6326, and KINS 6334 New Course submissions should be revised with the following statement. "A minimum grade of "C" in HLTH 6133 and KINS 6134 and admission to MAT in Health and Physical Education program."

Dr. Anderson asked if any of the courses discussed need to be adjusted to asynchronous. Dr. Pritchard said no, the courses are all on campus.

Dr. Rossi stated Physical Education will only be offered online.

Dr. Rossi stated the Sports Nutrition concentration is being inactivated and students are not being accepted into this concentration. Ms. Griffith said the College will need to add language to the justification stating this concentration is being removed. Dr. Rossi, Ms. Griffith, and Mr. Smith will review justification to ensure all appropriate language is included.

MOTION: Dr. He made a motion to approve the agenda items submitted by the Department of Health and Kinesiology, with the understanding that the revisions be made to the Kinesiology M.S. program justification and the corrections to the pre-requisitions in the KINS New Course items. A second was made by Dr. Mase. The motion to approve the New Courses, Course Revision, and Program Revision was approved.

Dr. Stephen Rossi presented the agenda items for the School of Nursing.

School of Nursing

Course Revision:

NURS 5131G - Differential Diagnoses, Pathology and Scientific Medical Terminology

JUSTIFICATION:

Students completing a master of science in nursing degree to provide direct patient care follow a program of study that includes three separate courses in the 3 Ps (advanced pathophysiology, advanced pharmacology, and advanced health assessment). Unlike the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs which prepare graduate nurses for direct care roles, the MSN Chronic Care Management (CCM) Program is not preparing students for direct care roles and thus does not contain three separate courses in the 3 Ps. However, additional content in the area of the 3 Ps is beneficial. NURS 5131G, which is a required course in the MSN program of study, has been modified to include content on advanced pathophysiology. Thus, the course title and description were revised to reflect the inclusion of advanced pathophysiology content.

NURS 6241 - Chronic Care Management and Advanced Health Assessment

JUSTIFICATION:

Students completing a master of science in nursing degree to provide direct patient care follow a program of study that includes three separate courses in the 3 Ps (advanced pathophysiology, advanced pharmacology, and advanced health assessment). Unlike the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs which prepare graduate nurses for direct care roles, the MSN CCM Program is not preparing students for direct care roles.

Therefore, three separate courses in the 3 Ps are not required. However, content on advanced health assessment knowledge and skills is beneficial. Thus, the course title and course description were revised to reflect the inclusion of advanced health assessment content and a related clinical experience to allow students to use advanced health assessment skills in a clinical setting.

NURS 6260 - Chronic Care and Pharmacology Management II

JUSTIFICATION:

Students completing a master of science in nursing degree to provide direct patient care follow a program of study that includes three separate courses in the 3 Ps (advanced pathophysiology, advanced pharmacology, and advanced health assessment). Unlike the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs which prepare graduate nurses for direct care roles, the MSN CCM Program is not preparing students for direct care roles. Therefore, three separate courses in the 3 Ps are not required. However, content on advanced pharmacology knowledge and skills is beneficial. Thus, the course title and course description were revised to reflect the inclusion of advanced pharmacology content and a related clinical experience to allow students to use advanced pharmacology knowledge and skills in a clinical setting.

NURS 7131 - PMHNP 1: Individual MH Care Across the Lifespan

JUSTIFICATION:

Students must have current knowledge and skills in the area of the 3 "P's" outlined above to complete this didactic course and the clinical companion course, NURS 7124. Nurse practitioner students must have the 3 "P's" to safely care for clients with behavioral health issues.

NURS 7231 - Primary Care I: Women

JUSTIFICATION:

Students must have a minimum grade of "B" in NURS 5230G, NURS 5210G, NURS 6134 and NURS 6135

(these are the 3 P's that nurse practitioners must have for certification and licensing and they are advanced health assessment (NURS 5230 & 5210), advanced pathophysiology (NURS 6134) and advanced pharmacology (NURS 6135) before entering this course.

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

JUSTIFICATION:

Request that NURS 9137 Clinical Scholarship I be a pre-requisite for NURS 9138 Clinical Scholarship II. Students must achieve a minimum grade of "B" in NURS 9137, which lays the foundation for subsequent successful work to be completed in NURS 9138.

NURS 9921 - DNP Clinical Immersion Project 1: Development

JUSTIFICATION:

The course description was updated. DNP Project Team is the current terminology being used instead of DNP Committee to minimize confusion between the PhD dissertation committee and the faculty and mentors who oversee the DNP final project.

Program Revision:

Nursing Post BSN to DNP

JUSTIFICATION:

To correct the CIP code and title of the major. In addition, clarify the MSN Stop-Out option for the Post BSN-DNP

Nursing M.S.N. (Online)

JUSTIFICATION:

To update major classification and CIP code

Dr. Rossi stated that NURS 5131G catalog description should include the following statement: “Students will be required to expand their knowledge beyond the undergraduate requirements of basic medical terminology and related pathophysiology, as determined by the course instructor.”

Dr. Anderson asked for clarification if the statement listed under the differentiate expectations for graduate students should be included in the catalog description for “G” level courses. Ms. Griffith and Mr. Smith agreed that this statement should be included in the catalog description for all “G” level courses.

Dr. Rossi said there was a question whether NURS 6241 and NURS 6260 should include asynchronous instruction. Dr. Rossi confirmed that asynchronous does need to be included on both courses. He also stated the start date for NURS 6260 is Fall 2017.

Dr. Rossi stated NURS 7231 has to be repeated if the student receives a C or less, but they did not receive additional credit. He said this will need to be clarified on the submission form.

Ms. Griffith recommended that Dr. Rossi confirm the tuition type with Mrs. Virginia Samiratedu for the Nursing M.S.N. (online) program.

MOTION: Dr. He made a motion to approve the agenda items submitted by the School of Nursing, with the understanding that the corrections discussed above be made. A second was made by Dr. Mase. The motion to approve the Course Revisions and Program Revisions was approved.

E. College of Engineering and Information Technology

Dr. David Williams presented the agenda items for the Department of Civil Engineering and Construction Management.

Department of Civil Engineering and Construction Management

New Course(s):

CENG 5090G - Selected Topics in Civil Engineering

JUSTIFICATION:

This proposed new course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program. It allows for specialized study in the area of Civil Engineering not otherwise covered by the CE Masters program and its companion course CENG 5890 is necessary in support of the BS in Civil Engineering (BSCE) degree program. This course will also allow for cross-listing of undergraduate and graduate enrollment in support of senior privilege.

CENG 7891 - Independent Study

JUSTIFICATION:

This new course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program.

CENG 7895 - Special Problems in Civil Engineering

JUSTIFICATION:

This new course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program.

CENG 7999 - Thesis

JUSTIFICATION:

This new Thesis course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program.

TCM 5333G - Building Information Modeling

JUSTIFICATION:

This course is needed in support of the new proposed Master of Science in Civil Engineering (MSCE) program, and the existing BSCE program in the Department of Civil Engineering and

Construction Management. This course is proposed to be cross-listed as a graduate level course (TCM 5333G) and as an elective course (TCM 5333) for Civil and Construction Engineering students.

Course Revision:

CENG 5137G - Engineering Hydrology and Hydraulics

JUSTIFICATION:

This revised course will continue to provide students with hydraulics content currently covered in the Open Channel and Pumps course, but rather than spend 8 weeks covering pumps, pump content will be condensed to 2 weeks in order to provide 6 weeks of hydrology-related content. The need to provide more hydrology-related content is based on feedback from graduating students, the department water resources and environmental engineering curriculum committee, and program advisory committee (PAC).

New Program:

Master of Science in Civil Engineering

JUSTIFICATION:

Civil engineers often find that advanced education and credentials, beyond the bachelor's degree are necessary to participate in specialized design areas. The MSCE degree is often required for civil engineering graduates to advance their career opportunities in the specific civil engineering professional fields of construction, environmental/water resources, geotechnical/transportation, or structural engineering. Although Georgia Southern University currently offers a Master of Science in Applied Engineering (MSAE), this degree is not generally recognized by civil engineering professionals as equivalent to the MSCE degree. The proposed MSCE program will fill a substantial gap in our academic programs, needed to better attract civil engineering graduate students and provide advanced education in the specific civil engineering professional fields of construction, environmental/water resources, geotechnical/transportation, and structural engineering.

Program Revision:

Applied Engineering M.S.A.E. (Civil Engineering and Construction Concentration)

JUSTIFICATION:

The proposed revisions are designed to minimize the impact of the limitations of the availability of course offerings by COBA by removing ACCT courses as options in the program core and aligns admission requirements with national norms. Also other MSAE-CEC program specific and editorial edits are included.

Dr. Williams stated the College was initially requesting an effective date of Fall 2017 for new program. Ms. Griffith stated a more realistic effective date would be Fall 2018.

Dr. Anderson asked Dr. Williams if the courses would still have an effective date of Fall 2017, even if the program was not effective until Fall 2018. Dr. Williams said yes, the effective date for the courses would remain as Fall 2017.

Ms. Griffith stated the CIP code should not change for the MSAE-CECM program. She said the CIP code reflects the major, not the concentration area. Ms. Victoria Brannen confirmed that the CIP code would not change.

MOTION: Dr. Khan made a motion to approve the agenda items submitted by the Department of Civil Engineering and Construction Management, with the understanding that the effective date for the Master of Science in Civil Engineering new program proposal be changed to Fall 2018. A second was made by Dr. He. The motion to approve the New Courses, Course Revision, New Program, and Revised Program was approved.

Dr. Williams presented the agenda items for the Department of Electrical Engineering.

Department of Electrical Engineering

Course Revision:

EENG 5544G - Smart Grids Technology Fundamentals

JUSTIFICATION:

This is an elective course for the Electrical Engineering 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.

New Program:

Master of Science in Electrical Engineering

JUSTIFICATION:

Georgia Institute of Technology (GA Tech) is currently the only USG institution that offers a Master of Science in Electrical Engineering (MSEE). Moreover, GA Tech is located in the north central-part of the state and does not address the need of large population in other regions. The closest similar MSEE programs that potentially can serve the southeast region of Georgia are out-state programs offered at the University of South Carolina and the University of North Florida. The estimated population in the defined area is over 2,700,000 which represent almost 27% of the total population in the state of Georgia. The MSEE program will complement the undergraduate Electrical Engineering program at Georgia Southern University. The primary feeders for this program will be the undergraduate Electrical Engineering majors and students from across the central, southern, and southeastern regions of the State of Georgia who are seeking to remain in-state to complete a masters degree in Electrical Engineering. The MSEE in the Allen E. Paulson College of Engineering and Information Technology will provide students with advanced level and hands-on learning experience in areas including: Antennas, Biomedical instruments, Fiber optics, Integrated circuits, motor control systems, power generation and distribution (smart grid), signal processing, etc. Currently, there are approximately 20 students enrolled in the Master of Applied Science (MSAE) with a concentration in Electrical and Electronics Systems. Creating an MSEE program at Georgia Southern University will also attract international students seeking to pursue graduate studies in the US.

Dr. Williams stated the effective date for the Master of Science in Electrical Engineering new program proposal should be changed to Fall 2018.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Electrical Engineering, with the understanding that the effective date be changed to Fall 2018 for the New Program proposal. A second was made by Dr. Khan. The motion to approve the Course Revision and New Program was approved.

Dr. Williams presented the agenda items for the Department of Information Technology.

Department of Information Technology

New Course(s):

IT 5233G - Web and Mobile Security Fundamentals

JUSTIFICATION:

Cybersecurity has become a cornerstone of the information technology discipline. It has become sufficiently specialized to warrant a specific course addressing aspects of cybersecurity as they related to web and mobile platforms.

IT 7130 - IT Governance

JUSTIFICATION:

This course will be used for meeting the requirements of the Masters of Applied Engineering with an IT Concentration as well as the proposed Master of Science in Information Technology.

IT 7131 – Data Science Methods

JUSTIFICATION:

This course will be used for meeting the requirements of the Masters of Applied Engineering with an IT Concentration as well as the proposed Master of Science in Information Technology.

IT 7133 -Digital Security and Forensics Investigation

JUSTIFICATION:

This course will be used for meeting the requirements of the Masters of Applied Engineering with an IT Concentration as well as the proposed Master of Science in Information Technology.

IT 7895 - Special Problems in IT

JUSTIFICATION:

This course is needed to support the proposed Master of Science in Information Technology program.

IT 7999 - Thesis

JUSTIFICATION:

This course is necessary to support the proposed Master of Science in Information Technology degree program.

IT 7891 - Independent Study

JUSTIFICATION:

This course is necessary to support the proposed Master of Science in Information Technology degree program.

New Program:

Master of Science in Information Technology

JUSTIFICATION:

Advanced education and credentials, beyond the bachelor's degree, are often necessary to secure careers in specialized areas of IT, IT consulting, and IT management. The Bachelor of Science in Information Technology program at Georgia Southern University prepares graduates with fundamental knowledge and skills in networking, website and database design and maintenance, and information technology decision making. A Master of Science in Information Technology program would broaden these perspectives and provide a deeper understanding of information technology trends, emerging and advanced technologies, and the management of complex IT projects, environments and resources. Although Georgia Southern University currently offers a Master of Science in Applied Engineering (MSAE) with an IT concentration, this degree is not recognized by IT professionals as equivalent to an MSIT degree. The proposed MSIT program will fill a substantial gap in our academic programs, which is needed to better attract information technology graduate students and provide advanced education that meets the needs of the IT profession.

Program Revision:

Applied Engineering M.S.A.E. (Information Technology Concentration)

JUSTIFICATION:

Removing the IT-related work experience requirement for students with appropriate undergraduate degrees will facilitate the admission process and promote enrollment growth. Adding a requirement for a competitive GRE/GMAT exam score will help to ensure consistency in the admission process and provide an indicator of the readiness of students to enter the program.

For both thesis and non-thesis options, replace TMAE 7532 Global Technology with proposed new course Data Science Methods, or new proposed course IT Governance, or IT 7090 Special Topic. TMAE 7532 has not been offered in recent semesters. It shows demand to replace it with an IT graduate course.

Dr. Anderson asked for clarification of the effective dates for the following New Course proposals: IT 7895, IT 7999, and IT 7891. Dr. Williams stated all New Course proposals should have an effective date of Fall 2017.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Information Technology, with the understanding the effective dates be corrected to the New Courses

proposal. A second was made by Dr. Williams-Johnson. The motion to approve the New Course, New Program, and Program Revision was approved.

Dr. Williams presented the agenda items for the Department of Mechanical Engineering.

Department of Mechanical Engineering

Course Revision(s):

MENG 5135G - Vibration and Preventive Maintenance

JUSTIFICATION:

The prerequisite course MENG 3521 is being replaced by a new course MENG 3531 requiring an additional hour of credit. Due to this change the prerequisites for this course are being modified. Also, an error correction is made to remove variable credit hours and modify variability in contact hours to offer multiple lab sections in the future, if it becomes necessary.

MENG 5137G - Mechanical System Design

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change. An error in variable credit is corrected as is the variability in contact hours which will allow for multiple lab sections from a common lecture if necessary in the future.

MENG 5233G - Wind Energy

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change. An error in variable credit is corrected as is the variability in contact hours which will allow for multiple lab sections from a common lecture if necessary in the future.

MENG 5238G - Engine Development and Performance

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change.

MENG 5331G - Automation and Computer Integrated Manufacturing Systems

JUSTIFICATION:

The prerequisite course ENGR 1731 is replaced by new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering. Prerequisites for this course are therefore modified.

MENG 5333G - Robot Dynamics, Design and Analysis

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change.

MENG 5536G - Mechanical Controls

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change. An error in variable credit is corrected as is the variability of credit in contact hours which will allow for multiple lab sections from a common lecture if necessary in the future.

New Program:

Master of Science in Mechanical Engineering

JUSTIFICATION:

The Allen E. Paulson College of Engineering and Information Technology (CEIT) currently has a Master of Science in Applied Engineering (MSAE) graduate degree program that is shared by and serves the Departments of Mechanical Engineering, Civil Engineering, Electrical Engineering, and Information Technology. Currently, 60 students on average are enrolled in those concentrations related to just Mechanical Engineering, and with such numbers, a stand-alone MSME degree can be justified. This is a degree program/title reorganization not requiring any additional resources.

Due to continued growth in regard to graduate mechanical engineering student enrollment and needs, a single MSAE graduate degree can no longer appropriately serve several different departments (each with their own coursework and topical areas). As such, it is desirable to create a Master of Science (MS) graduate degree program for each department in order to better support current individual departmental needs of student support, faculty development and research. Additionally, the MSAE degree is a non-traditional name as compared to the MSME. Some alumni and regional employers have expressed confusion regarding the degree title.

Dr. Williams stated the effective date for the Master of Science in Mechanical Engineering new program proposal should be changed to Fall 2018.

Dr. Anderson asked if the course descriptions would be amended to include the statement for graduate students. Dr. Williams said yes, the statements will be added to the catalog descriptions.

Dr. He stated it is very exciting to see four new programs added to the College.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Mechanical Engineering, with the amendments to the catalog descriptions for the Course Revisions and the change in effective date for the New Program proposal. A second was made by Dr. Khan. The motion to approve the Course Revisions and New Program was approved.

V. OLD BUSINESS

- A. Prior Learning Assessment** – Dr. Williams-Johnson provided an update for the PLA subcommittee. She stated Kennesaw and Valdosta are both using PLA and they have a particular fee/charge for this. Dr. Williams-Johnson stated the only issue that remained outstanding from previous discussions was the idea of this fee. Where does the money go and how is it determined? She stated Dr. Thomas Koballa has been working with Dr. Jean Bartels and Mr. Rob Whitaker to determine the formula of the fee and the amount that would be charged to students. She said this discussion has been debated for a few months. Dr. William-Johnson said Mr. Whitaker is leaning towards charging students tuition for a three credit hour course. She said his rationale for this is because of Board of Regents and their decisions with fees. Also, what kind of burden it is placing on the institution and faculty, and if we will be able to recoup funds from students who do not take those classes.

Dr. Williams-Johnson said the subcommittee would like the Graduate Committee to move the PLA statement forward to Faculty Senate, so that the President's Cabinet can review the formula items and determine how departments will recoup funds.

Dr. Anderson asked if the tuition would include all of the fees. Dr. Williams-Johnson confirmed that students would only pay tuition hours for three credit hours. Dr. Anderson asked if the other institutions had models of how those dollars were defused back to departments. Dr. Williams-Johnson said she was not exactly sure.

Dr. Linderholm asked if it could be changed to one credit hour, instead of three credit hours. Dr. Williams-Johnson said Mr. Whitaker is suggesting three because he felt it would be more advantageous of us to approach BOR with the three credit hour option, because how would we justify the lack of students in the course and essentially we would be losing money.

A number of committee members felt charging one credit hour would be better.

Dr. Anderson stated he thinks there should be further discussion on this item. He would like for the subcommittee to submit an updated form and information from the business office to be

included in the agenda for the March Graduate Committee meeting. Then the committee would still be able to forward the information to the April Faculty Senate meeting.

B. Discussion of Degree Description – No update was provided.

C. Curriculum Inventory Management Update – Ms. Mack stated there was no updates at this time for CIM. She said the Registrar's Office is entering everything manually, and they hope to have everything inputted by early registration.

Dr. Linderholm asked if college pages would be sent out for review. Ms. Mack said yes, and the timeframe would be mid-March for colleges to receive that information.

VI. ANNOUNCEMENTS

An update was provided on the search for the Director of Graduate Studies. It was confirmed that this is a national search and the title is Director of Graduate Studies, with an option for a faculty appointment.

Dr. Anderson reminded everyone of the upcoming Research Symposium, and asked everyone to please encourage their students to participate.

Ms. Mack announced the arrival of Jade Brooke's baby girl.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on February 9, 2017 at 10:42 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 22, 2017
by electronic vote of Committee Members

GECC Meeting Minutes

Tuesday, January 31st

Foy Building Conference Room

In Attendance: Michelle Cawthorn, Curtis Ricker, Delena Gatch, Terri Flateby, Julie Garlen, Alan Woodrum, Jake Simons, Eudiah Ochieng, Rocio Alba-Flores, Isaac Chun Hah Fung, William Amopash, Ellen Hamilton, Amy-Jo Riggs, Fred Smith, Clint Martin, Jim Lobue, Amy Ballagh, Ruth Baker, Yasur Bodur

Not in attendance: Jin Jin Yin

- I. Michelle called meeting to order at 8:04 am
- II. Approval of Previous Meeting Minutes:

Previous meeting minutes passes unanimously after a motion made by Michelle Cawthorn and seconded by Ellen Hamilton. Vote is unanimous.

- III. Review new request for KINS Core Course Name Change:

Review a request for a name change for a KINS Core Course (Kinesiology) course title: "Endurance Jogging" to "Endurance Running."

Robert Claus proposed change. Rossi keeps sending the request for changes made to a different KINS course back to Michelle. Fear that someone is not getting the message along the process. Amy Jo will talk to Rob and Rossi in person to make sure the message is getting through.

Do we, as a committee, want them to fill the form out completely or just change name? We have decided no (to just changing the name) in the past, without filling out the whole form, including learning objectives in the appropriate place on the form with appropriate assessments, and verbiage associated with references to program learning outcomes. Discussion rests on consistency and having them fill out whole form (electronically).

Committee decided to roll the course name change back to the department after discussion, with comments similar to a previous KINS course regarding correctly completed forms, verbiage associated with program learning outcomes, and a further justification.

Ellen Hamilton makes a motion. Yasur Bodur seconds.
Vote is unanimous. Michelle will submit the rollback paperwork.

- IV. Introduction and discussion of Gen Ed Outcomes:

We are struggling with methods and success of tracking outcomes such as “quality of life.” Goal this spring is to talk about these outcomes and figure out how to measure them more effectively. The outcomes should reach across a student’s education and be measured toward the end.

We surveyed faculty members to track this, previously. Faculty participation was poor.

This spring we need to decide if these unmeasured outcomes from General Education should match with CORE outcomes. Body feels hesitant to move forward on this because of merger with Armstrong.

We get to decide differences between CORE and General Ed as a University. It is not a SACSCOC decision. Someone mentioned it seems as if the BOR don’t care what we decide either, as long as our Core outcomes are approved. Delena mentioned that 50% of institutions use these terms (General Education and CORE) interchangeability. Delena has worked on comparing and aligning GEOs to COLLEGE Program Outcomes, but this comparison is not yet complete. We are lacking in uniformity here. QEP complicates things further. Not sure if Armstrong is working the QEP.

Discussion of the body follows:

Although our General Education Outcomes are similar to those at Armstrong, CORE outcomes and Armstrong cores are VERY different. They do not have overarching GEOs and use this term interchangeably with CORE outcomes. Do we want to be part of the working group that handles these differences? We already do a lot. Out of the 70 or 80 working groups (sub-committees) set up to assist in the merger, should one serve this issue so that GECC are not responsible for that work?

Discussion reveals a desire to keep these (CORE vs. Gen Ed) separate and reveal them as a strong recommendation of our committee to Armstrong.

Moving forward, the question is brought: should we set GEOs next to CORE outcomes and align them? Curtis says there is an inherent difference between the two.

Michelle’s opinion is to look at both (GEOs and CORE SLOs) ALONG WITH the Program Outcomes (we actually have three plates spinning, as Delena mentioned).

V. Old Business:

Listing of reports that have not been provided. We have received two reports since we have last met. There are two outstanding reports. Need committee discussion as what to do with these. Thank to Jake, Jim, Ruth, and Yasur who will review the remaining reports.

VI. No new business. Michelle recommends compiling and examining the data from the previous Core assessments to provide data to whatever the committee is that ultimately works on merging the core.

Michelle adjourns meeting at 8:55 am.

Faculty Senate Library Committee
February 15, 2017
Essence Notes

Attending: W. Bede Mitchell, Russell Thackston, Fred Smith, Elizabeth Downs, John Barkoulas, Timothy Giles, Rebecca Kennerly, Linda Kimsey, Laxman Pandey, Ursula Pritham, Harvey Moody, Alva Britt.

Subscription Review Update: Bede reported that as of today, just a few departments have responded to the request for feedback on subscriptions to low-use periodicals and databases (Dept. of Psychology, School of Nursing, and the School of Bachelor for General Studies). A reminder to those departments not responding has been sent and another one will be sent out the first of March prior to the March 10 deadline. Following the deadline a summary of the responses will be drafted sorting the titles into three categories: 1) no support for saving, 2) maybe; some support expressed, and 3) one or more departments voiced a need; do not cancel except as a last resort. The Library Committee will be called upon to review the responses and offer feedback. A final report will go out to the entire faculty and updates will be posted via GSFAC and the library liaisons. Discussion followed with committee members voicing their concerns regarding the lack of response from their departments. Some commented that they have not received any correspondence regarding the survey. A few reported on how their department has handled editing the large number of titles down to those relative to their disciplines. Bede suggested that in discussing the titles they are unsure of, to compare the cost of keeping the subscription to the cost of acquiring an article through ILL. He stated that in eliminating titles that are low-usage, it may be possible to add more important titles that faculty have requested in the past couple of years. Bede will raise the issue at the next Deans Council meeting, reminding them of the deadline and offering assistance to departments if needed. He will also forward the Library Committee the reminder email he sent the deans so that those who are concerned might approach their deans and department chairs, share the information with them again, and offer encouragement and assistance to get the ball rolling. Committee members may also reach out to their department liaisons who can also encourage participation.

Consolidation Update:

Bede reported on some of the consolidation implications for the library. One concern is the issue of total budget dollars directed per FTE students for Henderson Library. Once the amounts are combined the total drops from our \$303 to \$291 per FTE student. Other concerns are overlapping of subscriptions. Book purchasing at both libraries appears to be similar. Expanding databases to the Savannah campus will be additional costs that Armstrong's Lane Library budget will not be able to fully cover. Bede reported on the playbook strategy that will be followed during the consolidation. There will be 26 Functional Area committees, one of which will be focused on library matters. There will be a Georgia Southern Co-Chair, which has not yet been named, and one from Armstrong, already appointed, Doug Frazier, Director of Lane Library. These committees will be tasked with addressing issues that must be completed by June in order for the Consolidation Implementation Committee (CIC) to develop a prospectus to be submitted to SACS in August.

The Library Committee will be tasked with the follow:

- Merge Library Operations and staffing
- Revise Library and Learning Resources Section for SACSCOC Prospectus
- Review, Reconcile, and Revise Library Policies
- Submit Updated Job Descriptions for Classified Positions to HR Review
- Reconcile, and Revise Library Goals and Develop Joint Goals
- Ensure Library Systems and Client Interfaces are a Priority in IT Pipeline
- Choose Best Option to Sustain & Garner Funds for Scholarly Commons
- Complete Changes Associated with Specialty Departments Print Media, e-Resources
- Review, Revise and Consolidate Library Websites
- Keep Planning to Consolidate Print and E-Resources
- Negotiate with Vendors

Bede will continue to update the Library Committee as information regarding the library becomes available.

Remnant Trust Exhibit:

Bede reported on the exhibit of rare books and manuscripts in the Library through the end of the semester and distributed a list of the titles. In addition, The College of Liberal Arts and Social Sciences' *Great Minds Lecture Series* this semester is incorporating one or more of the documents and has them on display during the lectures. Visit library.georgiasouthern.edu to find out more regarding the exhibit and the lectures.

New York Times:

Bede informed the committee that the library has a site license for [The New York Times](#), which enables Georgia Southern faculty and students to access the full site and archives by activating an account at no cost to them. The site includes many complementary educational resources and study guides that utilize NY Times content and which can greatly enhance teaching of a wide variety of subjects. A representative is currently on campus visiting departments and volunteering assistance on how to access the site and use the resources in classes.

Educational Resources Symposium:

Bede shared information on a symposium he and Linda Kimsey recently attended entitled *Symposium on the Future of Educational Resources*. Part of the symposium reported on how students at the University of Georgia took a leadership role in finding alternatives to very expensive textbooks. He recently shared this information with the SGA Library Committee members in hopes they might be interested in doing something similar, perhaps collaborating with the Library Committee. A discussion followed on the topic and how it relates to the USG's *Affordable Learning Georgia* program. Bede shared the link to the symposium presentations with the committee and asked that they review it for future discussion.

http://www.affordablelearninggeorgia.org/events/symposium_2016

The next meeting of the Library Committee will be scheduled for the week following spring break.

UNDERGRADUATE COMMITTEE
MINUTES
FEBRUARY 14, 2017
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, RM 1005

I. CALL TO ORDER

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

Non-Voting Members Present: Miss Tori Brannen, Ms. Candace Griffith, Ms. Doris Mack, Mr. Justin Willoughby

Guests: Dr. Delena Bell Gatch, Dr. Melissa Carrion, Mr. Robert Farber, Dr. Karen Fry, Mrs. Cynthia Groover, Dr. Steven Harper, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Johnathan O'Neill, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Deborah Thomas, Dr. David Williams, Dr. Marieke Van Willigen, Dr. Robert Yarborough

Absent: N/A

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

II. APPROVAL OF AGENDA

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

III. CHAIR'S UPDATE

IV. NEW BUSINESS

**Note: Due to current system limitations, course numbers and subjects may not be accurately reflected on the CIM proposals for new courses/number changes. Please refer to this agenda as the approved subject and/or course number is listed below.*

**A. Vice President of Academic Affairs
Vice President of Instruction**

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

Revised Courses

[GSU 2131: Career Exploration](#)

JUSTIFICATION:

We would like to change the credit hours for GSU 2121 and GSU 2122 to better meet the needs of our students. Most students currently select GSU 2121 or GSU

2122 as an elective course, yet 2 credit hours do not fit in the student's undergraduate curriculum as well as other elective options. Having a course option that fully meets the SACS free elective, would greatly make our courses more applicable to

undergraduate programs, thus better serving the students and their academic advisors. Additionally, increasing the credit hours from 2 to 3 would allow our instructors more class meeting time to expand on course content and activities related to the course.

[GSU 2132: Professional Development Seminar](#)

JUSTIFICATION:

We would like to change the credit hours for GSU 2121 and GSU 2122 to better meet the needs of our students. Most students currently select GSU 2121 or GSU 2122 as an elective course, yet 2 credit hours do not fit in the student's undergraduate curriculum as well as other elective options. Having a course option that fully meets the SACS free elective, would greatly make our courses more applicable to undergraduate programs, thus better serving the students and their academic advisors. Additionally, increasing the credit hours from 2 to 3 would allow our instructors more class meeting time to expand on course content and activities related to the course.

First-Year Experience

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

Revised Courses

[FYE 1410: Global Citizens](#)

JUSTIFICATION:

The prerequisite fell out of the Catalog after 2014-15 automatically due to a university-wide change in the requirement for prerequisites to be enforced at registration. Course has always had a prerequisite on the core curriculum page in the Catalog, and there was no intent for it to fall off. This submission addresses the inconsistency in the Catalog and the intent of the department all along.

[FYE 1410H: Global Citizens](#)

JUSTIFICATION:

The prerequisite fell out of the Catalog after 2014-15 automatically due to a university-wide change in the requirement for prerequisites to be enforced at registration. Course has always had a prerequisite on the core curriculum page in the Catalog, and there was no intent for it to fall off. This submission addresses the inconsistency in the Catalog and the intent of the department all along.

B. College of Liberal Arts and Social Sciences **Department of Art**

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

New Courses

[ART 1132: Digital Art and Design Foundations](#)

JUSTIFICATION:

National Association for Art and Design Schools (NASAD) standards requires that all professional art and design degree programs provide students with relevant technology related experiences, tools, and coursework for BA/BFA professional programs at the foundations level. The 2015 NASAD Visitors' Report recommended the programs "...address the demands of a competitive and evolving future-significant change in the disciplines of art and design and a shifting student demographic and culture." TBD-ART1132, Digital Art and Design Foundations will introduce students to relevant digital platforms, tools, and digital workflow management at the foundation level.

[ART 2332: Design Theory I](#)

JUSTIFICATION:

To enable the BFA GD Program meet NASAD Standards For Professional Undergraduate Degree Programs With A Major In Graphic Design. NASAD Standard: Students will have the ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.

ART ___3_ Design Theory I addresses the NASAD 2015 Visitors Report cited student's limited ability to synthesize complex concepts and apply critical thinking skill to a range of graphic-design related problems.

[ARTG 3131: Design for Digital Reproduction](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3131. Digital reproduction is becoming one of the major reproduction process along side the traditional conventional processes. The design for digital reproduction are unique and different that conventional processes. This course helps students understand how the design choices they make can optimize the appearance of their design. The course will also demonstrate how one's design choices increase reproduction cost. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 3231: Graphic Reproduction Processes](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3231. Student's require an overview of the reproduction process use in today's graphic communications industry. Having this overview will enable students to make intelligent choices when planning projects for graphic

communications. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 3331: Digital and On-Demand Publishing](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3331. On-demand and personalized graphic communications is a vital part of the graphic communication industry. The ability to implement on-demand and personalized graphic communications gives students who complete this course an advantage in today's graphic communications industry. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 3431: Planning, Finishing, and Estimating](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3431. The planning, finishing and estimating of graphic communications projects is an essential skill required by students wishing looking for employment within the graphic communications industry. This course will provide the student with those skills. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 3432: Color Management and Reproduction](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3432. An understanding of color and its reproduction and management is vital to the graphic communications industry. Today's graphic reproduction is computer based which lends itself to the management and control of color reproduction. Understanding how to develop and implement color management will give students a complete edge. This course is a part of a new minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 4131: Selected Topics in Graphic Communication](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 4131. This course provides the student with the opportunity to explore current topics in Graphic Communications and or the opportunity to research a topic of interest. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 4231: Web Development for Graphic Communications](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 4231. Web development has become an important part of the Graphic Communications industry. Many Graphic Communications companies offer

this service to their clients. This course will allow graphic communications students a path to fill web related position in graphic communications. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

Revised Courses

[ART 1020: 2D Art and Design Foundations](#)

JUSTIFICATION:

The course title change brings ART1020 into alignment with the proposed nomenclature changes for ART1030 3D Art and Design Foundations and TBD-ART1031 Digital Art and Design Foundations

[ART 1536: Animation I](#)

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with specialty software, unique hardware items (i.e. Stylus computer pens, motion sensors, mini projectors etc.) paper, and laser printing inks for output. Course fees will offset department access to limited and reduced STF grants and funding availability.

[ART 2536: Animation II](#)

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, motion sensors, mini projectors, paper, and laser printing inks for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

[ART 3536: Video Motion Graphics](#)

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, motion sensors, mini projectors/computers, paper, and laser printing inks for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

[ART 3537: Installation Interactivity](#)

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, Arduino, motors,

motion sensors, mini projectors, paper, 3D, and laser printing inks/materials for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

[ART 4135: Painting: Studio Practice](#)

JUSTIFICATION:

When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3135, did have a course fee associated with the course for painting related course materials.

[ART 4232: Ceramics: Advanced](#)

JUSTIFICATION:

When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3230, did have a course fee associated with the course for ceramics related course materials. The program faculty have determined that the introductory course, ART 2330, is the only prerequisite needed on the course.

[ART 4235: Hot and Cold Casting](#)

JUSTIFICATION:

When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3135, did have a course fee associated with the course for painting related course materials.

[ART 4236: Small Metals Design: Advanced I](#)

JUSTIFICATION:

When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3236, did have a course fee associated with the course for painting related course materials.

[ART 4330: Print, Paper, Book Arts: Advanced](#)

JUSTIFICATION:

When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3430, did have a course fee associated with the course for Print, Paper, Book Arts related course materials. The change in course prerequisite will enable BA/BFA degree students greater flexibility in scheduling upon completion of ART2430 Print,Paper,Book Arts; Introduction.

[ART 4334: Photographic Imaging III](#)

JUSTIFICATION:

When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number,

ART3335, did have a course fee associated with the course for digital imaging related course materials.

[ART 4536: 3D Animation](#)

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, motion sensors, mini projectors, paper, and laser printing inks for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

[ART 4988: Capstone in Studio Art](#)

JUSTIFICATION:

Course fees for ART4988 will be utilized to provide students with access to materials and resources associated with the implementation of an individual semester-long capstone project related to project development and community. Course materials related to creation of presentation, exhibition, installation, documentation, printing and book design related materials will be provided.

Revised Programs

[792D: Graphic Communications Minor](#)

JUSTIFICATION:

The content of this minor is of benefit to the following majors BFA Graphic Design, Business, and Interdisciplinary studies BGS. With the discontinuation of the Graphic communications management degree there has been a demonstrated need for the content provided by the revised GC Minor.

[BA-ART/AH: Art B.A. \(Concentration in Art History\)](#)

JUSTIFICATION:

The creation of a new Area F course requirement, TBD-ART1131 Digital Art and Design Foundations, requires a BA Art History program change. ART1101 Drawing II moves to the Exploratory Course heading category.

[BA-ART/SA: Art B.A. \(Concentration in Studio Art\)](#)

JUSTIFICATION:

Creation of a new Area F course requirement, TBD-ART1031 Digital Art and Design Foundations, requires a program revision for the BA Studio degree program. ART1011 Drawing II moves to the Exploratory heading category.

[BFA-ART/2D: Art B.F.A. \(Concentration in 2D Studio: Drawing, Painting, Print/Paper/Book Arts\)](#)

JUSTIFICATION:

The creation of a new Area F course requirement, TBD-ART1031 Digital Art and Design Foundations, requires a program change for the BFA 2D Concentration degree program. ART1011 Drawing II moves to the Concentration Studio Art

Courses heading and ART4190 Problems in Drawing moves to the Exploratory Studio Art courses heading.

[BFA-ART/3D: Art B.F.A. \(Concentration in 3D Studio: Ceramics, Small Metals Design, Sculpture\)](#)

JUSTIFICATION:

The creation of a new Area f course requirement , TBD-ART1031 Digital Art and Design Foundations, requires a program change for the BFA 3D Concentration degree program. ART1011 Drawing II moves to the Exploratory Studio Art Courses heading.

[BFA-GDSGN: Graphic Design B.F.A.](#)

JUSTIFICATION:

The elimination of the BSGCM degree and following course; GCM1321/GCM1411, required the development of a new course requirement in the BFA GD Program. TBD-ART Graphic Design Theory I will enable the BFA GD Program to meet the NASAD Standard For Professional Undergraduate Degree Programs With A Major In Graphic Design: The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions. ARTH 3377 Graphic Design History will become a required course under the Concentration Courses in the catalog. Major Requirements heading will now read: Select (6) credit hours from the following upper division Art History courses. The creation of a new Area f course requirement, TBD-ART1031 Digital Art and Design Foundations. requires a program change for the BFA GD degree program.

Department of Communication Arts

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

Revised Course

[COMM 1110: Public Speaking](#)

JUSTIFICATION:

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

Department of Foreign Languages

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

Inactivated Course

[SPAN 4533: Hispanic Business Through Literature and Culture](#)

JUSTIFICATION:

This course has not been taught for many years, and we have no plans to teach it in the foreseeable future.

Department of History

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

New Courses

[HIST 3151: The American War in Vietnam](#)

JUSTIFICATION:

This is a new elective upper-level course history course to expand offerings for History Majors and Minors; as an elective upper-level course it is open to all students. We request that you assign HIST 3151 to this course.

[HIST 3158: War and Society: A Global Perspective](#)

JUSTIFICATION:

This course accounts for trends in historical scholarship by examining the relationship between war and societies from a comparative, global perspective. The course will fulfill upper-level elective credit for any program and upper-level credit for History Majors and Minors. We request that this course be designated as HIST 3158.

Department of Music

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

Revised Course

[MUSC 4611: Seminar in Music Education](#)

JUSTIFICATION:

The current Catalog Description is outdated. This course is not taken concurrently with any other courses. It is now the final course in the four-semester music education sequence. The new description accurately describes the content of the course, the field experience requirement, and the prerequisites.

Department of Sociology and Anthropology

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

New Courses

[ANTH 3131: Foraging to Farming](#)

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the

major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 3131 if possible.

[ANTH 3151: Contact: Worlds Collide](#)

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 3135.

[ANTH 4335: Reading Culture](#)

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 4335.

[SOCIO 2434: Social Data Analysis](#)

JUSTIFICATION:

The American Sociological Association has documented that the ability to understand and communicate with social data facilitates job opportunities for students with a degree in Sociology. This course will give students the option to gain hands-on social data analysis skills and develop the skills to read and write research reports, thereby increasing their employability. Similar courses are required in most sociology programs at universities of this size.

Please number this course SOCIO 2434 if possible.

[SOCIO 3332: Sociology of Sexuality](#)

JUSTIFICATION:

This course fills a void in our sociology curriculum. It is typical for universities of this size to include a sociology course on sexuality. Please number this course SOCIO 3332 if possible.

[SOCIO 3531: Introduction to LGBT Studies](#)

JUSTIFICATION:

This course fills a void in course offerings on the topic of the LGBT population within the Sociology program. It is typical for universities of this size to have a course which addresses the study of the LGBT community. Please number this course SOCIO 3531 if possible.

Revised Course

[ANTH 2231H: Biol Anthropology \(Honors\)](#)

JUSTIFICATION:

The regular section of this Honors Section was renumbered to ANTH 2131, but this was inadvertently overlooked. It needs to be renumbered to conform to the regular section -- ANTH 2231H.

Revised Programs

[BA-ANTH: Anthropology B.A.](#)

JUSTIFICATION:

We have requested this restructuring in order to increase the rigor of our program and to better prepare students for careers in our field.

[BS-SOCI: Sociology B.S.](#)

JUSTIFICATION:

We have hired new faculty who are expanding our curriculum offerings to include gerontology and sexuality courses which are critical to understanding contemporary issues in modern day society. In accordance with the American Sociological Association recommendation and norms at other institutions of this size, we are also expanding course offerings to include a hands-on data social analysis course as an option for our students.

Department of Writing and Linguistics

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

Revised Courses

[WRIT 4130: Creative Nonfiction Writing](#)

JUSTIFICATION:

Take the hyphen out of the course name to reflect current accepted discipline spelling of nonfiction. Add the word Writing to make course title consistent with other courses in our program.

[WRIT 5531: Advanced Creative Nonfiction Writing](#)

JUSTIFICATION:

Take the capital letter out of the course name to reflect current accepted discipline spelling of nonfiction and add the word writing to make title consistent with other courses in our program.

Revised Program

[BA-WRLG: Writing and Linguistics B.A.](#)

JUSTIFICATION:

The Writing Studies area of our major was inadvertently left out of the catalog when our areas of concentration were combined into one program page. The Writing Studies courses offered were then put under the Professional and Technical Writing area. The changes listed here bring the Writing Studies area back into the catalog.

Department of Literature and Philosophy

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

New Course

[ENGL 5336: Modern and Contemporary American Literature](#)

JUSTIFICATION:

This course is needed to provide coverage of an important area in American literature for students majoring in English. English 5336 will fulfill a requirement for English majors to take a course that broadly covers some period of American literature.

**C. College of Business
School of Accountancy**

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

Revised Courses

[ACCT 2101: Financial Accounting](#)

JUSTIFICATION:

one incorrect word in the prerequisites

[ACCT 4133: Intermediate Accounting III](#)

JUSTIFICATION:

Adding another prerequisite. ACCT 4133 covers material that requires knowledge covered in ACCT 3330 (Income Taxes).

[ACCT 4631: Fraud Examination](#)

JUSTIFICATION:

Minor changes to administratively change the name of the course and update prerequisites.

Department of Information Systems

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

Revised Course

[CISM 4239: Advanced Business Analytics with SAPHANA](#)

JUSTIFICATION:

Change to pre-requisite to allow IT students who have completed their equivalent database management course (IT 3233) instead of CISM 4134. Either class is acceptable.

Revised Programs

[191A: Enterprise Resources Planning \(ERP\) Systems Minor](#)

JUSTIFICATION:

CISM 4237 Business Intelligence incorporates ERP concepts and therefore, it can be included within the list of optional courses for ERP.

[BBA-INFO: Information Systems B.B.A.](#)

JUSTIFICATION:

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

[BBA-INFOBI: Information Systems B.B.A. \(Business Intelligence Emphasis\)](#)

JUSTIFICATION:

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

[BBA-INFOERPS: Information Systems B.B.A. \(Enterprise Resource Planning Systems Emphasis\)](#)

JUSTIFICATION:

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

[BBA-INFOES: Information Systems B.B.A. \(Enterprise Security Emphasis\)](#)

JUSTIFICATION:

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

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

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

New Course

[ESED 4700: Beginning of P-12 School Year Experience](#)

JUSTIFICATION:

The Georgia Professional Standards Commission (GaPSC), which oversees teacher certification in Georgia, and the National Council for the Accreditation of Educator Preparation (CAEP) encourages all teacher preparation programs to provide teacher candidates with a beginning of the school year experience. Since P-12 schools begin prior to the beginning of the fall semester for Georgia Southern University. This course allows teacher candidates to participate in the beginning of a school year in a P-12 classroom while officially enrolled as a Georgia Southern student and covered with tort liability insurance.

Revised Course

[SPED 4734: SPED 6-12 Practicum](#)

JUSTIFICATION:

This course is currently being offered semester three in the program of study for the BSED in Special Education. It is taken the same semester as SPED 4733. Therefore SPED 4733 is listed as a co-requisite. The program is going to change when SPED 4733 is offered in the program making SPED 4733 no longer needed as a co-requisite. The program has also removed SPED 3631 as a co-requisite because this

course is being removed from the program of study. The objectives from SPED 3631 are already covered in other courses. SPED 3631 will be replaced with ITEC 5233.

Revised Program

[BSED-HEPE: Health and Physical Education B.S.Ed.](#)

JUSTIFICATION:

The program is being revised as KINS 3230 is being removed from the Health Science and Kinesiology Core. KINS 4617 is being revised to a 3 hour course versus a 1 hour course and therefore will have an updated course number, KINS 4637. Also KINS 3435 is being revised with a title change. With these changes, the total hours for the program will be 125 total hours. Additional program revision

justification: Per University policy, the program hours may not be decreased below 126 total program hours. Therefore another revision to the program is being made to return the program to 126 total hours. The current course, KINS 4431 which is in the program of study, is being revised to increase the course to 4 credit hours. The course number will also be adjusted to KINS 4441 to reflect the credit hour

revision. This course revision is being placed in the CIM system as well as the new program revision. Note the updated course number and credit hour will reflect in the

Department of Leadership, Technology and Human Development

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

New Courses

[ITEC 3131: Principles of E-Learning](#)

JUSTIFICATION:

This course meets Instructional Technology and Design standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology & design professionals in business, health, government, and education. Principles of e-Learning is a foundational course that introduces students to theories and applied learning principles for the design of e-learning environments in professional and educational settings.

[ITEC 3132: Introduction to Instructional Design](#)

JUSTIFICATION:

This course meets Instructional Technology and Design standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology & design professionals in business, health, government, and education. Introduction to Instructional Design prepares students to design and develop professional learning experiences and materials using different approaches for a broad range of business, industry, and

educational settings. This course will introduce students to models of instructional design and technology integration

[ITEC 3133: Multimedia Message Design](#)

JUSTIFICATION:

The course is required for a new fully online undergraduate minor. The minor is 5 courses (1 at the 2000 level, 3 at the 3000 level, and 1 at the 4000) for non education majors. The course is designed to meet the standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology design professionals in business, health, government, and education.

[ITEC 4134: E-Learning Project Management and Evaluation](#)

JUSTIFICATION:

This course meets Instructional Technology and Design standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology & design professionals in business, health, government, and education. Management and evaluation of e-Learning are core standards of AECT. The course introduces students to the skills, knowledge, and dispositions related to these standards in the context of e-Learning environments in professional and educational settings.

Revised Course

[ITEC 5233: Foundations of Technology-Enabled Learning](#)

JUSTIFICATION:

To revise the current course number to ITEC 5233 to allow a cross listing with new course, ITEC 5233G, allowing graduate credit. Also to correct prerequisite and corequisite errors in previous curriculum submission. No prerequisites or corequisites are needed for this course.

New Program

[: Instructional Technology Minor](#)

JUSTIFICATION:

The undergraduate Instructional Technology minor is an interdisciplinary minor that prepares students to experience instructional and design challenges through instructional technology systems design, development utilization, management, and evaluation. The program will be open to all non-education undergraduate majors.

E. College of Science and Mathematics **Department of Biology**

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

New Course

[BIOL 5141: Forensic Biology](#)

JUSTIFICATION:

On the basis of student evaluations, from piloting this course as a Selected Topics course, there is a high demand to have the content taught in Forensic Biology offered on a regular basis. This course will provide a basic understanding of the roles that biologists play when collaborating with law enforcement in civil and criminal

investigations. This is an integrative course, incorporating content from biological areas such as anatomy, botany, entomology, genetics, physiology, and toxicology, in addition to other STEM fields such as chemistry, mathematics, and physics. Due to its human-centered, problem-solving approach, this course is highly desirable for students preparing to attend graduate or professional (dental, medical, and veterinary) schools. In addition, this course provides a little known career path in fields such as: academia, forensic sciences, and government (FBI, GBI).

Department of Chemistry and Biochemistry

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

Revised Program

BA-CHEM/BIOC: Chemistry B.A. (Concentration in Biochemistry)

JUSTIFICATION:

Recent changes have moved BIOL 2108 out of the biology minor (it is now a prerequisite). This had the effect of pushing the BA Chemistry/Concentration Biochemistry degree to be greater than 126 credit hours for some students. By moving BIOL 2108 into the specific requirements for the degree and lowering the number of elective credits required, this change makes returns the degree to a total of 126 credit hours for completion.

Department of Geology and Geography

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

New Course

GEOL 5340: Barrier Island Environmental Geology

JUSTIFICATION:

The Barrier Island Environmental Geology course provides a field-based multidisciplinary science experience in a coastal environment during a period of great emphasis on coastal research and coastal evolution. The course can be taken concurrently with GEOL 5740 to provide an eight credit hour advanced elective package facilitating completion of Geology major degree requirements. The GEOL 5740/5340 concurrent course package also supports students seeking a Sustainability Concentration and those pursuing a Minor in Geology. This course includes team research projects within a field-based learning environment that integrates the subdisciplines of physical, historical, and coastal geology, and hydrogeology, in the context of barrier island evolution, ecology and anthropogenic influences. The rapid shoreline migration of the host site (St. Catherines Island, GA) provides a unique opportunity to examine and address the impact of sea level rise on the greater coastal environment, essential natural resources, and critical wildlife habitat.

Revised Courses

[GEOG 5091: Applied GIS](#)

JUSTIFICATION:

This course already exists, but link showing cross-listing with the graduate version (GEOG 5091G) was not indicated. The description was updated to indicate graduate expectations (to match statement in the "G" version proposal).

[GEOL 5740: Sea Turtle Natural History](#)

JUSTIFICATION:

The course description was updated to better-suit the current nature of the course, and the prerequisite changed to "permission of instructor" due to the need to coordinate early with students intending to participate in the course (because of the need to coordinate logistics with St.Catherines Island). The course fee is requested to cover food and lodging needs while on the island as there are no commercial facilities on the island available to the students.

F. College of Health and Human Sciences
School of Nursing

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

Revised Course

[NURS 3140: Critical Inquiry: Nursing Research and Applied Statistics](#)

JUSTIFICATION:

Co-requisite course number is changing.

[NURS 3163: Nursing Care of Adults](#)

JUSTIFICATION:

Co-requisite course number is changing.

[NURS 3222: Pharmacologic and Integrative Therapeutics II](#)

JUSTIFICATION:

Structure of Pharmacology curriculum have been changed so this course is being reactivated.

[NURS 3252: Mental Health Nursing](#)

JUSTIFICATION:

Co-requisite course numbers are changing.

New Program

[: RN-BSN](#)

JUSTIFICATION:

In the 2016-2017 undergraduate Catalog, the RN – BSN program is classified under the pre-licensure – BSN program. In actuality, these are two separate academic degree programs, attracting two different student populations and encompassing different program requirements. Students eligible for one program would never be

eligible for the other. Finally, students enrolled in the RN – BSN program are only required to complete 120 credit hours to graduate compared with students enrolled in the pre-licensure – BSN program who must complete 126 credit hours to graduate.

Department of Health and Kinesiology

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

New Course

[SMGT 3130: Fan Behavior in Sport](#)

JUSTIFICATION:

This course has been taught for years under the Special Topics course number (SMGT 4090) and needs to be listed under its own code.

Revised Courses

[KINS 3435: Motor Learning and Development](#)

JUSTIFICATION:

Need for Course Updates: 1. To combine the content in the current Motor Development and Motor Control classes. 2. To keep the Health & Physical Education program credit hours at 125. 3. To provide the HPE candidate with sufficient content and applied knowledge related to motor learning and development. 4. To facilitate existing field experience requirements mandated by the GA professional standards commission (PSC). Currently, HPE candidates are taking motor control in the summer so it does not conflict with the Fall field experience placement.

[KINS 4130: Administrative Principles in Kinesiology](#)

JUSTIFICATION:

To allow course to be offered online in the summer.

[KINS 4431: Instructional Design in Health and Physical Education for Middle and High School Students](#)

JUSTIFICATION:

This course has a more extensive field experience than any other laboratory or field based course. The field experience includes more videotaping, written commentaries, and reflective analysis of teaching to help prepare candidates for a successful student teaching experience. Thus, it is warranted as a four hour class. To comply with university policy, the course number should be revised to KINS 4441 to reflect the proposed course hour revision. This course revision will be included the proposed program revision for the BSED Health and Physical Education program.

[KINS 4637: Senior Seminar in Health and Physical Education](#)

JUSTIFICATION:

This course has a more extensive field experience than any other laboratory or field based course. The field experience includes more videotaping, written commentaries, and reflective analysis of teaching to help prepare candidates for a successful student

teaching experience. Thus, it is warranted as a four hour class. To comply with university policy, the course number should be revised to KINS 4441 to reflect the proposed course hour revision. This course revision will be included the proposed program revision for the BSED Health and Physical Education program.

School of Human Ecology

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

New Course

[CHFD TBD-1: Therapeutic Benefits of Play in Child Life](#)

JUSTIFICATION:

We are piloting this course in preparation for the requirements from the Child Life Council that all certified child life specialists must take a course in therapeutic play. The goal will be for this to eventually enter the regular academic year course rotation.

Revised Courses

[CHFD 3136: Adult Development and Later Life](#)

JUSTIFICATION:

The addition of a Service Learning component is being put forward. Currently, Service Learning within the Department of Child and Family Development (CHFD) only offers opportunities for engaging with youth. A Service Learning component added to CHFD 3136: Adult Development and Later Life would expand on the current offerings to CHFD students to allow for field experience in working with adult populations.

[CHFD 4132: Death and Bereavement across the Lifespan](#)

JUSTIFICATION:

The request to have two of the three prerequisites dropped for CHFD 4132 is being made in order to allow the addition of CHFD 4132 to the list of course offerings for the CHFD Minor. Content within CHFD 4132 can be mastered without previous completion of CHFD 2135: Child Development and CHFD 2136: Introduction to Family Services.

[CHFD 4238: Child Life Practice in Healthcare](#)

JUSTIFICATION:

Changing the prerequisites from permission of instructor to courses necessary to complete this course.

[CHFD 4790: Internship in Child and Family Development](#)

JUSTIFICATION:

The CHFD faculty have voted to change the GPA for internship from a 2.25 to 2.5. While GPA is not a complete representation of a student, it is a threshold in place to ensure qualified and prepared students are given the internship opportunity. For students not meeting the 2.5 cut off, they will benefit from taking

the additional coursework on campus in lieu of the 9-12 credit internship experience. We recognize that student learning occurs on a spectrum, and that this proposed change will enhance rigor.

Revised Programs

[039A: Child and Family Development Minor](#)

JUSTIFICATION:

The CHFD faculty would like to provide more options for students pursuing a CHFD minor.

[BS-CHFD: Child and Family Development B.S.](#)

JUSTIFICATION:

The CHFD faculty have voted to change the GPA for internship from a 2.25 to 2.5. While GPA is not a complete representation of a student, it is a threshold in place to ensure qualified and prepared students are given the internship opportunity. For students not meeting the 2.5 cut off, they will benefit from taking the additional coursework on campus in lieu of the 9-12 credit internship experience.

Selected Topics Announcement – For Information Only 20:

[Therapeutic Benefits of Play in Child Life](#)

JUSTIFICATION:

We are piloting this course in preparation for the requirements from the Child Life Council that all certified child life specialists must take a course in therapeutic play. The goal will be for this to eventually enter the regular academic year course rotation.

G. College of Engineering and Information Technology **Department of Computer Sciences**

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

Revised Courses

[CSCI 1301: Programming Principles I](#)

JUSTIFICATION:

The CS department would like a higher level of math skills before students attempt to take CSCI 1301.

[CSCI 1301H: Programming Principles I](#)

JUSTIFICATION:

The CS department would like a higher level of math skills before students attempt to take CSCI 1301H.

[CSCI 1301S: Programming Principles I](#)

JUSTIFICATION:

The CS department would like a higher level of math skills before students attempt to take CSCI 1301S.

Department of Information Technology

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

New Course

[IT 5233: Web and Mobile Security Fundamentals](#)

JUSTIFICATION:

Cybersecurity has become a cornerstone of the information technology discipline. It has become sufficiently specialized to warrant a specific course addressing aspects of cybersecurity as they related to web and mobile platforms.

Department of Civil Engineering and Construction Management

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

New Courses

[CENG 1731: Civil Engineering Computations](#)

JUSTIFICATION:

This course replaces ENGR 1731, Computing for Engineers in the existing civil engineering and the proposed new construction engineering curricula. This course also provides an opportunity for students to gain an early introduction to the civil and construction engineering programs in the freshman year, enhancing early engagement with program faculty and content, and potentially affecting retention.

[CENG 4730: Experiential Learning in Civil and Construction Engineering - COOP](#)

JUSTIFICATION:

This new course is needed in support of the revised Bachelor of Science in Civil Engineering (BSCE) degree, and the proposed new Bachelor of Science in Construction Engineering (BSConE) degree,. Students electing to participate in Experiential Learning (COOP) will enroll in this course to receive three (3) credit hours in Civil Engineering and Construction electives,

[CENG 5090: Selected Topics in Civil Engineering](#)

JUSTIFICATION:

This new course provides for specialized study in the area of Civil Engineering not otherwise covered by the BSCE program. Its companion course CENG 5890G is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program. This course will also allow for cross-listing of undergraduate and graduate enrollment in support of senior privilege.

[CENG 4132: Water and Sanitation for International Development](#)

JUSTIFICATION:

This course complements the topics covered in previous courses relating to fluid mechanics, environmental engineering, and public health by illustrating how these courses apply to real-

world design applications in developing countries where projects are heavily constrained by funding limitations and technical constraints. Sustainable development of water and wastewater systems in developing countries often require technologies and approaches that

differ from those commonly used in industrialized countries. It requires a broader, more multi-disciplinary strategies that integrate engineering infrastructure, environmental sustainability, and public health with education and community capacity developing. This course prepares students to develop unique, creative, and sustainable solutions to water and sanitation problems common throughout the developing world.

[TCM 4730: Experiential Learning in Construction Management - COOP](#)

JUSTIFICATION:

This new course is needed in support of the revised Bachelor of Science in Construction Management (BSCons) degree. Students electing to participate in Experiential Learning (COOP) will enroll in this course to receive three (3) credit hours in Construction electives,

[TCM 5333: Building Information Modeling](#)

JUSTIFICATION:

This course is needed in support of the new proposed Bachelor of Science in Construction Engineering (ConE) program, the new proposed Master of Science in Civil Engineering (MSCE) program, and the existing BSCE and BSCons programs in the Department of Civil Engineering and Construction Management. This course will be cross-listed as a graduate course (TCM 5333G) and as an elective course (TCM 5333) for Civil and Construction Engineering students.

Revised Courses

[CENG 3135: Construction Cost Control and Finance](#)

JUSTIFICATION:

The course is offered on-line as well as face-to-face, thus requiring "Asynchronous" status.

[CENG 4518: Introduction to Senior Project](#)

JUSTIFICATION:

The contact hours for the course are increased to accommodate two (2) fifty (50) minute class meetings per week going forward - one meeting for lecture, and two hours for lab activities.

[CENG 5137: Engineering Hydrology and Hydraulics](#)

JUSTIFICATION:

This revised course will continue to provide students with hydraulics content currently covered in the Open Channel and Pumps course, but rather than spend 8 weeks covering pumps, pump content will be condensed to 2 weeks in order to provide 6 weeks of hydrology-related content. The need to provide more hydrology-related content is based on feedback from graduating students, the department water resources and environmental engineering curriculum committee, and program advisory board members.

[TCM 3331: Construction Finance](#)

JUSTIFICATION:

The course is offered on-line as well as face-to-face, thus the need for "Asynchronous" designation.

[TCM 4710: Construction Internship](#)

JUSTIFICATION:

This course revision is needed for the revised Bachelor of Science in Construction Management (BSCons) degree. This course revision is also needed in support of the new proposed Bachelor of Science in Construction Engineering (ConE) program,

[TCM 5330: Green Building and Sustainable Construction](#)

JUSTIFICATION:

The course is offered on-line as well as face-to-face, and thus the need for "Asynchronous" designation.

New Program

[: Bachelor of Science in Construction Engineering](#)

JUSTIFICATION:

The proposed new BS in Construction Engineering degree program will supplement and complement the existing Civil Engineering and Construction Management programs in the College of Engineering and Information Technology at Georgia Southern University. Civil engineers and construction managers often work with construction engineers to deliver complex construction projects. While a civil engineer generally focuses on design, and the construction manager focuses on the management of time and resources, the construction engineer often bridges the gap between these two professions with the technical and management skills necessary for the efficient and safe delivery of complex projects. The proposed Construction Engineering program will fill a substantial gap in our academic programs, needed to attract and prepare practice-ready engineers who are in high demand by current and prospective employers due to the resurgence of the construction industry in the US.

Revised Program

[BSCE-CIVL: Civil Engineering B.S.C.E.](#)

JUSTIFICATION:

This is a correction to an apparent typo from previous edits. The correct course for Area C, as required for program accreditation is COMM 1110, Public Speaking instead of COMM 1100 Introduction to Human Communication.

Department of Electrical Engineering

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

Revised Courses

[EENG 3420: Linear Systems](#)

JUSTIFICATION:

This request is to correct an error that was approved previously. Mistakenly, the previous course revision listed a prerequisite course number for an inactive course. To correct that error, the prerequisite is being changed from ENGR 2334 (Circuit Analysis I) to EENG 3335 (Circuit Analysis II). The course content of ENGR 2334 does not provide sufficient depth to adequately prepare students for EENG 3420 - Linear Systems. EENG 3335 - Circuit Analysis II, which includes

additional course content and an integrated lab, provides in-depth coverage of AC Analysis and transfer functions for systems and provides (along with MATH 3230

Ordinary Differential Equations) the necessary prerequisite content for Linear Systems (EENG 3420).

[EENG 5090: Selected Topics in Electrical Engineering](#)

JUSTIFICATION:

Update this course in order for students to have the option to take this course online

[EENG 5544: Smart Grids Technology Fundamentals](#)

JUSTIFICATION:

This is an elective course for the Electrical Engineering 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.

New Program

[TBD: Computer Engineering](#)

JUSTIFICATION:

The demand for Computer Engineers is always strong in the US and also in Georgia due to job growth and higher salaries. In Georgia, only Georgia Tech offers a bachelor degree in Computer Engineering. There are few other institutions in Georgia which offer degree in either Computer Technology or Computer Systems Engineering. Thus there is a strong need for Computer Engineering program not only in this southern part of Georgia but also in the state overall. There is strong pool of students come to GSU's RETP/REPP program with major in Computer Engineering. Many of these students would have stayed in GSU had there been such a program due to GSU's location and low living cost. Moreover, Georgia Tech's Computer Engineering program is one of the top in the nation and acceptance rate to that program is very low. Thus many of these REPP students would like to continue in Computer Engineering program of GSU if they do not qualify for Georgia Tech's.

GSU's Electrical Engineering (EE) department is in very strong position to offer this degree program with a little change in its existing curriculum. Electrical Engineering faculty surveyed the scope of opening this new program and all came up with the conclusion that it is time to create this new program which will not only enhance the existing EE program but also create new avenues for the university.

Inactivated Program

[053B: Computer Engineering Second Discipline Concentration](#)

JUSTIFICATION:

All second discipline concentrations for the IT program will be inactivated due to program curriculum revisions and to agree with ABET-CAC accreditation requirements.

Department of Mechanical Engineering

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

New Courses

[ENGR 1121: Computing Applications in Mechanical Engineering](#)

JUSTIFICATION:

This is a required course for Mechanical Engineering major. This course is an introductory course to the computing techniques for mechanical engineering students, utilizing discipline specific software and application examples. It replaces ENGR 1731 (Computing for Engineers) which has taken on too heavily of an electrical engineering emphasis. The course also responds to input from the Mechanical Engineering Professional Advisory Committee with regards to applications and software content.

[ENGR 1121H: Computing Applications in Mechanical Engineering](#)

JUSTIFICATION:

This is a required course for Mechanical Engineering major. This course is an introductory course to the computing techniques for mechanical engineering students, utilizing discipline specific software and application examples. It replaces ENGR 1731 (Computing for Engineers) which has taken on too heavily of an electrical engineering emphasis. The course also responds to input from the Mechanical Engineering Professional Advisory Committee with regards to applications and software content.

[ENGR 2137: Introduction to Renewable Energy](#)

JUSTIFICATION:

The proposed course ENGR 2137 will serve as an undergraduate free elective for both majors and non-majors. It will also serve as the credit-bearing component of a potential international study-abroad program. This course will be a combination of lectures and supervised laboratory serving as an introductory theory and engineering applications of renewable energy and energy science. It complements CEIT established thrust in Renewable Energy and the Summer German Engineering Abroad program. It will serve our university mission by contributing to the strategic themes of academic distinction and technological advancement.

Revised Courses

[ENGR 1133: Engineering Graphics](#)

JUSTIFICATION:

The current revised content will focus on current trends in engineering graphics, particularly emphasizing three dimensional CAD model rather than two dimensional hand and computer aided drawing. This modification is in-line with what peer universities have implemented, as well as feedback from our program's external professional advisory committee. The revision will change the content and description of the course, the course subject, number and title remains the same. This revision has been supported by the programs' external professional advisory committee and the departmental curriculum committee and faculty

[ENGR 1133H: Engineering Graphics](#)

JUSTIFICATION:

The current revised content will focus on current trends in engineering graphics, particularly emphasizing three dimensional CAD model rather than two dimensional hand and computer aided drawing. This modification is in-line with what peer universities have implemented, as well as feedback from our program's external professional advisory committee. The revision will change the content and description of the course, the course subject, number and title remains the same. This revision has been supported by the programs' external professional advisory committee and the departmental curriculum committee and faculty.

[ENGR 2112: Solid Modeling and Analysis](#)

JUSTIFICATION:

The revised content will focus on advanced solid modeling techniques and skills. Since much of the previous content has shifted towards ENGR 1133, this course can now be revised and introduce advanced concepts and skills that are driven by current professional needs and will result in improved student performance and capabilities.

[ENGR 2112H: Solid Modeling and Analysis](#)

JUSTIFICATION: The revised content will focus on advanced solid modeling techniques and skills. Since much of the previous content has shifted towards ENGR 1133, this course can now be revised and introduce advanced concepts and skills that are driven by current professional needs and will result in improved student performance and capabilities.

[MENG 2139: Numerical Methods in Engineering](#)

JUSTIFICATION:

The prerequisite course ENGR 1731 is replaced by new course ENGR 1721 to fit the increasing content and discipline specific requirements of computational skills for the students of mechanical engineering.

[MENG 2139H: Numerical Methods in Engineering](#)

JUSTIFICATION:

The prerequisite course ENGR 1731 is replaced by a new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering.

[MENG 3531: Introduction to Mechatronics](#)

JUSTIFICATION:

The prerequisite course ENGR 1731 is replaced by a new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering.

[MENG 3531H: Introduction to Mechatronics](#)

JUSTIFICATION:

Introduction to Mechatronics (MENG3531) is an updated version of the existing

required course Mechatronics Studio Lab (MENG3521) in the B.S. in Mechanical Engineering Program. MENG3531 includes application computing specific content to the course and reinforces theoretical foundation with hands-on learning activities of the existing course (MENG3521) in the area of mechatronics and measurement systems. It has also been determined that the current studio format of MENG 3521 (2-0-4), is in need of additional lecture content (3-2-2). One additional credit hour was freed in the curriculum by the concurrently proposed conversion of ENGR 1731 into ENGR 1721. Some of the electromechanical specific software and programming content from ENGR 1731 will be moved to this revised course.

[MENG 4210: Energy Science Laboratory](#)

JUSTIFICATION:

Introduction to Mechantronics (MENG3531) is an updated version of the existing required course Mechatronics Studio Lab (MENG3521) in the B.S. in Mechanical Engineering Program. MENG3531 includes application computing specific content to the course and reinforces theoretical foundation with hands-on learning activities of the existing course (MENG3521) in the area of mechatronics and measurement systems. It has also been determined that the current studio format of MENG 3521 (2-0-4), is in need of additional lecture content (3-2-2). One additional credit hour was freed in the curriculum by the concurrently proposed conversion of ENGR 1731 into ENGR 1721. Some of the electromechanical specific software and programming content from ENGR 1731 will be moved to this revised course.

[MENG 4210H: Energy Science Lab \(Honors\)](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

[MENG 5135: Vibration and Preventive Maintenance](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit increasing content requirements.

[MENG 5137: Mechanical System Design](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing content requirements.

[MENG 5137H: Mechanical System Design](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

[MENG 5233: Wind Energy](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing content requirements.

[MENG 5238: Engine Development and Performance](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing content requirements.

[MENG 5331: Automation and Computer Integrated Manufacturing Systems](#)

JUSTIFICATION:

The prerequisite course ENGR 1731 is replaced by new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering.

[MENG 5333: Robot Dynamics, Design and Analysis](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements

[MENG 5536: Mechanical Controls](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

[MENG 5536H: Mechanical Controls \(Honors\)](#)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

Revised Program

[BSME-MECH: Mechanical Engineering B.S.M.E.](#)

JUSTIFICATION:

1. The changes to the honors program streamlines course requirements, bringing them more in line with other honors program across campus. It also creates a less rigid curriculum, that allows students more flexibility in selecting from an approved list of courses that are more likely to be offered with greater frequency.2. Based on the suggestions of Mechanical Engineering Professional Advisory Committee and faculty review, following two curriculum changes were made to improve computational and hand-on skills: a) New course ENGR 1721 (Computing Applications in Mechanical Engineering) is proposed and replaces ENGR 1731 (Computing for Engineers), which has taken on too heavily of an electrical engineering emphasis, to improve the computing techniques for mechanical engineering students, utilizing discipline specific software and application examples.

b) MENG 3521 (Mechatronics Studio Lab) is upgraded to MENG 3531 (Introduction to Mechatronics) to reinforce theoretical foundation with hands-on learning activities of the existing course (MENG 3521) in the area of mechatronics and measurement systems. c) New course MENG 5631 (Entrepreneurship in Engineering) is proposed as senior-level electives to encourage students to apply innovative thinking in order to build successful future oriented companies in the future. 3) Reflect the curriculum changes content changes made to ENGR 1721, MENG 3531 and MENG 5631, related 20 prerequisites changes are made.4) Add senior-level electives to the list to ensure proper DegreeWorks scribing and students receiving credit for financial aid.

H. College of Public Health

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

Department of Health Policy and Management

New Course

[PUBH 3432: Introduction to Global Health Policy](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Department of Public Health (General)

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

New Course

[PUBH 3431: Introduction to Global Health](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying

the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global

populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

New Programs

[: Health and Education Promotion B.S.P.H. \(Concentration in Global Health\)](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

[: Global Health Minor](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Department of Community Health Behavior and Education

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

New Course

[PUBH 4234: International Development in Health \(Poverty, Social Justice and Global Health\)](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Revised Course

[PUBH 4230: Global Maternal and Child Health](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Revised Program

[BSPH-HEDP: Health Education and Promotion B.S.P.H.](#)

JUSTIFICATION:

The BSPH program is adding an additional emphasis area which necessitates moving from a major to concentrations.

Department of Environmental Health

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

New Course

[PUBH 4232: Global Environmental Health](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Department of Epidemiology

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

New Course

[PUBH 4233: Topics in Global Epidemiology](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

V. PROGRAM REVIEW

Dr. Ron MacKinnon asked Ms. Candace Griffith of the Provost's Office to provide an update on the program reviews. She informed the committee that those members who will be participating in the process will be receiving the program reviews from the chair. A provided rubric will be used to review and score the programs. At the April 2017 Undergraduate Curriculum Committee Meeting, the program reviews will be discussed and voted on. From there, they will move on to the Faculty Senate for approval.

VI. OTHER BUSINESS**A. Graduate Expectation Statements**

Ms. Doris Mack asked for a blanket approval from the committee to remove the graduate expectation statement from the catalog descriptions of all 5000 level courses. Upon learning that undergraduate courses did not need this information, the Registrar's Office has would like to remove the statement on all of the undergraduate courses in question for the sake of consistency.

An Aasheim/Leckie motion to approve the removal of the graduate expectation statement was passed unanimously.

VII. ADJOURNMENT

There being no further business to come before the committee, an Aasheim/Leckie motion to adjourn the meeting at 3:52 p.m. passed unanimously.

Respectfully Submitted on Behalf of Jade Brooks, Recording Secretary



Tori
Brannen
Registrar's
Office

4-2017

Librarian's Report 4-2017

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the April 2017 meeting.

This report includes:

Faculty Research Committee minutes, Jan 18	page 2
Faculty Research Committee minutes, Mar 1	page 4
Graduate Committee minutes, March 9	page 6
GECC meeting minutes, March 22	page 11
Library Committee minutes, March 22	page 15
NCAA Athletic Report	Page 17
Undergraduate Committee minutes, February 14	page 19

Georgia Southern University Faculty Research Committee (2016-17)

January 18, 2017, 10:00 AM Veazey Hall 2001C

- I. Call to order (Chair): The meeting was called to order at 10:05 AM 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 returned to the next stated meeting for approval.

III. Roll Call

Kathryn Anderson – Elected Chair	CHHS	Term expiration	Present
Dustin Anderson	CLASS	2017	Present
John Barkoulas	COBA	2017	Present
James Jupp	COE	2017	Present
Rochani Haresh	JPHCOPH	2018	Present
Eric Gato	COSM	2018	Present
Jeffrey Mortimore	Library	2018	Present
Jeong Myung	CEIT	2018	Present
Jonathan Hilpert	Senate	2018	Present
Lance McBrayer	Provost Delegate	Ex Off.	Present
Ele Haynes	Provost - Rep	Ex Off.	Present

IV. Award for Excellence in Research and/or Scholarly Activity

- A. 9 applications were reviewed by all committee members. Assigned reviews were completed independently through the online application.
- B. Review rubric rankings were posted to a common spreadsheet. Numeric rankings and reviewer comments were used to narrow the applicant field to 4 candidates.
- C. 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.
- D. Committee members were reminded that the process is confidential. No results may be released prior to the Provost’s announcement at commencement.

V. Application pilot comments.

- A. Suggestions for application improvement
 - i. Add a direction to the applicant to provide access to a full text of the work samples from the last 5 years in pdf or by google drive library. Books must provide a minimum of pdf of the table of contents and abstract. If a book chapter, a pdf may be provided.
 - ii. Links to web locations should be discouraged as the links are not stable or under the control of the applicant. A note will be added reminding the applicant that they are responsible for keeping application links current.
 - iii. Add drop down menus to the app for percent of effort and role on the project.
 - iv. Add a text field for documentation of impact. A word limit of 250 words should be used.
 - v. The note for proceed to the next round or do not proceed should appear in the report to the committee.
 - vi. The most recent set of scores and comments should be visible to the reviewer during re-evaluations.
 - vii. Remove the time out limit on the app.
- B. Suggestions for process improvement.
 - i. Insert a method to require and collect citation for each work sample
 - ii. Method to collect % effort, applicant role on the project and document impact.

- iii. Add an instruction to the letters of support to require at least 1 letter to be from an external source.

VI. Committee Assignments:

- A. Scheduling: The committee voted to assign initial reviewers based upon random selection. Each project will be assigned 3 reviewers by the Provost's rep. The committee will use the guideline rubric to evaluate the projects and assign them to either continue to next round or do not fund categories based upon merit and not budget. A second round of review will be conducted to rank projects for the purpose of funding.
- B. Since all applications will be received electronically the committee will receive an email from committee administration to let them know the pool is open for review. All reviews will be conducted within the application.
- C. All committee assignments must be completed prior to February 24 in preparation for the March 1 evaluation meeting.
 - i. Deadlines
 - 1. January 30, 2016 – Applications submitted to ORSSP
 - 2. February 24, 2017 – Initial review assignments completed for round 1
 - 3. March 1, 2017 – initial review meeting
 - 4. March 7, 2017 – Funding reviews completed.
 - 5. March 8, 2017 – First round funding decision meeting
 - 6. May 1, 2017 – Award letters prepared for recipients
 - 7. July 1, 2017 – No pre-award spending in FY16

II. Adjourn - The meeting was adjourned at 11:45 AM by the Chair - Dr. Kathryn Anderson.

Georgia Southern University Faculty Research Committee (2016-17)

March 1, 2017, 10:00 AM Veazey Hall 2001C

- VII. Call to order (Chair): The meeting was called to order at 10:05 AM by the Chair - Dr. Kathryn Anderson.
- VIII. Approval of Agenda/minutes: The agenda was approved by full vote of the committee. Minutes from this meeting will returned to the next stated meeting for approval.

IX. Roll Call

Kathryn Anderson – Elected Chair	CHHS	Term expiration	Present
Dustin Anderson	CLASS	2017	Present
John Barkoulas	COBA	2017	Present
James Jupp	COE	2017	Present
Rochani Haresh	JPHCOPH	2018	Present
Eric Gato	COSM	2018	Present
Jeffrey Mortimore	Library	2018	Absent
Jeong Myung	CEIT	2018	Present
Jonathan Hilpert	Senate	2018	Present
Lance McBrayer	Provost Delegate	Ex Off.	Present
Ele Haynes	Provost - Rep	Ex Off.	Present

- X. **Research Seed Funding and Scholarly Pursuit Funding Reviews.**
 - A. Committee members reviewed applications for funding based upon random assignment. Each application was reviewed by 3 committee members and scores were entered into the electronic application under round 1. A total of 25 Seed funding applications and 10 Scholarly Pursuit applications were reviewed. Committee comments were recorded in the application.
 - B. Review rubric rankings were posted to a common spreadsheet. Numeric rankings and reviewer comments were used to narrow the applicant field based upon scientific merit. Budget concerns were not included in this round of review.
 - C. The committee voted to move 25 applications into round 2.
 - D. The committee voted unanimously VIA email on Friday, March 3 to remove the top 9 applications from review round 2 and move them to the funded round. The bottom 2 reviews were also moved from round 2 to the not funded round as falling below the available funding mark.
 - E. All committee members were tasked to review the remaining 15 application and input their responses by the close of business on Monday, March 6.
- XI. Application pilot comments were collected but discussion will be deferred until the end of competition reviews.
 - A. Suggestions for application improvement
 - i. For next year the application will be improved to allow for a single upload of the review document instead of section reviews and a separate budget upload to allow for more effective review.
 - B. Suggestions for process improvement.
 - i. None provided at this meeting.
- XII. Committee Assignments:
 - A. Scheduling: The committee voted to move 15 applications forward to round 2 review, accept 9 applications to funded round, and 11 applications were determined to be not fundable. Each committee member will review the applications that they have not yet reviewed and enter their scores and comments into the electronic application program.
 - i. Deadlines
 - 1. January 30, 2016 – Applications submitted to ORSSP

2. February 24, 2017 – Initial review assignments completed for round 1
3. March 1, 2017 – initial review meeting for funding applications – Round 1
4. March 8, 2017 – First round funding decision meeting
5. May 1, 2017 – Award letters prepared for recipients
6. July 1, 2017 – No pre-award spending in FY18

III. Adjourn - The meeting was adjourned at 12:00 PM by the Chair - Dr. Kathryn Anderson.

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – March 9, 2017

- Present: Dr. Mujibur Khan, CEIT; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Mr. Lili Li, Library; Mr. Jeffrey Mortimore, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Yunfeng Chen, [Alternate] CEIT; Dr. Manuela Caciula, [Alternate] CHHS; Dr. Li, [Alternate] CHHS; Dr. Eric Gato, [Alternate] COSM; Dr. Samuel Opoku, [Alternate], JPHCOPH; Dr. Diana Cone, VPAA/COGS; Mrs. Audie Graham, COGS
- Guests: Ms. Candace Griffith, VPAA; Mrs. Naronda Wright, COGS; Mrs. Randi Sykora-McCurdy, COGS; Mrs. Wendy Sikora, COGS; Ms. Cindy Groover, Institutional Effectiveness; Mr. Wayne Smith, Registrar's Office; Ms. Doris Mack, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. David Williams, CEIT; Dr. Dan Bauer, CLASS; Dr. Jessica Brooks, CLASS
- Absent: Dr. Gustavo Molina, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Brandon Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Scott Kersey, COSM; Dr. Colton Magnant, COSM; Dr. Bill Mase, JPHCOPH; Dr. Evans Afriyie-Gyawu, JPHCOPH

I. CALL TO ORDER

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

II. APPROVAL OF AGENDA

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

III. CHAIR'S UPDATE

A. Comprehensive Program Review – Dr. Anderson stated all rubric scores for the Comprehensive Program Reviews have been received, and they have all either met or met with recommendations. Dr. Anderson said he has received four out of the seven reports, and he will normalize them and include them in the April Graduate Committee agenda. This will allow members to read the reports in advance and questions will be addressed during the April meeting.

IV. NEW BUSINESS

A. College of Education

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

Department of Teaching and Learning

Information Item:

Collaborative MAT Program

JUSTIFICATION:

Disband the collaborative online MAT program with Columbus State University, Valdosta State University, and Georgia Southern University.

No action required for information only item.

B. College of Liberal Arts and Social Sciences

Dr. Dan Bauer presented the agenda items for the Department of Writing and Linguistics.

Department of Writing and Linguistics

New Course:

WRIT 5231G - Advanced Screenwriting

JUSTIFICATION:

WRIT/LING has proposed changing WRIT 4232 to WRIT 5231 to make the course consistent with the numbering of the other "Advanced" courses offered in our Creative Writing emphasis. Proposing a 5231G course brings further consistency to the Creative Writing offerings and allows students to take the course for graduate credit.

Dr. Anderson asked for clarification of the catalog description regarding the additional coursework graduate students will be responsible for completing. Dr. Bauer said it depends on the student, and the catalog description was vague because the department did not want to limit the instructor. Dr. Bauer suggesting altering the sentence in the description to read as "Graduate students will do work in addition to undergraduates to further enrich and develop their projects".

MOTION: Dr. Meca Williams-Johnson made a motion to approve the agenda item submitted by the Department of Writing and Linguistics, with the revision to the catalog description. A second was made by Dr. He. The motion to approve the New Course was approved.

Dr. Jessica Brooks presented the agenda items for the Department of Psychology.

Department of Psychology

Course Revision(s):

PSYC 7235 - Group & Family Therapy

JUSTIFICATION:

Changes are being proposed in response to feedback from practicum supervisors and internship directors to improve student preparation for clinical work.

PSYC 7433 - Foundations & Skills II

JUSTIFICATION:

Changes are being proposed in response to feedback from practicum supervisors and internship directors to improve student preparation for clinical work.

Program Revision:

Clinical Psychology Psy.D.

JUSTIFICATION:

Changes are being proposed in response to feedback from practicum supervisors and internship directors to improve student preparation for clinical work. The revision also updates the dissertation credit hours, which were incorrectly listed in the current catalog.

Dr. Anderson stated he spoke with Dr. Thresa Yancey and she stated the Program and Course Revisions have to do with accreditation. He asked for clarification from the Registrar's Office if the effective date for these items can be changed to Fall 2017, rather than Fall 2018. Mr. Wayne Smith stated the Registrar's Office approved of the effective date change.

MOTION: Dr. He made a motion to approve the agenda items submitted by the Department of Psychology, with the understanding that the effective date be changed to Fall 2017 due to accreditation. A second was made by Dr. Ogloblin. The motion to approve the Course Revisions and Program Revision was approved.

C. Jack N. Averitt College of Graduate Studies

Mrs. Naronda Wright presented the agenda item for the Jack N. Averitt College of Graduate Studies.

Information Item:

International Transcript Evaluations

Mrs. Naronda Wright stated the College of Graduate Studies (COGS) has been completing international transcript evaluations in-house for the past three to four years. Mrs. Wright said the workload for this has steadily increased and the college is not staffed to continue to support this service. She said due to the increased workload and increase of applications COGS will no longer perform the transcript evaluations

in-house. Students will be required to have their transcripts evaluated by a member of the National Association of Credential Evaluations Services, Inc. (NACES).

Dr. Ogloblin asked what if the applicant is not using credentials from one of the institutions they have attended. Mrs. Wright said we require transcripts from all universities attended. Dr. Diana Cone stated this is a SACSCOC policy, both undergraduate and graduate level applicants are required to show proof of all institutions they have attended.

Dr. Cone said while this change is due to the workload issue, it also is a process to send a staff member for additional training to ensure transcript evaluations are being performed correctly.

Dr. Anderson asked how this would impact our international applications. Mrs. Wright stated she did not think there would be much of a change. She said a lot of students already submit the transcript evaluations, because they are applying to multiple schools.

Ms. Candace Griffith stated another advantage to this is when a Georgia Southern student becomes a graduate teaching assistant, she has to request official transcripts as well as external evaluations for foreign degrees. In the past, Ms. Griffith was able to accept a copy of the external evaluations submitted to COGS. She said when COGS did not have the external evaluation, the student would then have to pay to have this done.

Dr. Eric Gato asked if students will be required to go through WES for the transcript evaluations. Mrs. Wright said anyone who is NACES accredited will be acceptable.

No action required for information only item.

V. OLD BUSINESS

A. Prior Learning Assessment – Dr. Thomas Koballa asked the committee to think about the PLA policy in two pieces. One would be the policy, and the other would be the funding associated with it. Dr. Koballa stated the Graduate Committee and Faculty Senate has never engaged in setting tuition or fee rates. He asked the committee to separate the two areas as they continue the PLA discussion. Dr. Koballa distributed a handout of the current transfer credit policy that is listed in the graduate catalog, which states there is a maximum of six credit hours. Dr. Koballa said the proposed PLA policy lists nine hours as the maximum, and he suggested amending the number of credit hours listed in the PLA policy to six.

Dr. Koballa said two areas of funding has been discussed by the committee. One is the income associated with the evaluation charge, and the second is how faculty get paid for conducting the assessment. Dr. Koballa said Mr. Rob Whitaker has recommended the language “evaluation charge” be used in the PLA policy, rather than “fee”. Dr. Koballa stated he would argue against setting the evaluation charge the same as the tuition rate. He referred to another handout with the proficiency exam section from the undergraduate catalog. Dr. Koballa said the fee listed in proficiency exam policy is only \$15.00. Dr. Koballa said if the PLA policy is approved, then the President and President’s Cabinet would need to address the funding. Dr. Koballa explained why he would argue against charging the tuition rate. He said faculty effort related to assessment is different than teaching a course. Dr. Koballa encouraged the committee to allow the President and the President’s Cabinet to evaluate the evaluation charge and what options are available to provide appropriate compensation to faculty.

There was a brief discussion of transfer courses and how they relate to PLA credit. If a student receives PLA credit it would remain on their transcript and would be listed as “K” credit.

Dr. David Williams asked how you deal with the credentials of the instruction. Dr. Koballa said you would not deal with the credentials, you would focus on the evidence that the student brings forward.

Dr. Gato suggested having a committee conduct the assessment, rather than one faculty member.

Dr. Koballa said if the PLA policy is supported by the Graduate Committee, then there is a possibility that the Undergraduate Committee may choose to revisit the proficiency exams section.

Dr. Koballa reviewed the PLA policy and procedures. After a brief discussion the following revisions were recommended for the committee's consideration.

- 1) Change maximum credit hours from 9 to 6 credit hours.
- 2) Revise Item #6 of the procedures to read as "The student will receive notification of performance results within a timeframe established by the program."

MOTION: Mr. Jeffrey Mortimore made a motion to approve the Prior Learning Assessment policy with the suggested amendments listed above. A second was made by Dr. Ogloblin, and the motion was approved.

B. Discussion of Degree Description – Dr. Lance McBrayer stated the College of Science and Mathematics (COSM) would like for degrees to reflect a thesis degree versus a non-thesis degree. He said the college would like to add a description to the transcript to better reflect what the student actually did. Dr. McBrayer explained how other institutions add the title of the thesis to the transcript so that any reviewer of the transcript would have an idea what the research component was over.

Dr. Anderson asked if the idea is to enhance student's marketability across the board, or for one side or the other. Dr. McBrayer said it would be across the board, and that adding the title as the description would be the most beneficial to the students.

Dr. Khan asked if description would be on the diploma. Dr. McBrayer said no, the description would only be on the transcript.

There was a brief discussion of whether Master of Arts would be an option, rather than the Master of Science. Ms. Griffith said she was not sure if it would be feasible to rename degrees, because of the approval process and workload.

Ms. Griffith said as a reviewer of faculty transcripts, she finds it extremely helpful to have non-thesis or thesis description added.

Dr. McBrayer said he spoke to the Department Chairs and Program Directors in their college and all of them are in support of this. He said they would have to work with the Registrar's Office to see what the stipulations would be to add the descriptions.

Mr. Wayne Smith suggested the committee make the request and then the Registrar's Office would review and determine what will be needed to make this change.

Dr. Anderson suggested that each college who is interested in this undertake the same approach as COSM has.

MOTION: Mr. Mortimore made a motion to approve a degree description be added to the COSM student's transcripts. A second was made by Dr. Williams-Johnson. The motion to approve the request by COSM was passed.

Dr. Anderson stated Dr. McBrayer will work with the Registrar's Office to have the descriptions added. Dr. Anderson asked Dr. McBrayer if he could come back with a follow up of how the process went, because it might expedite the process for other colleges. Dr. McBrayer agreed.

C. Curriculum Inventory Management Update – Ms. Doris Mack stated there was no updates at this time for CIM.

VI. ANNOUNCEMENTS

Dr. Anderson thanked Randi Sykora-McCurdy for working with the Deans and Associate Deans on disseminating information to Program Directors about changes to federal financial aid.

Dr. Anderson reminded everyone to watch for announcements on the upcoming Research Symposium in April.

Mrs. Audie Graham stated the deadline to submit nominations for the Averitt Awards is March 14.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on March 9, 2017 at 9:58 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved March 20, 2017 by electronic vote of Committee Members

GECCC Minutes 2/28/17

In attendance: Michelle Cawthorn, Delena Bell Gatch, Chris Ludowise for Curtis Ricker, Alan Woodrum, Eudiah Ochieng, Ruth Baker, Jake Simons, Clint Martin, Jim Lo Bue, William Amponsah, Rocio Alba-Flores, Terri Flateby, Julie Garlen, Yasor Bodur, Jingjing Yin, Isaac Chun Hai Fung

- I. Approval of previous month's meeting: Michelle makes a motion to approve previous meetings minutes. Seconded by William Amponsah.

Approved.

- II. Old news: Michelle reported that A.J. Riggs of kinesiology reported that courses (CORE courses in CIM) that we had rolled back are not getting the feedback from this committee, so they didn't know they needed to change anything. They are withdrawing courses for now and will resubmit next year.

- III. Review of GEN ED Outcomes: Do we need two sets? How are we going to reconcile them? Michelle provided a crosswalk of GSU's Gen Ed outcomes, the CORE outcomes, and Gen Ed outcomes from our peer institutions. The following conversation occurred:

- Jake Simons: Argue in favor of condensing to a single set of outcomes. 1) We have large percentage of academic community that does not recognize the distinction 2) We don't have a curricular structure to support this. 3) It is redundant. We would be better served if they would dovetail into each other.

Some agreement from around the table.

- Michelle: Many of our peer institutions don't make a distinction between GEN ED and CORE. They have broad stems (often skill based) from which specific outcomes branch off. Also, some are measuring student at beginning and end of academic career as freshmen and as seniors.

EX: App State has a rubric to assess as each trait at each level (freshman, sophomore, etc.)

Terri Flateby explained the VALUE rubrics published by the AAC&U.

Jake Simons: Could we get away without defining specific outcomes?

Delena Gatch: (After the AAC&U conference on General Education that she and Terri attended in February): Many of these institutions have less limited core (they have hundreds of classes); these institutions tend to view Gen Ed and the Core as one and the same. Other institutions have a leaner CORE, and they tend to view the Core as specific to early students and Gen Ed for

all students, especially at the end of their college career, as we do. Many people were assessing both, but doing it continuously.

Delena Gatch also presented an analysis of which programs in our colleges were emphasizing outcomes similar to our Gen Ed outcomes as another way to approach measuring Gen Ed outcomes. Mapping of outcomes is colored by discipline of person doing it. If these outcomes are being measured in specific programs, then we could pull information from the program reports to support documentation of measuring Gen Ed outcomes, retaining at least some of the Gen Ed outcomes and the CORE outcomes. She presented a rough summary of colleges on campus that have over half of their programs including something similar to a Gen Ed outcome (i.e., critical thinking). Of these, effective communication, critical analysis and synthesis of information, and problem solving were the most common.

Terri Flateby: We should be condensing GEN ED outcomes, but not eliminating them.

Delena Gatch: The only outcome that is not being measured in over half the programs of at least one college is Quality of Life. This did appear in some programs, mostly in CLASS.

We have tried to determine how to measure Quality of Life with help from student affairs without much success. We also tried to use an assignment from the Health classes at one point.

Jake Simons: Mapping then presents problems if we continue with Gen Ed outcomes because we don't know specifics about curricula.

Others at table expressed concern about same thing, especially with consolidation looming.

Delena: Programs take the mapping back to their department to map with outcomes (not all, but a portion), a full story could be told.

Some agreement around table.

Jim Lo Bue: There is a suggestion that programs could delegate specific core classes for their students, perhaps eliminating, for example, repetition in math classes for math majors.

Alan Woodrum: mentioned student major changes. As often as students change majors, having CORE specificity would mean that many students would have to start the CORE over (or at least catch up) every time they changed a major. Further, because CORE is a BOR mandate, we would have to insure that students were not missing areas of the CORE.

The group then looked at outcomes from our peer institutions. Discussion across table about how vague the outcomes are from peer institutions and issues that they can be interpreted so differently.

Jim Lo Bue: Hesitant to reduce number of outcomes before we talk with Armstrong.

Point made from quite a few that critical thinking, synthesis of information and others should be in CORE. BOR set CORE. But, other USG schools have them, perhaps as part of Institutional Options (Area B).

Terri Flateby and Christine Ludowise strongly agree that it is not effective to have extremely defined (technical) outcomes.

Jake Simons: What would this look like?

Terri Flateby: Don't know yet.

Jake Simons: The more SLOs we have, the more work we have in assessing them. Can some assess over time and others immediately.

Michelle Cawthorn: If we have it, it must be assessed.

Delena Gatch: Need to look at how we define the outcomes, where they are embedded in curriculum and how we assess them.

Suggestion to move it forward is seconded but there is concern about timeline. Suggested a sub-committee meet and craft some proposals to present to the consolidation committee on General Education.

There is a suggestion from the floor that a representative of each college be a part of the subcommittee. However, when the Chair asked for volunteers, there were not representatives from each college (there weren't volunteers from each college).

Sub - Committee is formed that consists of:

Rocio, Jake, Delena, Sarah, Terri will meet and discuss Friday, March 10th at 2:30.

Meeting adjourned at 9:02.

Addendum:

The ad hoc subcommittee met on March 10, 2017 and discussed the General Education outcomes and the separate CORE outcomes. They suggested the following recommendation:

The GECC recommends the following be forwarded to the consolidation Operational Working Group that is dealing with the CORE: *GSU's current General Education outcomes should be part of the discussion in constructing new outcomes/CORE of the consolidated university.* In particular, the committee believes that outcomes associated with critical thinking, problem solving, information literacy, and ethical and informed decision making are important and perhaps not captured in the current Core outcomes.

The full committee voted on and approved this recommendation on March 22, 2017.

Faculty Senate Library Committee
March 22, 2017
Essence Notes

Attending: Bede Mitchell, Russell Thackston, Fred Smith, Elizabeth Downs, Timothy Giles, Rebecca Kennerly, Linda Kimsey (by phone), Harvey Moody, Laxman Pandey, Ursula Pritham, Jessica Minihan, Paolo Gujilde, Debra Skinner, Alva Britt.

Subscription Review Update:

Bede shared the results of the subscription review survey with the committee. The survey received good response; of the 50 departments, schools, or centers surveyed, 21 responses were received. The responses were sorted into two categories:

- 1) Not needed - drop resource. This category reflects \$194,119 of possible savings if cancelled.
- 2) No response received. This category reflects \$35,612 of possible savings if cancelled.

The cancellation of these two categories would reflect a cut into our current deficit of 20%. Bede stated that if the library does not received any year-end funding, this may not be enough to address our deficit and we would have to go back and review those resources identified as “desirables”. He anticipates that we should be receiving information on our budget and possible year-end funds within the next month. It was the consensus of the group to share the survey data with the campus now and once our budget information is made available, a final decision can be made and a new update released. Bede will draft a cover message from himself and the Library Committee that will accompany the survey results providing a link to the table of resources, but omitting the department's' responses. A copy of the cover letter will be included in today's minutes. Bede stated that if we cancel the resources in the two categories identified it may be possible to add some of the resources on our Wish List. Jessica will prepare a listing of those resources identified showing how they were ranked (desirable, critical, etc.) and their cost for the committee's review.

The group discussed the need to continue such a survey on a regular basis, perhaps on a smaller scale requesting faculty review a more limited listing such as those indicated as desirables. A broader survey could be done possibly every three years or so.

Bede stated that our budget for resources will also be affected by the consolidation stipulation that programs being offered on both campuses will be continued through 2022. This will necessitate the need to renegotiate our licenses and subscriptions to extend to the Savannah campus. Once Armstrong's budget dollars directed per FTE students, are combined with our current FTE of \$303, the amount will drop to \$290 per FTE student.

Consolidation Update:

Bede reported that the OWG (Organizational Work Group) has begun meeting and they are looking into models of organizational structures. They have submitted their requisite planning

package to the Board of Regents for their review. When the document is finalized he will forward to the committee for their review. He stated that the document is a set of bulleted tasks that have to be addressed before consolidation is completed. He briefly touched on a couple of the tasks.

The next meeting of the Library's OWG will be a half day retreat on Friday, March 31. He added that the group may come up with a plan that will involve creating additional sub-committees of representatives from both campuses to start addressing some of the huge tasks such as merging the operations and services of the two libraries,. He stated that he will be feeding the Library Committee a lot of the charges as they are developed so they can act as our faculty sounding board for feedback.

New Business:

Paolo stated three ways in which faculty can request new titles:

- A request made via the subject liaison.
- Emailing Paolo Gujilde at pgujilde@georgiasouthern.edu
- Completing the "Purchase Request" form located on the Library's website.

Requests are reviewed and approval depends on cost and purpose.

The committee was invited to check out two new study chairs placed on the fourth floor by a manufacturer who wishes to have our opinion on the chair. The fourth floor is a dedicated quiet study floor and the chair is designed for individual quiet study. A lot of the current furniture on fourth floor is not designed for individual study and creates problems on that floor.

Next Meeting:

The group will correspond via email regarding consolidation and other matters and will only meet again should the need arise.

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

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. The C.S.C.A.A. conferred upon the GSU Women's Swimming and Diving Team its "Scholar All-America Award" for Fall Semester. Congratulations to Coach Thomas, her assistants and the student-athletes on the team.

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

[GSR Searchable Database](#)

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

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

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

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

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

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

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

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

3. [Below is a link to the "Knight Commission on Intercollegiate Athletics," the goal of which is "to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities."](#)

<http://www.knightcommission.org/>

4. [Below is a link to "The Drake Group," whose mission "is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports."](#)

<http://thedrakegroup.org/>

[Of particular note from its 2017 Newsletter #1, the "The Drake Group continues its lobbying effort to pass H.R. 2731, The National Collegiate Athletes Accountability Act.](#)

Interested parties can read the bill here:

<http://files.constantcontact.com/da010ce0501/45e3c796-1acb-461d-b354-80ff3551ce8a.pdf>

UNDERGRADUATE COMMITTEE
MINUTES
MARCH 7, 2017
3:30 P.M.
IT BUILDING, ROOM 1005

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Bettye Apenteng, Dr. Dragos Amarie, Miss Ruth Baker, Dr. Adrian Gardiner, Dr. Barbara Hendry, Dr. Alisa Leckie, Dr. Ron MacKinnon, Dr. Ed Mondor, Dr. Judi Robbins, Dr. Marian Tabi,

Non-Voting Members Present: Ms. Candace Griffith, Ms. Doris Mack, Mr. Justin Willoughby

Guests: Dr. Bradley Edwards, Dr. Delena Bell Gatch, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Rebecca Ryan, Dr. David Williams

Absent: N/A

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

II. APPROVAL OF AGENDA

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

III. CHAIR'S UPDATE

IV. NEW BUSINESS

*Note: Due to current system limitations, course numbers and subjects may not be accurately reflected on the CIM proposals for new courses/number changes. Please refer to this agenda as the approved subject and/or course number is listed below.

A. College of Liberal Arts and Social Sciences

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

Department of Art

Revised Course

[ART 1030: 3D Art and Design Foundations](#)

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

Department of Foreign Languages

New Programs

[: Modern Languages B.A. \(Concentration in Arabic\)](#)

[: Modern Languages B.A. \(Concentration in Chinese\)](#)

[: Modern Languages B.A. \(Concentration in Japanese\)](#)

[: Modern Languages B.A. \(Concentration in Latin\)](#)

Revised Programs

[BA-MDLA/FR: Modern Languages B.A. \(Concentration in French\)](#)

[BA-MDLA/GR: Modern Languages B.A. \(Concentration in German\)](#)

[BA-MDLA/SP: Modern Languages B.A. \(Concentration in Spanish\)](#)

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

Department of Psychology

Revised Program

[BS-PSYCH: Psychology B.S.](#)

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

Department of Writing and Linguistics

Revised Course

[WRIT 5231: Advanced Screenwriting](#)

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

Department of Literature and Philosophy

Inactivated Course

[ENGL 2132: Writing and Literary Research](#)

Revised Program

[BA-ENGL: English B.A.](#)

B. College of Science and Mathematics

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

Department of Biology

Revised Programs
BA-BIOL: Biology B.A.
BSB-BIOL: Biology B.S.B.

C. College of Engineering and Information Technology

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

Department of Computer Sciences
Inactivated Program
IT27: Computer Science Second Discipline Concentration

V. OTHER BUSINESS

A. Program Review

B. Feedback

Dr. Brian Koehler suggested that the Registrar's Office include justifications for each proposal on the agenda as well as the minutes.

VI. ADJOURNMENT

There being no further business to come before the committee, a Gardiner/Mondor motion to adjourn the meeting at 3:54 p.m. passed unanimously.

Respectfully Submitted,



Tori Brannen
Office of the Registrar

6-7-2017

Librarian's Report 6-7-2017

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the June 2017 meeting.

This report includes:

Graduate Committee minutes, April 13 page 2

Undergraduate Committee minutes, April 11 page 9

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – April 13, 2017

Present: Dr. Mujibur Khan, CEIT; Dr. Gustavo Molina, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Brandon Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Colton Magnant, COSM; Dr. Bill Mase, JPHCOPH; Mr. Lili Li, Library; Mr. Jeffrey Mortimore, Library; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mrs. Naronda Wright, COGS; Mrs. Wendy Sikora, COGS; Ms. Cindy Groover, Institutional Effectiveness; Mrs. Jade Brooks, Registrar's Office; Mrs. Victoria Brannen, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. David Williams, CEIT; Dr. Stephen Rossi, CHHS; Dr. Gordon Smith, COBA

Absent: Dr. Scott Kersey, COSM; Dr. Evans Afriyie-Gyawu, JPHCOPH

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, April 13, 2017 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. Constantin Ogloblin and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE

Dr. Anderson thanked the committee and guests for their diligent work, incredible ethic, and collegiality during these processes.

Dr. Anderson referenced the 2017-2018 Graduate Committee meeting schedule included in the agenda. He asked Mrs. Jade Brooks if there would be any changes to the submission deadlines, and Mrs. Brooks said no. Dr. Tracy Linderholm asked if the deadlines could change because of the consolidation. Dr. Christine Ludowise stated discussions concerning the curriculum meetings are taking place, but nothing has been finalized at this point. Dr. Meca Williams-Johnson stated Armstrong does not have a graduate curriculum committee, they only have a curriculum committee. Dr. Anderson said for everyone to keep an eye out for changes that may occur for the fall meetings.

Dr. Anderson welcomed the Interim Director for the College of Graduate Studies, Dr. Ashley Walker Colquitt. Dr. Walker Colquitt was not present, but Dr. Anderson asked Dr. Gavin Colquitt to extend the committee's congratulations to her. Dr. Anderson stated Dr. Walker Colquitt will be joining the Graduate Committee next year in an advisor capacity.

Dr. Anderson stated there were no questions raised during the Faculty Senate meeting regarding the Prior Learning Assessment (PLA) item. He said the proposal will move forward to the President's Cabinet. Dr. Anderson thanked the members of the PLA subcommittee: Dr. Williams-Johnson, Dr. Thomas Koballa, Dr. Deborah Allen, Dr. Dawn Tysinger, and Dr. Jason Slone.

IV. NEW BUSINESS

A. College of Education

Department of Curriculum, Foundations, and Reading

Discussion Item:

Proposal Change in the Full-Time Enrollment Graduate Assistant Eligibility Requirement for College of Education Ed.D. Curriculum Studies Program students

JUSTIFICATION:

The Ed. D. in Curriculum Studies Program in the Department of Curriculum, Foundations, and Reading in the College of Education requests that full-time enrollment classification for graduate assistant eligibility be changed from nine (9) to six (6) credits for each semester. We request that this change be enforced beginning fall, 2017.

We are seeking this change to allow for students in the Ed.D. in Curriculum Studies program who are enrolled in six credit hours, to be eligible to hold a graduate assistantship. Students in our program

2

follow a course sequence in order to graduate in a timely manner. The Ed. D. in Curriculum Studies Program consists of work in five areas: (1) Curriculum Studies Core; (2) Research and Inquiry Core; (3) Advanced Doctoral Core (with Certification and Non-Certification Options); (4) Emphasis Area, and (5) Dissertation. The first two areas require a combined minimum of 33 semester hours of course work, the third area requires a minimum of 9 semester hours of course work, the fourth area requires a minimum of 12 semester hours, and the fifth area requires a minimum of 9 semester hours. The complete program requires a minimum of 54 semester hours of course work plus 9 hours of dissertation credit. In order to help our students to make progress in their course work and graduate in a timely manner, we have established a course sequence that requires each student to take two classes per semester. In addition, our program has been using the cohort model and our classes are hybrid with both face-to-face and online components. Nevertheless, the current policy requires that a student must be registered in nine (9) credits to be eligible to hold a TA, RA or GA position. As a result, students who hold a graduate assistantship and take 9 credit hours may find themselves out of sequence and out of step with their cohort, which hinders the department's programmatic responsibility to help students with progression and graduation. Because the vast majority of students in the program are working full-time professionals, the number of students who need a graduate assistantship are minimal. Thus, the loss of credit hours associated with our request would be minimal.

Finally, there are six (6) programs with a full-time registration requirement of less than 9 credits exists across the campus. Four of the six are listed below, including another doctoral program within the College of Education.

Master of Music students must register for a minimum of 7 credits to be eligible.

Master of Public Administration students must register for a minimum 6 credits to be eligible.

Master of Science in Nursing must register for a minimum of 5 credits to be eligible.

Ed.D in Educational Leadership must register for a minimum of 6 credits to be eligible.

(Georgia Southern University 2016-2017 Graduate Catalog, p. 45).

We would like for this program to be added to the current statement in the catalog. This statement is found on page 45 of the graduate catalog under the heading Assistantships for Fully-Online Students, Credit Requirements

"Graduate Assistants must be registered for a minimum of 9 credits of course work for Fall or Spring semester, within the program of study throughout the period of the assistantship. The only exceptions are:

Master of Music students must register for a minimum of 7 credits to be eligible.

Master of Public Administration students must register for a minimum of 6 credits to be eligible.

Master of Science in Nursing must register for a minimum of 5 credits to be eligible.

Ed.D. students in Educational Leadership must be registered in a minimum of 6 credits to be eligible."

please add the following sentence

Ed.D students in Curriculum Studies must be registered in a minimum of 6 credits to be eligible."

Dr. Anderson stated the College of Education and the College of Health and Human Sciences submitted agenda items to request a change in credit hour for graduate assistants in the Ed.D. Curriculum Studies, Coaching, and MAT programs. Dr. Anderson said they were just informed that these items should first go through the Enrollment Management Committee (EMC). He said without the approval from EMC, the Graduate Committee should not vote on these items. The suggestion was to table the items and once the items go through EMC, then the Colleges will resubmit the items to the Graduate Committee.

MOTION: Dr. Ming Fang He made a motion to table the items related to changing credit hours for graduate assistants in the Ed.D. Curriculum Studies, Coaching, and MAT programs. A second was made by Dr. Colton Magnant, and the motion to table the items was approved.

B. College of Engineering and Information Technology

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

Department of Civil Engineering and Construction Management

New Course:

CENG 5431G - Advanced Surveying

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying and provides knowledge & skill for Surveying-Geomatics applications that are required in the real-world of Surveying Practice. Also, this course along with CENG 2231 Surveying, CENG TBD-G-4 Surveying History and Law, CENG

3

TBD-G3 Drainage & Erosion Control and CENG 5137(G) Engineering Hydrology and Hydraulics represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop unique, creative, and sustainable determinations for property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that the proposed course should help fill that void.

CENG 5432G - Introduction to GIS in Geomatics/Transportation

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & CENG TBD-G-2 Advanced Surveying and provides knowledge & skill for Surveying-Geomatics and Transportation Engineering applications that utilize GIS. This course prepares students to develop responsible GIS Mapping solutions. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

CENG 5433G - Drainage and Erosion Control

JUSTIFICATION:

This course complements the topics covered in CENG 2131 CE Fluid Mechanics and CENG 5137(G) Engineering Hydrology and Hydraulics by providing knowledge & skills for stormwater applications that are required in Civil Engineering Practice. This course concentrates on developing the ability to produce civil engineering designs in compliance with standards and regulations required by State of Georgia Agencies including: The Georgia Soil and Water Conservation Commission, the Georgia Department of Transportation and the Atlanta Regional Commission. This course prepares students to develop unique, creative, and sustainable designs for stormwater collection, stormwater volume & quality control as well as Sediment & Erosion Control Systems. Also, this course along with CENG 2231 Surveying, CENG TBD -G2 Advanced Surveying, CENG TBD-G-3 Surveying History & Law and CENG 5137(G) Engineering Hydrology and Hydraulics represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia.

CENG 5434G - Surveying History and Law

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & CENG TBD-G-2 Advanced Surveying and provides knowledge & skill for Surveying-Geomatics legal issues and applications that are experienced in Surveying Practice. Also, this course along with CENG 2231 Surveying, TBD-G-2 Advanced Surveying, CENG TBD-G-3 Drainage & Erosion Control and CENG 5137(G) represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop responsible determinations of property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

Department of Computer Sciences

Program Revision:

MS-COMPSCI - Computer Science M.S. (Hybrid)

JUSTIFICATION:

The CS department wanted to change the mode of delivery from online to hybrid to attract international graduate students and to allow for graduate students on campus. Almost all online MSCS students are busy with careers and are not interested in being or are unable to be graduate assistants. The proposed change was submitted to the Graduate Council last academic year, however, it was tabled/withdrawn and is being reintroduced.

Department of Electrical Engineering

New Course:

EENG 7330 - Advanced Electromagnetics

JUSTIFICATION:

Only course prefixes needs to be changed from TMAE to EENG for a new MSEE program. Course name and catalog description will remain the same without any change.

4

EENG 7331 - Advanced Digital Signal Processing

JUSTIFICATION:

Only course prefixes needs to be changed from TMAE to EENG for a new MSEE program. Course name and catalog description will remain the same without any change.

EENG 7332 - Digital Control Systems

JUSTIFICATION:

Only course prefixes needs to be changed from TMAE to EENG for a new MSEE program. Course name and catalog description will remain the same without any change.

EENG 7530 - Research in Electrical Engineering

JUSTIFICATION:

This new course is necessary in support of the proposed new Master of Science in Electrical Engineering (MSEE) degree program.

EENG 7890 - Selected Topics in Electrical Engineering

JUSTIFICATION:

This new course is necessary in support of the proposed new Master of Science in Electrical Engineering (MSEE) degree program.

EENG 7891 - Independent Study

JUSTIFICATION:

This new course is necessary in support of the proposed new Master of Science in Electrical Engineering (MSEE) degree program.

EENG 7895 - Special Problems in Electrical Engineering

JUSTIFICATION:

This new course is necessary in support of the proposed new Master of Science in Electrical Engineering (MSEE) degree program.

EENG 7999 - Thesis

JUSTIFICATION:

This new course is necessary in support of the proposed new Master of Science in Electrical Engineering (MSEE) degree program.

Dr. Anderson requested clarification on the prerequisite field for EENG 7890. Dr. David Williams stated this field will need to be revised to remove the following language, "and identification of a problem or student area". He stated the prerequisites section should just read as "Graduate standing" for the selected topics course.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Engineering and Information Technology, with the understanding that the minor revision be made to New Course EENG 7890. A second was made by Dr. Flynn. The motion to approve the New Courses and Program Revision was approved.

C. College of Health and Human Sciences

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

School of Health and Kinesiology

Discussion Item:

Proposal Change in the Full-Time Enrollment Graduate Assistant Eligibility Requirement for Coaching and MAT graduate students

JUSTIFICATION:

Requesting six hours instead of nine hours for GA positions for our Coaching and MAT graduate students. They are only required to take six hours per semester.

The Discussion Item submitted by the College of Health and Human Sciences was tabled at the beginning of the meeting, along with the College of Education Discussion Item.

5

Course Revisions:

HLTH 7130 - Issues and Trends in School Health

JUSTIFICATION:

Course is offered online

KINS 6132 - Research Methods

JUSTIFICATION:

Course is offered online

KINS 6133 - Programming for Optimal Performance

JUSTIFICATION:

To allow this course to be offered online.

KINS 7430 - Administrative Issues in Coaching

JUSTIFICATION:

Course offered online

KINS 7432 - Applied Sport Biomechanics

JUSTIFICATION:

Course offered online

KINS 7433 - Prevention, Recognition and Care of Athletic Injuries

JUSTIFICATION:

Courses offered online

KINS 7438 - Motor Behavior

JUSTIFICATION:

Course offered online

KINS 7590 - Action Research in Physical Education

JUSTIFICATION:

Course taught online

KINS 8430 - Supervision of Instruction in Physical Education

JUSTIFICATION:

Course taught online

KINS 8432 - Advanced Teaching Techniques in Health and Physical Education

JUSTIFICATION:

Course offered online

KINS 8433 - Advanced Methods in Secondary Physical Education

JUSTIFICATION:

Course taught online

KINS 8434 - Advanced Methods in Elementary Physical Education

JUSTIFICATION:

Course offered online

MOTION: Dr. Bill Mase made a motion to approve the Course Revisions submitted by the College of Health and Human Sciences. A second was made by Dr. Magnant. The motion to approve the Course Revisions was approved.

D. College of Business Administration

Dr. Constantin Ogloblin and Dr. Dustin Anderson briefly reviewed the agenda items for the College of Business Administration.

Course Revision:

WMBA 6000 - Human Behavior in Organizations

JUSTIFICATION:

Course core to fully online program.

6

WMBA 6010 - Managerial Accounting

JUSTIFICATION:

Course is core to a fully online program.

WMBA 6030 - Global and International Business

JUSTIFICATION:

Course is core to a fully online program.

WMBA 6040 - Managerial Decision Analysis

JUSTIFICATION:

Course is core to a fully online program.

WMBA 6050 - Strategic Marketing

JUSTIFICATION:

Course is core to a fully online program.

WMBA 6060 - Managerial Finance

JUSTIFICATION:

Course is core to a fully online program.

WMBA 6070 - Entrepreneurship-New Venture Analysis

JUSTIFICATION:

Course is core to a fully online program.

WMBA 6080 - Management Information Systems

JUSTIFICATION:

Course is core to a fully online program.

WMBA 6100 - Operations and Supply Chain Management

JUSTIFICATION:

Course is core to a fully online program and title change.

WMBA 6110 - Business Strategy

JUSTIFICATION:

Course is core to a fully online program.

School of Accountancy

Course Revision:

ACCT 7230 - Accounting for Executives

JUSTIFICATION:

Flexibility in course schedule and delivery.

Department of Finance and Economics

Course Revision:

FINC 7231 - Financial Problems

JUSTIFICATION:

Flexibility in course schedule and delivery.

Department of Information Systems

Course Revision:

CISM 7330 - Information Technology Management

JUSTIFICATION:

Flexibility in course schedule and delivery.

Department of Logistics and Supply Chain Management

Course Revision:

MGNT 7331 - Managerial Decision Analysis

JUSTIFICATION:

Flexibility in course schedule and delivery.

7

MGNT 7430 - Management of Operations for Competitive Advantage

JUSTIFICATION:

Flexibility in course schedule and delivery.

Department of Management

Course Revision:

BUSA 7030 - Special Topics in Business

JUSTIFICATION:

Flexibility in scheduling and delivery.

BUSA 7530 - Global Business Strategy

JUSTIFICATION:

Flexibility in course schedule and delivery.

MGNT 7330 - Leadership and Motivation

JUSTIFICATION:

Flexibility in course schedule and delivery.

Department of Marketing

Course Revision:

MKTG 7431 - Strategic Marketing Management

JUSTIFICATION:

Flexibility in course schedule and delivery.

MOTION: Dr. Ogloblin made a motion to approve the Course Revisions submitted by the College of Business Administration. A second was made by Dr. Williams-Johnson. The motion to approve the items was approved.

ADDENDUM: Following the meeting the College of Business Administration requested to pull the following proposals from the April 13, 2017 agenda. Course Revisions: ACCT 7230, BUSA 7030, BUSA 7530, CISM 7330, FINC 7231, MGNT 7330, MGNT 7331, MGNT 7430, MKTG 7431.

E. Comprehensive Program Reviews

Dr. Anderson stated the reviews are of the reports themselves and not the programs. He said the reviewers cannot access a program that they are not immediately apart of, they can only access the material provided as a representation of that program.

Dr. Anderson said many of the reports come back with additional information that is not included in the Executive Summaries. He said he would be happy to share that information with the Associate Deans and/or Program Directors.

College of Health and Human Sciences:

MSN & RN-MSN Pathway – Nurse Practitioner – *presented by Mr. Jeffrey Mortimore and Dr. Meca Williams-Johnson*

DNP & BSN-DNP Pathway – Nurse Practitioner – *presented by Dr. Dustin Anderson*

Jiann-Ping Hsu College of Public Health:

MPH Public Health – *presented by Mr. Lili Li*

Mr. Lili Li said they would like to see more detailed information provided to reviewers in the future.

Dr. Anderson stated programs should make sure their longitudinal data is accessible, and that we collect and articulate the information fully. He said to also make sure our programs appear viable outside.

College of Engineering and Information Technology:

MS Computer Science – *presented by Dr. Ming Fang He*

College of Liberal Arts and Social Sciences:

Graduate Certificate – Public & Nonprofit Management – *presented by Dr. Colton Magnant*

8

College of Science and Mathematics:

MS Biology – *presented by Dr. Gavin Colquitt*

There was a discussion of the difficulty of following students upon program completion. Dr. Anderson asked Mrs. Naronda Wright if the admission application captures additional email addresses. Mrs. Wright said they have an option to include an additional email, but not all student complete that field. Dr. Tracy Linderholm asked if an alternate email is captured on the graduation survey. Mrs. Wright said she thinks it is, but she will verify that. Dr. Anderson said he would encourage someone to put this item forward as a discussion item on the September 2017 Graduate Committee meeting.

Dr. Mujibur Khan said the Biology Department has a policy of accepting master's students only if the student is funded by a RA or GA assistantship. He said he has not seen this type of policy in any other program. Dr. Khan said that this may be why the enrollment for this program is low. Dr. Brian Koehler said for the sciences this is standard in every school. Dr. Koehler said the student does not have to go out and obtain funding. He said the Biology Department knows how much funding there is and how many students they can support. Dr. Koehler said they are not turning down good applicants. Dr. Lance McBrayer said they reject applicants because they do not meet the admission criteria, or they let them know there is no funding available. Dr. McBrayer said if there is no funding available they tell the students they may want to consider applying to another semester, because funding may be available at that time. Dr. McBrayer explained that if all the students do not receive funding, issues begin to form among students and they question why some received funding when others did not. Mr. McBrayer said there is not a written policy that states not to admit students without funding, but they often do not.

MSPS Applied Physical Sciences – presented by Dr. Constantin Ogloblin

Dr. Mase said when you compare programs to programs and the population, you are competing for students. He said we have to look at who our competitors are, and the stipend issue is a bigger picture issue we will face in the future.

Dr. Anderson thanked the committee members again for their diligent work on the program reviews. He also thanked Candace Griffith and Cindy Groover for working with programs early on in the program review process. He encouraged everyone to remind colleagues of the purpose of this process, and to seek help rather than wait for advice.

MOTION: The committee had no objections to the program reviews submitted. With no objections, all Comprehensive Program Reviews were approved to move forward to the Provost Office.

V. OLD BUSINESS A. Curriculum Inventory Management Update – Mrs. Jade Brooks said with respect to the Curriculum Inventory Management (CIM) system the future is unknown. She said conversations have begun, specific to CIM system. Mrs. Brooks said Armstrong has a catalog software in place, but not a CIM system. As of now, the Registrar's Office is operating under the assumption that they will continue with CourseLeaf for the catalog and CIM for curriculum. She said the plan is to start reviewing forms in the system, and evaluate how they can make the processes currently in place more streamlined and efficient, now that they have a better understanding of the way the system operates and what limitations they have to work within. Mrs. Brooks said as they move forward in the consolidation they will be working to merge curriculum data.

Dr. Anderson asked when a change is made with an existing program will there be a mechanism in place to move that change forward into the new combined curriculum for departments. Or will this have to be done individually. Mrs. Brooks said at this point, the Registrar's Office cannot answer that question.

VI. ANNOUNCEMENTS A. Proposed 2017-2018 Graduate Committee Meeting Schedule – Dr. Anderson reminded everyone of the meeting schedule included in the agenda.

Dr. Anderson reminded everyone that the Research Symposium will be held tomorrow, April 14, at Nessmith-Lane. He encouraged everyone to attend.

9

Dr. Mase stated Dr. Anderson runs an excellent meeting. He commended Dr. Anderson for his coordination of this committee and for keeping everyone on task. Dr. Mase said he cannot imagine the volume of work Dr. Anderson is maintaining for this committee plus his own job. Dr. Anderson said thank you and said it is easy to do a job as Chair because the committee does good work. He thanked the committee again and also thanked Mrs. Audie Graham for her hard work. Dr. Anderson said he has enjoyed working with everyone.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 13, 2017 at 9:50 AM.

Respectfully submitted,
Minutes were approved May 8, 2017 by electronic vote of Committee Members
Audie Graham, Recording Secretary

ADDENDUM: The information below was submitted by the Jiann-Ping Hsu College of Public Health in response to the discussion that took place during the meeting. This information is related to the MPH Comprehensive Program Review.

In response to decreasing enrollment, graduates, and overall credit hours, we have implemented internal processes and system controls to improve the overall quality of our incoming graduate students. As of Fall 2016, we are beginning to see upward movement in enrollment of highly-qualified, diverse students. In summer 2014, we had an administrative turnover that resulted in us reviewing and streamlining our admissions process to allow follow-up opportunities to connect to our applicants to improving acceptance rates. We have increased our recruitment efforts both on and off campus as well as quarterly virtual fairs. Being geographically situated in a rural setting presents its limitations in recruiting international and out-of-state residents. The program is limited in the number of assistantship offerings which are highly desired by both international and out-of-state students. The MPH is a practice-based degree, geographically speaking, presents additional limitations on placing our students in appropriate internship settings. While these points of weakness are out of our control, we have a number of ongoing data collection systems and surveys in place to monitor and evaluate program efforts against the mission, goals and objectives. In response to declining completer satisfaction, we have seen an overall decline in responses from our exiting students and alumni. For example, from Fall 2014 to Fall 2015, we went from 60 to 10 respondents. In Fall 2016, the number of respondents increased to 36 potentially because we implemented a rewards system for those completing the survey. In response to low starting salaries, we reported salaries based off alumni responses. Unfortunately, we only had four students that provided their starting salaries. In Fall 2016, we had the same scenario, four students provide salaries, but the high for the MPH alumni was \$48,500. In previous years, we have recognized opportunities for improvement. In order to assess the MPH program, we implemented internal processes to ensure the continued success and growth of the program. The MPH program is evaluated by syllabi audits, student grades, on-site supervisor evaluations, capstone research or dissertation projects and presentations. Successes and challenges are monitored and addressed bimonthly by the Dean's Student Advisory Committee and biannually by the Public Health Practice Advisory Committee. The senior associate dean of academic affairs reviews student data, especially data related to the admissions process and recruitment. This occurs on an ongoing basis with communication between the associate dean, undergraduate advisor, graduate advisor and administrative coordinator. One example of change as a result of examining applications and admissions data was that the college assumed from the graduate school the task of managing applications, admissions and recruitment for its graduate programs in 2015. Additional adjustments the college has made in response to evaluation of collected data include measuring student attendance and participation in faculty meetings, faculty searches and committee meetings; hiring an administrative coordinator for marketing and communication; hiring additional staff FTEs; and appointing a faculty member as a practice liaison for supervising students during their practicum. The college also expanded its career services and development efforts.

The approved program review reports and rubrics are below.

Master of Science in Nursing (MSN)

Graduate Committee 2017 Program Review Report

Program Meets Expectations with Recommendations

Executive Summary

After careful review of the submitted documents, the evaluators consider this program to meet expectations with recommendations per the rubric criteria set forth by the Office of the Provost. The department offers demanding, engaging, and timely courses that prepare students for a wide range of professional opportunities with strong initial placement. Furthermore, the faculty show impressive productivity with grant awards exceeding 1.2 million dollars. While the evaluators acknowledge the program's strengths, evidence is missing that would strengthen the program evaluation and development. For example, student input and output data as well as faculty scholarship are mentioned, but are insufficiently detailed to evaluate change over time. The reviewers recommend further collection, analysis, and reporting of such data to support continuous improvement of this nationally ranked program.

I. Strengths

- One of the program's greatest strengths is students' achievement on national certification board examinations for Family Nurse Practitioners (FNPs) at 100%. Few programs can boast such scores, as well as students accepting positions prior to graduation (57% of students in the 2015 cohort secured faculty positions, 29% as nurse practitioners and 14 % in current nursing position).
- Student retention rates are high and cohort sizes are at full capacity. Student evaluations indicate high satisfaction, including a 4.2 average on ratings of instruction.
- The faculty is experienced and productive. Twenty-three full-time faculty members aggressively seek and are awarded grants in support of their research.
- The program is fully accredited by the Commission of Collegiate Nursing Education (CCNE) and the Southern Association of Colleges and Schools of Commission on Colleges (SACSSOC) through 2025.

II. Areas Identified for Improvements

- The current admissions standard of a minimum 3.0 GPA will be strictly enforced, and applications will be reviewed earlier to attract and enroll highly qualified applicants. Students will be required to retake courses when earning a grade of C or less, and will not be permitted to progress to the clinical experience until earning a grade of B or higher.

III. Use of Assessments Findings to Affect Change

- The program eliminated GRE and MAT requirements for admission and implemented the minimum 3.0 GPA requirement after determining that provisional admits with lower GPAs struggled to meet course expectations. With these changes, student readiness and persistence have improved.

IV. Strategic Areas of Focus

- Subsumption of the MSN as a “Stop Out” option within the BSN-DNP is a significant area of focus, and a notable innovation within the USG system as well as among nursing programs nationally. Equally notable is the new MSN in Chronic Care Management online program that will prepare students for success at the highest levels of nursing practice while addressing the increasing need for critical care professionals.

V. Needs for Additional Information / Suggestions / Comments

- Five student input data elements were not included. While the narrative addressed some indicators such as the revised 3.0 GPA admission requirement, the data provided was inadequate to evaluate differences between cohort groups.
- The table addressing faculty productivity is missing critical information. While grant submissions and awards were emphasized, reviewers were unable to adequately evaluate trends in total productivity. While productivity indices are described in the narrative, corresponding data should be presented in the table, including total outputs by category.
- More detailed information is needed regarding faculty service. Consider including faculty members’ committee involvement, community service, and other volunteer activities. The evaluators perceive that faculty members are filling an important role in our rural areas and hospitals, however this is not clearly documented.
- The report should further indicate how the SON is preparing for future cohorts, both in terms of faculty support and recruiting qualified faculty members.
- While SOLs are included, the reviewers are unsure how to determine which SOLs are considered for students at the MSN level, and how these are evaluated using the Critical Area-Outcome Assessment Tool (CA-OAT).
- More details are needed regarding student research, student involvement in faculty research, and how faculty conduct or otherwise apply their research in classes or clinical experiences.
- More peer mentoring opportunities or other supports should be considered for struggling students.
- More details are needed on peer institutions to elucidate comparisons.

*Specific recommendations and required revisions are communicated back to the program in the Provost's memo which shares the results of the Undergraduate and Graduate Committees reviews. 1

Comprehensive Program Review Evaluative Rubric

Program Name:	Master of Science in Nursing (MSN)		
Date of Review:	2/15/2017	Meets expectations	47-60
Finding:	Meets w/Recommendations	Meets w/Recommendations	32-46
Below expectations	18-31		

Category	Meets Expectations	Meets Expectations with Recommendations*	Below Expectations - Revisions Required*	Score
<i>Analysis of Student Quality</i>	3	2	1	
The program supplements institutional data with data it collects (related to student quality) to develop a more accurate and fuller understanding of the quality of incoming and exiting students in the program.	If missing any data in the student input/output tables, program explains what processes they will put into place to ensure these data are collected and trend data are available by the next program review. (Note: trend data necessitates multi-year collections.)	Program relies entirely on institutionally provided data without attempting to document other measures related to student quality.	2	
Program's findings are thoroughly described based upon measures documented in student input/output tables.	The program's findings address some measures documented in the student input/output tables, but not all.	The program's findings do not address the measures documented in the student input/output tables.	2	

UNDERGRADUATE COMMITTEE

MINUTES

APRIL 11, 2017

3:30 P.M.

INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Dragos Amarie, Dr. Joanne Chopak-Foss, Dr. Larisa Elisha, Dr. Adrian Gardner, Mrs. Lori Gwinett, Dr. Barbara Hendry, Dr. Alisa Leckie, Mr. Lili Li, Dr. Ron MacKinnon, Dr. Ed Mondor, Dr. Judi Robbins, Dr. Marian Tabi,

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

Guests: Dr. Robert Farber, Dr. Brian Koehler, Mr. Edward Rushton, Dr. Stephen Rossi

Absent: N/A

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

II. APPROVAL OF AGENDA

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

III. CHAIR'S UPDATE

IV. NEW BUSINESS A. College of Business Administration

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

School of Accountancy

Revised Course

ACCT 4632: Fraud Schemes

JUSTIFICATION:

Minor changes to administratively change the name of the course and update prerequisites.

B. College of Science and Mathematics

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

Dean, Science and Mathematics

Revised Course

SUST 4730: Practicum in Environmental Sustainability

JUSTIFICATION:

As an internship/practicum course, SUST 4730 involves a wide variety of activities that differ by the student and are therefore not standardized. In addition, the course is graded by external supervisors who do not have the same set of standards for student success. As such, this course is more appropriately graded as Satisfactory/Unsatisfactory.

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

Department of Biology

Revised Course

BIOL 3541: Invertebrate Zoology

JUSTIFICATION:

This is a request to change the number for Invertebrate Zoology from Biology 3541 to Biology 4541. This change reflects the fact that this course covers upper-level content suitable for juniors and seniors. Undergraduate courses of this nature in the Biology Department are numbered at the 4000 level. It also includes a slight edit to the catalog description to better match the current course content. Furthermore, the credit hours for this course were previously listed as variable, which they are not (consistent with the course number used) and so this error was also corrected.

Revised Program

190C: Environmental Sustainability Interdisciplinary Concentration

JUSTIFICATION:

The three courses added to the list of choices for the concentration (TCM 5330, BIOL 5346, and BIOL 5546) all fulfill the criteria for inclusion: they address the triple bottom line of sustainability: People, Planet and Profit. In addition, several geography courses have recently changed course numbers and hence they were updated to their new course designations in this program.

C. College of Health and Human Sciences

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

Department of Health and Kinesiology

Revised Course

KINS 3131: Biophysical Foundations of Human Movement

JUSTIFICATION: The course KINS 3131A, "Biophysical Foundations of Human Movement," is currently listed as a 3 credit hour course with 3 hours of contact time. However, the current course format is lecture/lab with a 2 - 90 minute lecture sessions and 1- 140 minute lab. The current format of the course presents two challenges to students. The presence of the lab in the health and physical

education program sequence requires that it take place in the evening. This is prohibitive to many students, particularly student athletes. KINS 3131 is only offered in the fall and there is currently no equivalent on campus or in the region. To ensure that course objectives are met and students acquire the necessary skills and concepts in the program, the labs will be incorporated into the lecture and supplemented online content.

D. College of Engineering and Information Technology

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

Department of Civil Engineering and Construction Management

New Courses

CENG 5431: Advanced Surveying

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying and provides knowledge & skill for Surveying-Geomatics applications that are required in the real-world of Surveying Practice. Also, this course along with CENG 2231 Surveying, CENG 5434 Surveying History and Law, CENG 5433 Drainage & Erosion Control and CENG 5137 Engineering Hydrology and Hydraulics represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop unique, creative, and sustainable determinations for property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that the proposed course should help fill that void.

CENG 5432: Introduction to GIS in Geomatics/Transportation

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying and provides knowledge & skill for Surveying-Geomatics and Transportation Engineering applications that utilize GIS. This course prepares students to develop responsible GIS Mapping solutions. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

CENG 5433: Drainage Erosion Control

JUSTIFICATION:

This course complements the topics covered in CENG 2131 CE Fluid Mechanics and CENG 5137 Engineering Hydrology and Hydraulics by providing knowledge & skills for stormwater applications that are required in Civil Engineering Practice. This course concentrates on developing the ability to produce civil engineering designs in compliance with standards and regulations required by State of Georgia Agencies including: The Georgia Soil and Water Conservation Commission, the Georgia Department of Transportation and the Atlanta Regional Commission. This course prepares students to develop unique, creative, and sustainable designs for stormwater collection, stormwater volume & quality control as well as Sediment & Erosion Control Systems. Also, this course along with CENG 2231 Surveying, CENG 5431 Advanced Surveying, CENG 5434 Surveying History & Law and CENG 5137 Engineering Hydrology and Hydraulics represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia.

CENG 5434: Surveying History Law

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying and provides knowledge & skill for Surveying-Geomatics legal issues and applications that are experienced in Surveying Practice. Also, this course along with CENG 2231 Surveying, CENG 5431 Advanced Surveying, CENG 5433 Drainage & Erosion Control and CENG 5137 represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop responsible determinations of property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

Department of Electrical Engineering

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

Revised Courses

EENG 3230: Electromagnetic Fields

JUSTIFICATION:

We need to update this course in order for students to have the option to take this course online.

EENG 3241: Electric Machines

JUSTIFICATION:

EENG 3310- Circuits Analysis Lab and EENG 3335- Circuit Analysis II, have been combined into a new course EENG 3345-Circuit Analysis II with Lab, so prerequisites need to be updated in order to reflect this change

EENG 3345: Circuit Analysis II w/Lab

JUSTIFICATION:

The lecture (EENG 3335) and the lab (ENGR 3310) will be combined in one course EENG 3345 Circuit Analysis II w/Lab

EENG 3341: Microelectronics w/lab

JUSTIFICATION:

ENGR 3310- Circuits Analysis Lab and EENG 3335- Circuit Analysis II, have been combined into a new course EENG 3345-Circuit Analysis II with Lab, so prerequisites need to be updated in order to reflect this change and adding online option.

EENG 3420: Linear Systems

JUSTIFICATION:

This request is to correct an error that was approved previously. Mistakenly, the previous course revision listed a prerequisite course number for an inactive course. To correct that error, the prerequisite is being changed from ENGR 2334 (Circuit Analysis I) to EENG 3335 (Circuit Analysis II). The course content of ENGR 2334 does not provide sufficient depth to adequately prepare students for EENG 3420 - Linear Systems. EENG 3335 - Circuit Analysis II, which includes additional course content and an integrated lab, provides in-depth coverage of AC Analysis and transfer functions for systems and provides (along with MATH 3230 Ordinary Differential Equations) the necessary prerequisite content for Linear Systems (EENG 3420). Also adding online option.

Department of Mechanical Engineering

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

Revised Courses

MENG 4210: Energy Science Laboratory

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded by MENG 3531. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

MENG 4210H: Energy Science Lab (Honors)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

MENG 5135: Vibration and Preventive Maintenance

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit increasing content requirements. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

MENG 5137: Mechanical System Design

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing content requirements. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

MENG 5137H: Mechanical System Design

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

MENG 5233: Wind Energy

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing content requirements. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

MENG 5331: Automation and Computer Integrated Manufacturing Systems

JUSTIFICATION:

The prerequisite course ENGR 1731 is replaced by new course ENGR 1121 to fit the increasing requirements of computational skills for the students of mechanical engineering. Since the pre-req change to ENGR 1121 will impact students entering the program beginning Fall 2017, the original pre-req of ENGR 1731 must be retained for those students currently in the pipeline.

MENG 5536: Mechanical Controls

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

MENG 5536H: Mechanical Controls (Honors)

JUSTIFICATION:

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements. Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

Department of Manufacturing Engineering

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

Revised Course

MFGE 2239: Engineering Modeling and Mathematical Analysis

JUSTIFICATION:

Pre-requisite needs correction and removing lab hours and schedule type.

V. OTHER BUSINESS

A. Program Review

(Documents Attached)

• **Graphic Design B.F.A.** ○ *Dr. Robert Farber, Department Chair of the Betty Foy Sanders Department of Art put forth some recommendations for future comprehensive program reviews. (Please see the attached addendum.)*

- **Finance B.B.A.**
- **Management B.B.A.**
- **Biology B.A.**
- **Biology B.S.**
- **Physics and Astronomy B.A.**
- **Physics B.S.P.**
- **Nursing B.S.N.**

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

VI. ADJOURNMENT

There being no further business to come before the committee, A Gardiner/Mondor motion to adjourn the meeting at 4:10 p.m. passed unanimously.

Respectfully Submitted,

Jade Brooks

Recording Secretary

ADDENDUM

Thank you for the invitation to add some CPR recommendations as an addendum to the *4.11.17 UG Curriculum Committee Meeting Minutes*.

ART Department Recommendations:

- Departments should be provided with complete *CPR Evaluative Rubrics* and comments for all reviewers
- Rationales for *CPR Evaluative Rubrics* scoring changes between CPR iterations needs to be articulated in the *CPR Comprehensive Review Reports*
- *CPR Comprehensive Review Reports* should be provided to Department Chairs ten days prior to University level *UG Curriculum Committee Meetings*
- Highlighting on *CPR Comprehensive Review Reports* that are rated "*Below Expectations*" needs to be consistent for all deficient programs or eliminated
- GSU should consider *External CPR Program Reviewers* for degree programs and disciplines when reviewer expertise does not exist at GSU
- A six recommendation would be to permit programs undergoing external National Accreditation evaluations and site visitations be permitted submit Comprehensive Self Studies as substitutions for GSU CPR

Robert

Robert Farber

Chair | Betty Foy Sanders Department of Art
Georgia Southern University

8-23-2017

Librarian's Report 8-23-2017

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the Aug 2017 meeting.

This report includes:

Academic Standards Committee, May 15	page 2
Faculty Research Committee, Mar 22 (late addition)	page 4
Graduate Committee minutes, Aug 11	page 5
NCAA Report, Aug 2017	page 9
Undergraduate Committee minutes, Aug 11	page 13
Undergraduate Committee minutes, Aug 17	page 14

Academic Standards Committee

The Academic Standards Committee met twice in May to consider student appeals for readmission to the university.

Academic Standards Committee meeting on May 11, 2017.

Present at the May 11th meeting were Scott Beck (COE), Timothy Giles (CLASS), Paolo Gujilde (LIB), Brian Koehler (PROVOST), Lowell Mooney (COBA), Roger Purcell (CEIT), Lisa Smith (LIB), Wayne Smith (REG), Kelly Sullivan (JPHCOPH), Sam Todd (CHHS).

Not present at the May 11th meeting were Moya Alphonso (JPHCOPH), Elise Boyett (FIN AID), Mark Edwards (COSM), Bill Levernier (COBA), Teri Melton (COE), Amy Jo Riggs (CHHS), Peter Rogers (CEIT), Candy Schille (CLASS), Mark Welford (COSM).

Appeals for May 11, 2017

TALLY

Automatic 10 pts down or less (46 E1, 1 E2)	47	Approved by Dean (10 E1, 1 E2)	11
Automatic Autos-2.0 or better for past 2 terms (10 E1, 4 E2)	14	Denied by Dean (10 E1, 2 E2)	12
Denied by Committee (20 E1, 3 E2)	23		
Approved by Committee (3 E1)	3	Approved by Vice Provost	9
Total E1 & E2 Appeals (79 E1, 8 E2)	87		
*Total Approved Appeals (64 Committee, 11 Dean, 9 Provost)	84		
Grand Total Appeals	96		

*Total Approved Appeals = total approved appeals for E1 and E2 students + E2 student appeals approved by Provost (if applicable.)

Academic Standards Committee meeting on May 15, 2017.

Present at the May 15th meeting were Scott Beck (COE), Timothy Giles (CLASS), Brian Koehler (PROVOST), Teri Melton (COE), Lowell Mooney (COBA), Roger Purcell (CEIT), Teresa Smith (REG).

Not present at the May 15th meeting were Moya Alphonso (JPHCOPH), Elise Boyett (FIN AID), Mark Edwards (COSM), Paolo Gujilde (LIB), Bill Levernier (COBA), Amy Jo Riggs (CHHS), Peter Rogers (CEIT), Candy Schille (CLASS), Lisa Smith (LIB), Wayne Smith (REG), Kelly Sullivan (JPHCOPH), Sam Todd (CHHS), Mark Welford (COSM).

**Appeals for May 15, 2017
TALLY**

Automatic 10 pts down or less (0 E1, 0 E2)	0	Approved by Dean (1 E1, 0 E2)	1
Automatic Autos-2.0 or better for past 2 terms (0 E1, 0 E2)	0	Denied by Dean (6 E1, 0 E2)	6
Denied by Committee (7 E1, 0 E2)	7		
Approved by Committee (3 E1)	3	Approved by Vice Provost	0
Total E1 & E2 Appeals (10 E1, 0 E2)	10		
*Total Approved Appeals (3 Committee, 1 Dean, 0 Provost)	4		
Grand Total Appeals	10		

*Total Approved Appeals = total approved appeals for E1 and E2 students + E2 student appeals approved by Provost (if applicable.)

Georgia Southern University Faculty Research Committee (2016-17)

March 22, 2017, 10:00 AM Veazey Hall 2001C

- I. Call to order (Chair): The meeting was called to order at 10:00 AM by the Chair - Dr. Kathryn Anderson.
- II. Approval of Agenda/minutes: The agenda was approved by full vote of the committee. Minutes from the 1/18/17 and 3/8/17 were approved by full vote of the committee.
- III. **Roll Call**

Member	College	Term Expiration	Attendance
Kathryn Anderson – Elected Chair	CHHS	2017	Present
Dustin Anderson	CLASS	2017	Present
John Barkoulas	COBA	2017	Present
James Jupp	COE	2017	Present
Rochani Haresh	JPHCOPH	2018	Present
Eric Gato	COSM	2018	Present
Jeffrey Mortimore	Library	2018	Absent - with excuse
Jeong Myung	CEIT	2018	Absent – with excuse
Jonathan Hilpert	Senate	2018	Present
Lance McBrayer	Provost Delegate	Ex Off.	Absent
Ele Haynes	Provost - Rep	Ex Off.	Present

- IV. **Committee Thanks to the Chair:**
 - A. The committee expressed its thanks to Dr. Kathy Anderson for her leadership of the committee during this term. The committee has had a successful and productive year. The electronic process for award and proposal review has been a great improvement over the paper process.
- V. **Process Improvement**
 - A. **Application Improvement - Award for Excellence in Research and/or Scholarly Pursuit**
 - i. Add a direction to the applicant to provide access to a full text of the work samples from the last 5 years in pdf or by google drive library. Books must provide a minimum of pdf of the table of contents, abstract and sample faculty authored chapter. If a book chapter, a pdf may be provided.
 - ii. Links to web locations should be discouraged as the links are not stable or under the control of the applicant. A note will be added reminding the applicant that they are responsible for keeping application links current.
 - iii. Add drop down menus to the app for percent of effort and role on the project.
 - iv. Add a text field for documentation of impact for journal articles. A word limit of 250 words should be used.
 - v. The note for proceed to the next round or do not proceed should appear in the report to the committee.
 - vi. The most recent set of scores and comments should be visible to the reviewer during re-evaluations.
 - vii. Remove the time out limit on the app.
 - viii. Samples of work must be available for application to be complete.
 - 1. Create a uniform method of viewing samples – ie, a google doc folder for each applicant with committee access.
 - 2. Instruction, pdf of past 5 year samples of work must be present for review to constitute a complete application.
 - ix. Would like comments to be by section but autofill to a common comment box at the base of the review. It would be useful if all review comments could be set to become available by admin trigger to all committee members for the review session – after individual evaluations are complete.

- x. Remove options to link directly to websites from the instructions. All samples should be in pdf format and located in the google drive box.

B. Application Improvement: **Faculty Research Seed and Scholarly Pursuit Internal Funding Award**

- xi. Need access to more of the data in the application.
- xii. Applications should be presented in one document instead of sections.
- xiii. Move or mirror the move to next round button higher in the rubric. Make mandatory.
- xiv. Make comment box available at each rubric section but comments auto-populate to a single “aggregate comment” box at the bottom.
- xv. Make comment field mandatory. Instruction to justify/document thinking.
- xvi. Make the score field mandatory to submit the final review. Allow reviewer to mark the review final. (Would like to be able to unmark it if necessary.)
- xvii. Make summary of all comments available to committee members at review meeting.
- xviii. Would like comments to be by rubric section but autofill to a common comment box at the base of the review. It would be useful if all review comments could be set to become available by admin trigger to all committee members for the review session – after individual evaluations are complete.
- xix. Random review is preferred by a majority of the committee but the committee recognizes the inherent flaw introduced by lack of independent knowledge.
- xx. Application instructions: Add a clear instruction in the application to mirror the guideline, “
 1. “the applicant must present a clear argument why the project is relevant and significant.”
 2. “ The applicant must present their project to be compelling to a reviewer from outside of their discipline.”
- xxi. Budget guideline
 1. Add the startup restriction to the website guidelines “Faculty receiving Start-Up funding will not be eligible to receive Faculty Research Committee Seed funding in the same fiscal year without a complete justification for why the funds requested are distinct from start-up eligible expenses and why they are needed to supplement the Start-up funding.”
 2. Update the budget form to assist faculty with fringe calculations.
 3. Update the budget guidelines to clarify items that are not preferred by reviewers (E.g., travel not directly related to data collection; subscriber’s fees, consultant fees)

VI. Grant Writing Workshop and Assistance Plan for next year.

- A. The committee will allocate \$15,000 of the budget for FY19 toward a workshop to support grant writing skills. The reconvening committee in academic 2017-18 will plan the event. Any remaining funds will be recommitted funding individual faculty projects and research needs.
- B. Host an internal funding pre-writing event in November/December to allow potential applicants to have their work read/critiqued by past committee members and reviewers.

VII. Election of Chair for FY18 – Academic 2017-18 reconvening committee.

- A. Two returning committee members expressed interest in chairing the committee. The committee members present voted by secret ballot. Dr. Jon Hilpert was elected as Chair of the committee for FY18 (academic 2017-18).

VIII. Committee Deadlines:

- A. Deadlines
 1. January 30, 2016 – Applications submitted to ORSSP
 2. February 24, 2017 – Initial review assignments completed for round 1
 3. March 1, 2017 – initial review meeting for funding applications – Round 1
 4. March 8, 2017 – First round funding decision meeting
 5. March 22, 2017 – Committee Chair elections, refinement/correction of Application discussion, funding Guideline suggestions and Resource Allocation for FY19.
 6. May 1, 2017 – Award letters prepared for recipients
 7. July 1, 2017 – No pre-award spending in FY18

II. Adjourn - The meeting was adjourned at 12:00 PM by the Chair - Dr. Kathryn Anderson.

GECC Meeting Notes
8-11-2017

In Attendance: Ruth Baker, Alisa Leckie, Dan Czech, Fred Smith, Stacy Smallwood, Jake Simons, Bridget Melton, Heidi Altman, Marshall Ransom, Rocia Alba-Flores, Michelle Cawthorn, Delena Gatch*, Curtis Ricker*

1. Purpose of the meeting is to discuss the Core recommendation from OWG 4.1, recently approved by the CIC. Discussion of order of vote for Core items—GECC is first in the workflow, followed by the UGC.
2. Process of the OWG –
 - a. Met the first of April and had to submit something by the end of June. Submitted to faculty and asked for responses at the end of June.
3. The goal of the meeting was to accept this “as a bridge” document to keep process moving forward with further modifications to be made
4. Armstrong has few resources and can not teach the classes we teach and until they catch up, there are things they can not offer in the core.
5. Suggestion from member – the focus of the GECC should be on the learning objectives – with outcomes and assessment. Our focus is on the gen ed outcomes and the ability to assess them
6. Question – Is there a process that is designed to work through this on the other side (of consolidation)? Answer – not yet – however, as a committee we went into this work knowing that we were doing this work to get us through consolidation, but it is not a final product.
7. There are a lot of people in Social Sciences that are concerned
8. Each of the changes in core curriculum has to go through BOR. After consolidation, further discussions as a consolidated GECC will further collaborate and adjust Core recommendations.
9. A hypothesis is that if the consolidated GECC will want to examine the core.
10. Can we guarantee students that the core students that begin in will be available for them? It is typically a “contract”, but there is room for substitutions. Students are held to their catalog calendar year unless they decide otherwise. Substitutions were envisioned as “normal” until the consolidation solidifies in a few years.
11. Any changes to this version of the core will take a year or so to impact students.
12. There is not much concern about the courses in each area and their ability to assess the SLOs
 - a. A comparison with previous SLOs is very similar to previous and changes to wording make SLOs cleaner and more precise.
 - b. One concern is with Area C “Students will identify and critically examine human values expressed in ideas and cultural products” as being possibly to vague to assess. In terms of inclusiveness of courses it is great, but challenging to assess. In the OWG, the “ideas” people (philosophers and literature) were fine with the SLO and their ability to assess it. The term “Ethics” in Area C (Humanities, Arts and Ethics) prompted the inclusion of the term “ideas”. We will have to rely on content experts to describe alignment of courses with SLOs. There was much

discussion among the OWG members on this topic. It will be up to the report writers to make those alignment connections.

13. The OWG looked at SLOs from Armstrong, GSU, BOR requirements and other campuses for wording.
14. Committee voted to approve SLOs with two No votes
 - a. No vote 1 – “in a Don Quixote fashion I am voting against everything that eliminates Armstrong State”
 - b. No vote 2 – “Why is there a bunch of history in social sciences in Areas B and E when the methodologies are distinct (from other social sciences). Other institutions do not require as many history courses. There is the possibility to add courses to the various areas. An attempt was made to add courses in the process, but there is a willingness to add courses in the areas later.
 - c. All of these changes to the core are changeable and are changed regularly by institutions across the state.
 - d. Motion made to accept this as a starting place with the understanding that things are going to changes.
 - i. Discussion about the large numbers of courses (GSU had a tight core to begin with and ASU had a broad core to begin with – these lists are a compromise)
 - ii. Whatever is offered has to be assessed – could a condensation be more efficient?
 - iii. An annual review of the courses and how they are aligned to the outcomes for the core is required. Courses that do not align are removed from the list of possibilities for the core.
 - iv. Data needs to be reported out by campuses to ensure that equitable learning is occurring
 - v. Individual departments will most likely voluntarily reduce the number of courses
 - e. It is important to note that if this is not approved, committees only make recommendations anyway and the President can do what he wants
 - f. The committee decided to make a binding resolution to re-examine the core post-consolidation instead of letting it get lost.
 - i. From a workload flow perspective, express concerns, pass them to the undergrad curriculum committee
 - ii. Could there be an ad-hoc committee consisting of faculty members from both GECC, UGCC and both campuses to take a close and critical look at the core post consolidation.
 - g. Vote – Can we live with this as a document for one to two years until that critical look can be taken with more faculty input? Yes – 7, No – 3
 - h. The OWG found out in July (after their work was finished) about the reduction in the number of hours in the degree from 126 (125 @ Armstrong) to 120. The OWG’s plan has 124 hours. It may or may not be approved at the BOR level.

- i. Concerns were raised about the required e-portfolio from an infrastructure perspective.
- j. The more quickly we approve – the more quickly we get it back into faculty hands for adjustments in a space when faculty have time to work together from a broad perspective with much more faculty input and no time crunch

Motion: We move to approve the Core Curriculum Work Group Recommendations as a starting place until a critical look can be taken with more faculty input. This motion is made with the understanding that an ad-hoc committee consisting of faculty members from both GECC, UGCC and all campuses to take a close and critical look at the core post-consolidation. (Ruth Baker, Alisa Leckie)

***non-voting**

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

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. Below is the team-by-team grade report for AY 2016-2017:

Women's Sports

2016-17	Fall			Spring			TOTAL		
SPORT	Hours	Points	GPA	Hours	Points	GPA	Hours	Points	GPA
SB	286.00	957.00	3.35	301.00	993.00	3.30	587.00	1950.00	3.32
VB	276.00	853.00	3.09	273.00	907.00	3.32	549.00	1760.00	3.21
WBK	213.00	692.00	3.25	229.00	761.00	3.32	442.00	1453.00	3.29
RIF	97.00	266.00	2.74	106.00	301.00	2.84	203.00	567.00	2.79
WSO	355.00	1117.00	3.15	370.00	1230.00	3.32	725.00	2347.00	3.24
WTK	470.00	1405.00	2.99	426.00	1327.00	3.12	896.00	2732.00	3.05
WTN	149.00	550.00	3.69	138.00	519.00	3.76	287.00	1069.00	3.72
WSW	369.00	1222.00	3.31	340.00	1175.00	3.46	709.00	2397.00	3.38
Golf	105.00	369.00	3.51	109.00	381.00	3.50	214.00	750.00	3.50
Total	2320.00	7431.00	3.20	2292.00	7594.00	3.31	4612.00	15025.00	3.26

Men's Sports

2016-17	Fall			Spring			TOTAL		
SPORT	Hours	Points	GPA	Hours	Points	GPA	Hours	Points	GPA
BA	519.00	1660.00	3.20	461.00	1440.00	3.12	980.00	3100.00	3.16
FB	1560.00	3586.00	2.30	1511.00	4060	2.69	3071.00	7916.00	2.58
MBK	215.00	566.00	2.63	235.00	703.00	2.99	450.00	1269.00	2.82
MGO	124.00	422.00	3.40	127.00	458.00	3.61	251.00	880.00	3.51
MSO	356.00	1124.00	3.16	400.00	1277.00	3.19	756.00	2401.00	3.18
MTN	159.00	546.00	3.43	125.00	449.00	3.59	284.00	995.00	3.50
Total	2933.00	7904.00	2.69	2859.00	8387.00	2.93	5792.00	16291.00	2

2. Georgia Southern Student Athletes placed 195 student on the Sun Belt Conference Commissioners List and academic honor roll. Below is the text of the August 15th press from the Sun Belt:

NEW ORLEANS – Over 2,100 Sun Belt Conference student-athletes were named to the 2016-17 Commissioner's List and Academic Honor Roll as announced by the league office Tuesday afternoon. The list is comprised of 1,087 student-athletes on the Commissioner's List and 1,044 student-athletes on the Academic Honor Roll list.

The Commissioner's List honors student-athletes who maintained a 3.5 grade point average or better during the 2016-17 academic year while the Academic Honor Roll honors those student-athletes who maintained a GPA between 3.0 and 3.49 for the academic year.

Appalachian State University had the highest number of honorees with 237 student-athletes between the two lists (114 on the Commissioner's List and 123 on the Academic Honor Roll). Georgia Southern University had the second most student-athletes between the two lists with 195 total. Georgia State University totaled 189 student-athletes between the Commissioner's List and Academic Honor Roll. The Panthers placed 105 on the Commissioner's List and 84 on the Academic Honor.

Women's soccer had the largest number of student-athletes on the Commissioner's List with 152 followed by Women's track & field and cross country which had 141. Football led all sports on the Academic Honor Roll as 252 student-athletes were named to the list. Women's track & field and cross country was second with 133 on the Academic Honor Roll.

3. The Sun Belt Conference recognized the Georgia Southern Women's Basketball Team (3.28) and Men's Tennis Team (3.51) for having the highest conference GPA in their respective sports.
4. The CSCAA on July 6, 2017 recognized the Georgia Southern women's swimming and diving teams as Scholar All-Americans for its 3.46 GPA, and Anna Moers as an Honorable Mention to its Scholar All-America team.
5. The GSU women's volleyball team received an NCAA Public Recognition Award which is bestowed on teams with an Academic Progress Rate (APR) in the top 10 percent of their respective sports.
6. Georgia Southern University was notified by the N.C.A.A. that its 1st year compliance report meets the requirements established by Infractions Decision No. 434. The text of that correspondence is below:

June 21, 2017

VIA EMAIL

Mr. Tom Kleinlein
Director of Athletics

Georgia Southern University
P.O. Box 8086
Statesboro, Georgia 30460

Dear Mr. Kleinlein:

Your institution's annual compliance report meets the requirements established by Infractions Decision No. 434. The Office of the Committees on Infractions reviewed the submission under the processes established pursuant to NCAA Bylaw 19.9.5.7 and COI IOP 6-2-1. The annual compliance report is approved.

As a reminder, Georgia Southern University should submit its final annual compliance report on the university's compliance and education programs to this office by June 1, 2018. Particular emphasis shall be placed on rules education and monitoring of academic assistance provided by institutional staff members to student-athletes.

If you have any questions, please contact me at (317-917-6774) or jmcgormley@ncaa.org or Matt Mikrut, associate director at (317-917-6838) or mmikrut@ncaa.org.

Sincerely,
Joel D. McGormley, Managing Director
NCAA Office of the Committees on Infractions
JDM:elg
cc: Mr. Keith Roughton

7. 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)

8. 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/>
9. 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 August 11, 2017 2:00 P.M. Biological Sciences Building, Rm. 1155

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Moya Alfonso, Dr. Dragos Amarie, Miss Ruth Baker, Dr. Tony Barilla, Dr. Amanda Glaze, Mrs. Lori Gwinett, Dr. Rami Haddad, Dr. Barbara Hendry, Dr. Seonghoon Kim, Dr. Bob Lake, Dr. Lindsay Larson, Dr. Raymona Lawrence, Dr. Alisa Leckie, Dr. Ron MacKinnon, Dr. Ed Mondor, Dr. Peggy Mossholder, Mr. Edward Rushton, Dr. Marian Tabi

Non-Voting Members Present: Ms. Candace Griffith, Dr. Christine Ludowise

Guests: Dr. Kent Bodily, Ms. Tori Brannen, Mrs. Jade Brooks, Dr. Velma Burden, Dr. Michelle Cawthorn, Dr. Brian Koehler, Ms. Doris Mack, Dr. Rand Ressler, Dr. Stephen Rossi, Mr. Wayne Smith, Dr. Deborah Thomas

Absent: Dr. Adrian Gardiner, Dr. Chuck Harter

Dr. Ron MacKinnon called the meeting to order at 2:00PM.

II. APPROVAL OF AGENDA

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

III. NEW BUSINESS

A Mondor/Aasheim motion to suspend the rules was carried to allow the committee to vote on the following agenda items prior to being approved by the General Education and Core Curriculum Committee.

A. CIC Recommendations – Program Revisions Presented by Candace Griffith, Office of the Provost *Candace Griffith provided the committee with a summary of recommendations by the CIC specific to the reduction of overall university program hour requirements from 126 credit hours to 124 credit hours – specifically by reducing the Additional Requirements for Health and Physical Education from 4 credit hours to 2 credit hours. A Mondor/Aasheim motion to approve the CIC Recommendation to reduce additional requirements for Health and Physical Education by 2 credit hours was defeated 4-8. A Mondor/Aasheim motion to approve the CIC Recommendation to reduce overall*

university program hour requirements from 126 to 124 was passed unanimously.

B. CIC Recommendations – Core Curriculum Presented by Michelle Cawthorn, GECC Committee Chair *Michelle Cawthorn provided the committee with a brief explanation specific to the necessity of approving the CIC Recommendations for Core Curriculum prior to approval by the GECC Committee – specifically as a result of an extremely aggressive timeline. As no motion was made regarding this agenda item, further discussion was postponed on the topic until after future deliberations by the GECC Committee.*

IV. OTHER BUSINESS

Dr. Ron MacKinnon scheduled a tentative follow-up meeting for Friday, August 18th at 3:30PM. A Mondor/Aasheim motion to approve the tentatively scheduled meeting was passed unanimously.

V. ADJOURNMENT

There being no further business to come before the committee, a Mondor/Aasheim motion to adjourn the meeting at 3:07PM passed unanimously.

Respectfully Submitted,
Jade Brooks
Recording Secretary
Office of the Registrar

UNDERGRADUATE COMMITTEE

MINUTES

August 17, 2017

3:30 P.M.

IT Building, Room 3206

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Moya Alfonso, Dr. Dragos Amarie, Ms. Ruth Baker, Dr. Adrian Gardiner, Dr. Amanda Glaze, Mrs. Lori Gwinett, Dr. Rami Haddad, Dr. Chuck Harter, Dr. Bob Lake, Dr. Raymona Lawrence, Dr. Alisa Leckie, Dr. Ed Mondor, Dr. Peggy Mossholder, Mr. Edward Rushton,

Non-Voting Members Present: Ms. Tori Brannen, Mrs. Jade Brooks, Dr. Velma Burden, Ms. Candace Griffith, Dr. Christine Ludowise, Ms. Doris Mack, Dr. Ron MacKinnon, Mr. Wayne Smith

Guests: Dr. Brian Koehler, Dr. Stephen Rossi, Dr. Deborah Thomas, Dr. David Williams

Absent: Dr. Barbara Hendry, Dr. Marian Tabi

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

II. APPROVAL OF AGENDA

An Aasheim/Gwinett motion to approve the agenda was passed unanimously.

II. OLD BUSINESS

A. Motion: We move to approve the Core Curriculum Work Group Recommendations as a starting place until a critical look can be taken with more faculty input. This motion is made with the understanding that an ad-hoc committee consisting of faculty members from both GECC, UGCC and all campuses to take a close and critical look at the core post-consolidation. *Proposed by Alisa Leckie and Ruth Baker*

A Leckie/Baker motion to approve the agenda was passed with 7 votes in favor and 2 against.

III. OTHER BUSINESS

Mrs. Jade Brooks spoke to the committee regarding the Office of the Registrar's collaboration with the Office of the Provost to finalize proposals for managing the large amount of curriculum to be submitted during the 2017-2018 academic year. Mrs. Brooks confirmed that formal details and instructions would be sent out to the academic departments as soon as the information is available.

IV. ADJOURNMENT

There being no further business to come before the committee, an Aasheim/Mossholder motion to adjourn the meeting at 3:47PM was passed unanimously.

Respectfully Submitted,

Jade Brooks

Recording Secretary

Office of the Registrar

10-13-2017

Librarian's Report 10-2017

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the Oct 2017 meeting.

This report includes:

Gen Ed/Core Curriculum Meeting, Aug 31 page 2

NCAA Faculty Athletic Representative Report page 5

8/31 Gen Ed/Core Curriculum Meeting

In Attendance: Fred Smith, Cheryl Metrejean, Julie Garlen, Clint Martin, Bridget Melton, Dan Czech (by conference call), Jake Simons, Ruth Baker, Rocio Alba, Melissa Gayan, Alisa Leckie, Stacy Smallwood, Heidi Altman, Michelle Cawthorn

Non-voting members: Curtis Ricker, Delena Gatch

Not in attendance: Andrew Hansen, Marshall Ransom (teaching conflict)

I. Introductions

II. Purpose of Gen Ed/Core Curriculum Committee:

- a. Ensure that general education outcomes are being assessed. Not as well addressed in the last 2 years because comprehensive review of core was higher priority.
- b. Review core curriculum assessment plans.
- c. Also in official workflow for approval of new Core Courses or changes to existing Core Courses. Any proposed changes should come to this committee BEFORE going to undergraduate committee.

III. With consolidation, still overseeing assessment of core. Receiving assessment reports from each Core Class by 9/15.

- a. Two members of committee review report using the rubric, meet and reconcile scores and then send reports back to classes. Reports will be available in Chalk and Wire (online program). Double review occurs.
- b. Current reports not showing as anonymous. Appropriate reps are working with Chalk and Wire to change the settings to insure anonymity. Further instructions will go out to appropriate people.
- c. Rubric norming always occurs. Need to schedule sessions for this need. How to use rubric, score it, ask any questions about it, etc.
- d. Timeline: Reports due 9/15. Goal to have assessing done and back to departments before Thanksgiving.

IV. Additional responsibility: review core courses. With consolidation, no firm answer but according to work flow, we should have courses to review. Extra meetings will be necessary. Not a good idea to skip this committee as undergraduate one is already overworked.

a. Discussion from members:

- i. Still need to review courses which were previously approved and in which changes probably have not occurred?
 1. Yes. Even courses previous reviewed could be changed.
 2. Some courses may change: ex. learning outcomes. Some core courses don't have learning outcomes.
- ii. Is there anyone from Armstrong on this committee?
 1. Not at this time.
- iii. The directions for full review of all classes in programs is coming from the registrar's office (and perhaps the BOR).

1. No blending of courses with middle grades program with Armstrong due to Armstrong not having program. Classes still need to be approved by Armstrong (and vice versa). Learning outcomes must be reviewed and approved.
 - iv. Why resubmit paperwork even if already on file with no changes and already accepted. Does this have to happen on both campuses if courses not changing?
 1. Don't know answer.
 - v. Trying to understand. Why can't we do this with one institution?
 1. Because still separate institutions.
 - b. Most work done on departmental level for departments who don't have counterpart at Armstrong. It is a lot of work.
- V. Back to our goals and reviewing assessment reports.
- a. Anticipating 61 reviews to be doubled reviewed. 7.6 reviews per person
 - b. Gen Ed vs. Core Definitions
 - c. On GSU campus:
 - i. Gen Ed: overall goals for the 4 year university
 - ii. Core: 1st 2 year courses
 - d. Distinctly different on Southern campus. Interchangeable on Regents level.
 - e. Focus has been the core for this committee, Gen Ed still needs attention
 - i. until this committee is part of consolidated university, some issues have to wait.
- VI. Proposal for spring: after fall work, need to reexamine rubric. Are we comfortable with what rubric aims asking? Need to revise? Haven't revised in several years. Some clear areas of problems with core class assessment reports may suggest revision needs. Feedback from assessment workshops with responsible faculty from departments.
- VII. We need a chair for the committee.
- i. Fred nominates Michelle; other seconded.
 - ii. Group votes Michelle for chair.
- VIII. Next meeting: last Thursday on calendar in September.
- i. Michelle: if workload increases, suggests Friday afternoon meetings. Others counter that Thursdays may be better, so the committee decides if necessary to schedule extra meetings on Thursdays at the same time. Let's get this on the calendar. Always try to meet as close to middle of campus as possible.
- IX. Any general sense of how we should examine core post consolidation, i.e. Reconstructing. Consolidated core is a bridge (requirements could change). At faculty senate, proposal was made to form an ad hoc committee to review the proposed core.
- a. worry about committee would get shut out from process based on faculty senate discussion

- b. Concerns undergraduate committee would be getting more information/duties, etc. to detriment of committee. Need to play larger role with pulling in more representation from campus and taking some workload off of undergraduate committee.
 - c. Plea to committee senators to not let this committee to be left out of process. Committee formed to take some workload off of undergraduate committee.
 - i. maybe invite members of UG to these meetings.
 - ii. Armstrong UG chair believes core belongs to faculty.
 - iii. Armstrong does not have separate committee like GSU.
- X. No idea about what Armstrong is doing about assessment.
- XI. In the coming year, ask departments to work with Armstrong to plan assessment process for coming year 2018-2019. There will be SINGLE reports, SINGLE outcomes, etc. Data presented by campus but reports combined. Currently there are separate departments, but need to talk ahead of time. Get ahead of the game before final reports in September 2018.
- a. Core outcomes need to be reached.
 - b. Cores around country vary greatly. What do we want students to get out of core and what do we want core to be?
 - c. Timeline difficulties in past have resulted in lenient reviews; assessment needs to be ensuring that outcomes are met, and we need to help to ensure that outcomes are indeed being met.
- XII. Next meeting: Thursday, September 28th, 8:00-9:00am, place TBD

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

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>

2. [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,”](http://thedrakegroup.org/) whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”
<http://thedrakegroup.org/>

11-27-2017

Librarian's Report 11-27-2017

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the Nov 2017 meeting.

This report includes:

Academic Standards Committee met on September 19, 2017	Page 2
Academic Standards Committee met on November 6, 2017	Page 3
General Education/Core Curriculum Committee met on October 26, 2017	Page 4
Graduate Committee met Sept 28, 2017	Page 5
Graduate Committee met Oct 12, 2017	Page 8
Graduate Committee met Oct 26, 2017	Page 13
Graduate Committee met Nov 9, 2017	Page 20
Faculty Senate Library Committee Meeting met Oct 17, 2017	Page 59
NCAA Faculty Athletic Representative Report Nov 2017	Page 60
Faculty Welfare Committee Meeting, 10-25-17	Page 61
Amended entries	
Undergraduate Committee minutes for Sept 19	Page 63
Undergraduate Committee minutes for Oct 17	Page 65
Undergraduate Committee minutes for Oct 31	Page 67
Undergraduate Committee minutes for Nov 16	Page 71
General Education/Core Curriculum Committee met on Sept 28, 2017	Page 77

The Academic Standards Committee met on September 19, 2017.

Present at the September 19th meeting were Mete Akcagolu (COE), Scott Beck (COE), Christopher Brunt (COBA), David Calamas (CEIT), Mark Edwards (COSM), Bill Glasco (LIB), Natalie James (CLASS), Brian Koehler (PROVOST), Christine Ludowise (PROVOST), Tifani Pool (REGS), Wayne Smith (REG), Diana Sturges (CHHS), Kelly Sullivan (JPHCOPH).

Not present at the September 19th meeting were Elise Boyett (FIN AID), Axel Grossmann (COBA), David Lowder (LIB), Samuel Opoku (JPHCOPH), Peter Rogers (CEIT), Candy Schille (CLASS), Marian Tabi (CHHS), Mark Welford (COSM).

The need for new policies as outlined by OWG 6-6 was discussed and policies were drafted to discuss with Armstrong's Student Success Committee.

The Academic Standards Committee met on November 6, 2017.

Present at the November 6th meeting were Velma Burden (REGS), Mark Edwards (COSM), Axel Grossmann (COBA), Natalie James (CLASS), Brian Koehler (PROVOST), David Lowder (LIB), Christine Ludowise (PROVOST), Tifani Pool (REGS), Heather Shelly (FIN AID), Wayne Smith (REG), Kelly Sullivan (JPHCOPH).

Not present at the November 6th meeting were Mete Akcagolu (COE), Scott Beck (COE), Christopher Brunt (COBA), David Calamas (CEIT), Bill Glasco (LIB), Samuel Opoku (JPHCOPH), Peter Rogers (CEIT), Candy Schille (CLASS), Diana Sturges (CHHS), Marian Tabi (CHHS), Mark Welford (COSM).

This was a joint meeting with Armstrong's Student Success Committee via WebEx. The joint committees discussed the draft policies for Withdrawing from Courses, Limited Grade Forgiveness, Withdrawing from the University, and Academic Standing.

The group proposed and agreed to revise details of the "Dropping or Withdrawing from Courses" policy draft to:

1. Increase the maximum # of courses from which students can withdraw from 5 to 6.
2. Include Summer courses toward the # of course withdrawals.
3. Omit details about instructor Initiated withdrawals from this document

The language on the Academic Standing policy (and visual) was also revised to avoid using "academic standing" terminology.

Following the meeting, an electronic vote was conducted at both campuses. Voting results were finalized Friday, 11/10 and all policies received at least a majority vote to move forward to the Faculty Senate.

Oct 26, 2017

GECC Minutes

Attendance: Jake Simons, Melissa Gayan, Bridget Melton, Dan Czech, Heidi Altman, Atin Adhikhari, Fred Smith, Ruth Baker, Rocio Alba-Flores, Clint Martin, Cheryl Metrejean, Michelle Cawthorn

- I. Comments from the BOR-Gen Ed Committee about the submitted CORE
 - a. Michelle summarized BOR comments:
 - i. There were several cases where departments made either a course number or course title change. In each case, the Gen Ed Committee stated that a new course proposal form would have to be submitted
 - ii. There were comments from the Gen Ed Committee about two proposed courses added to Area B.
 1. SABR—study abroad—needs to clarify hours and minutes; the current proposal isn't specific enough. Student assignments and grading also needs to be clarified. (Michelle note to committee members—this is a specific class for study abroad used by Armstrong and is not related to other study abroad classes).
 2. CORE 2000—the Gen Ed Committee wasn't clear on how the class related to the core outcome.
 3. Environmental Science requirement for non-science majors not allowed unless there is a special exception.
 4. ARTH 2532 requires a pre-req—therefore its not allowed in the CORE
 5. COMM 1101—Gen Ed Committee said it didn't meet the Area C learning outcome.
 - b. Discussion of what the GECC's role would be. This depends on the outcome of the OWG meeting on Friday.
 - c. Motion from the floor for approval of OWG recommendation if it is deemed acceptable to Michelle and Delena. Discussion ensued.
 - i. Vote 0 yes, 10 no, 1 abstention
 - d. Michelle will report back to the committee about the OWG decisions, and we will decide if another meeting is warranted at that point.
- II. Michelle reviewed timeline for assessing and reconciling CORE reports. The remainder of the meeting was working time for CORE reports.

Meeting adjourned 9 am.

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – September 28, 2017

Present: Dr. Mujibur Khan, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Brandon Harris, CHHS; Dr. Ted Brimeyer, CLASS; Dr. Dustin Anderson, CLASS; Dr. Stephanie Sipe, COBA; Dr. Bill Yang, COBA; Dr. Karin Fisher, COE; Dr. Julie Reagan, JPHCOPH; Ms. Dawn Cannon-Rech, Library; Mr. Jeffrey Mortimore, Library; Dr. Marcel Maghiar, [Alternate] CEIT; Dr. Ryan Fortenberry, [Alternate] COSM
Guests: Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Naronda Wright, COGS; Mrs. Wendy Sikora, COGS; Dr. Velma Burden, Registrar's Office; Mrs. Jade Brooks, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Stephen Rossi, CHHS; Dr. Lance McBrayer, COSM; Ms. Ebony Turner, GSO Representative; Ms. Morgan Smith, SGA Representative, Dr. Andres Carrano, CEIT; Dr. Delena Bell Gatch, OIE

Absent: Dr. Gustavo Molina, CEIT; Dr. Meca Williams-Johnson, COE; Dr. John Stone, COSM; Dr. Michele McGibony, COSM; Dr. Evans Afriyie-Gyawu, JPHCOPH

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, September 28, 2017 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Ted Brimeyer made a motion to approve the agenda as written. A second was made by Dr. Stephanie Sapp and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE

Dr. Anderson stated during the Graduate Program Directors meeting Mrs. Naronda Wright mentioned that Mr. Eben Risper had taken another job and left the College of Graduate Studies. Dr. Anderson clarified that the result of this change is that now Mrs. Wright is solely processing the majority of graduate admissions applications. He asked for programs to keep this in mind as we enter the spring semester. He thanked Mrs. Wright for all the work and guidance she provides the programs. Dr. Tracy Linderholm asked if there will be backup for Mrs. Wright. Dr. Ashley Walker stated Mrs. Megan Murray is crossed trained to do some things and a graduate assistant is also assisting in some of the processing. Dr. Walker stated COGS is waiting on the slotted positions. Dr. Walker said there has been some discussion of utilizing the Armstrong staff members who are slotted, but everything is on hold until the slotted position letters go out.

A. April CEIT Agenda Item Update – Dr. Anderson stated Dr. David Williams and Dr. Brian Koehler had a discussion about the CENG 5432G and CENG 5432 courses following the April 13, 2017 Graduate Committee meeting. There was some overlap between CEIT and COSM related to these courses, and Dr. Williams requested that both items be pulled from the June Faculty Senate agenda until a resolution is reached between the two colleges. Dr. Anderson said this is just an update to make sure the removal of the items is reflected accurately in the minutes.

IV. ELECTION OF GRADUATE COMMITTEE CHAIR

Mrs. Audie Graham asked for nominations for the election of the 2017-2018 Graduate Committee Chair. Dr. Tracy Linderholm nominated Dr. Anderson to continue as Chair, and a second was made by Dr. Brandon Harris. No other nominations were made. With no objections, the committee approved to elect Dr. Anderson to serve as Chair for the 2017-2018 Graduate Committee meetings.

V. APPROVAL OF 2017-2018 GRADUATE COMMITTEE MEETING SCHEDULE

Dr. Ashley Walker stated after a discussion with the Registrar's Office, the College of Graduate Studies agreed to allow an extension on the deadlines for curriculum to be submitted to the Registrar's Office for the remaining fall meetings. Dr. Walker said the intent was to allow departments more time so that the curriculum submissions could be reviewed in three meetings instead of just one or two.

Related to the curriculum process, Dr. Stephen Rossi asked if everything has to be submitted together. Mrs. Jade Brooks stated if the items are program related the colleges can submit the program pages in pieces. She said the course related submissions will need to be submitted as a full department or by course prefixes, within the excel spreadsheet the Registrar's Office provided. Mrs. Brooks said to include all graduate and undergraduate courses for the subject or prefix in the document.

Mrs. Brooks stated from the committee perspective, the committee will be responsible for going through the spreadsheet and reviewing the graduate level courses. Dr. Anderson said the earlier those items come in the better it will be for the committee to review.

Dr. Anderson asked Mrs. Brooks what to do in cases where programs have multiple prefixes. Mrs. Brooks said as long as the items are included in the same program or department that will be fine.

Dr. Sapp made a motion to approve the revised 2017-2018 Graduate Committee meeting schedule. A second was made by Dr. Brimeyer, and the motion to approve the schedule was passed.

The revised schedule is below.

2017-2018 Graduate Committee (GC)

Schedule of Meetings	Meeting Time	Meeting Location	Agenda Items Due to Registrar's Office	Agenda Items Due to GC Recording Secretary	Agenda Items on Web and Sent to GC Members
Meeting Date					
August 17, 2017	9:00 a.m.	Veazey Hall,	CALLED	CALLED	August 10, 2017

September 14, 2017	CANCELLED	Room 2001C Veazey Hall, Room 2001C	MEETING August 24, 2017	MEETING August 31, 2017	September 7, 2017
September 28, 2017*	9:00 a.m.	Veazey Hall, Room 2001C	September 7, 2017	September 14, 2017	September 21, 2017
October 12, 2017	9:00 a.m.	Veazey Hall, Room 2001C	October 3, 2017	October 6, 2017	October 10, 2017
October 26, 2017*	9:00 a.m.	Veazey Hall, Room 2001C	October 12, 2017	October 18, 2017	October 20, 2017
November 9, 2017	9:00 a.m.	Veazey Hall, Room 2001C	October 24, 2017	October 27, 2017	November 2, 2017
January 18, 2018	9:00 a.m.	Veazey Hall, Room 2001C	December 19, 2017	January 4, 2018	January 11, 2018
February 8, 2018	9:00 a.m.	Veazey Hall, Room 2001C	January 18, 2018	January 25, 2018	February 1, 2018
March 8, 2018	9:00 a.m.	Veazey Hall, Room 2001C	February 15, 2018	February 22, 2018	March 1, 2018
April 12, 2018	9:00 a.m.	Veazey Hall, Room 2001C	March 22, 2018	March 29, 2018	April 5, 2018

VI. NEW BUSINESS – There were no new business items to discuss.

VII. OLD BUSINESS A. Change in the Full-Time Enrollment Graduate Assistant Eligibility Requirement – Dr. Anderson stated this item was introduced last year, and the item was tabled because of a process misunderstanding. He said a number of people on the committee have posed questions related to this item.

MOTION: Dr. Anderson made a motion to untable this item. A second was made by Dr. Sapp, and the motion was approved.

Dr. Linderholm explained that last year the College of Education submitted a proposal to allow one of their doctoral programs to define full-time enrollment as six credit hours. She stated this program is run like a cohort model and they plan for students to take two courses as a time, because 95% of the students in the program are working professionals. Dr. Linderholm stated they submitted this proposal to allow for the few students who are on campus full time and are taking six credit hours. She said their other doctoral program has previous received approval to do this, but when the new proposal was sent through the college was told the item had to go to the Enrollment Management Council (EMC) before going to the Graduate Committee. Dr. Linderholm stated the item was later discussed at EMC and it was rejected because there was too big of an impact on student credit hour production and the progression of students. Dr. Linderholm stated she would like to know more information on the EMC: who sits on the council, what the process is, what the criteria is, and if you are allowed to attend the council meeting when your proposal is being discussed.

Dr. Anderson said he invited Dr. Amy Ballagh to attend the Graduate Committee meeting. He said Dr. Ballagh is currently serving as Chair for the EMC. Dr. Anderson said someone else was chairing the council when the COE proposal went through EMC. Dr. Anderson said COE was not the only college to express concerns about this. Dr. Anderson stated he was concerned when programs are unsure of what the appropriate chain would be to submit these items. Dr. Anderson said he didn't want to call on someone to answer those questions. Dr. Velma Burden stated she is a member of the EMC, but she deferred from answering the questions.

Dr. Linderholm stated this has implications for consolidation. She stated COE is having to compromise with Armstrong on a few programs where they have less credit hours than our programs. The COE will have to reduce some of their credit hours and she was unsure if this needed to be submitted to EMC.

Dr. Anderson stated he would prefer to draft questions in print, submit the questions to Dr. Ballagh, and request the responses in writing. The responses will be delivered back to the Graduate Committee and then be delivered to Faculty Senate. Dr. Anderson asked the committee to send questions to Mrs. Graham, at agraham@georgiasouthern.edu. Mrs. Graham will include the questions in the next meeting agenda for the committee to review before the questions are submitted to Dr. Ballagh. Dr. Walker said she thinks this would be the best approach. She stated she is also on the EMC, and it is more of an advisory to student enrollment which then reports to President's Cabinet. Dr. Walker said there are a few individuals who are all related to student recruitment, retention, and graduation who sit on the council. Dr. Walker stated due to the consolidation, the council is moving towards a joint EMC to include representation from both campus.

B. Registrar's Update – Mrs. Brooks stated members of the Registrar's Office, COGS, and the Provost Office met last week because a number of questions had been received related to the curriculum process. The group put together a more clear and concise process for the departments on submitting curriculum. Mrs. Brooks said Dr. Chris Ludowise emailed the revised process out earlier this week. Mrs. Brooks said they wanted to ensure that everyone understands how to submit information to the Registrar's Office and how information will be reviewed by the committees.

Mrs. Brooks stated program related changes will still need to be submitted into CIM by a college or department designee. She said this will not be the case for courses. Mrs. Brooks explained that when the Registrar's Office inputs course information into Banner the information will be loaded into CIM.

Dr. Anderson pointed out the importance of proofreading. Mrs. Brooks explained the details Dr. Koehler included in his spreadsheet, and said it was helpful to the Registrar's Office. Per Dr. Anderson's request, Mrs. Brooks stated she would send Dr. Koehler's spreadsheet out for the departments to use as a guide.

Dr. Rossi asked if the Armstrong programs would have to be manually inputted into CIM, even if they do not have any revisions. Mrs. Brooks said yes. Based on the approved degrees and majors for the new institutions, any programs that are currently active at Armstrong and will be offered in the new institution have already had program pages created in CIM. Mrs. Brooks stated colleges will need to search for the program name to complete the data for each program.

Dr. Rossi asked if Armstrong will start using CIM in December. Mrs. Brooks said no, and confirmed that Georgia Southern designees will be responsible for inputting Armstrong's program data as well. Dr. Burden stated Armstrong will not receive Georgia Southern credentials until December and CIM will not be available in the spring. Dr. Burden said Armstrong will be trained to use CIM, but they will not be using the system until the 2018-2019 academic year. The departments will be entering program data in CIM beginning December 3 and they will have until the end of January to complete this project.

Dr. Anderson reminded everyone the last meeting for the Graduate Committee to review these items is November 9.

Dr. Linderholm asked if the deadline to submit items to the Registrar's Office could be extended. Mrs. Brooks said they would not be able to extend the dates any further.

Dr. Rossi asked if there will be any flexibility with the formatting of the program pages. He said the format of the Armstrong program pages is different. Mrs. Brooks said the Registrar's Office understands the formats will vary slightly, and that is fine. She said another option would be to create a new program and put it all in green and the other all in red, and notate some justification of what is being proposed.

Dr. Anderson thanked everyone for sharing information with colleges on this process.

VIII. ANNOUNCEMENTS – Dr. Walker stated she has been meeting with each of the colleges and they are going well.

Dr. Mujibur Khan asked if there was an update from COSM regarding their new PhD program proposal on sustainability. Dr. Lance McBrayer said during consolidation we are not allowed to put forward any new programs.

Dr. Khan asked if the Graduate Committee would have a role in enhancing our doctorate programs after the consolidation. Dr. McBrayer stated he received unofficial word that SWOT analysis will be taking place within each college, and he suggested people be in contact with their Deans. Dr. McBrayer said he is not sure how the Graduate Committee will fit into this process. Ms. Candace Griffith stated a lot of our actions now are being dictated by the system office. Ms. Griffith said COSM's PhD program received approval and had the support at the institutional level. She said there are also budget issues to consider, because the system office has made it clear that we need to submit everything. Dr. Anderson asked Dr. Khan to clarify what type of involvement he had in mind for the Graduate Committee. Dr. Khan said sharing new ideas and new interdisciplinary collaborations might have chances and he thinks the Graduate Committee would be a good forum for this. Dr. Anderson said he thinks if we work in collaboration with the College of Graduate Studies we can make a space for this to happen in a productive and proactive way.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on September 28, 2017 at 9:51 AM.

Respectfully submitted,

Minutes were approved October 16, 2017 by electronic vote of Committee Members

Audie Graham, Recording Secretary

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – October 12, 2017

Present: Dr. Gavin Colquitt, CHHS; Dr. Brandon Harris, CHHS; Dr. Ted Brimeyer, CLASS; Dr. Dustin Anderson, CLASS; Dr. Stephanie Sipe, COBA; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Karin Fisher, COE; Mr. Jeffrey Mortimore, Library; Dr. Marcel Maghiar, [Alternate] CEIT; Dr. Eric Silva, [Alternate] CLASS; Dr. Bettye Apenteng, [Alternate] JPHCOPH

Guests: Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Wendy Sikora, COGS; Mrs. Randi Sykora-McCurdy, COGS; Mrs. Cindy Groover, VPIE; Mr. Wayne Smith, Registrar's Office; Mrs. Jade Brooks, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Lance McBrayer, COSM; Dr. Brian Koehler, COSM; Ms. Ebony Turner, GSO Representative; Ms. Morgan Smith, SGA Representative; Dr. Delena Bell Gatch, OIE; Dr. Sharon Radzysinski, CHHS

Absent: Dr. Mujibur Khan, CEIT; Dr. Gustavo Molina, CEIT; Dr. John Stone, COSM; Dr. Michele McGibony, COSM; Dr. Evans Afriyie-Gyawu, JPHCOPH; Dr. Julie Reagan, JPHCOPH; Ms. Dawn Cannon-Rech, Library

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, October 12, 2017 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Meca Williams-Johnson made a motion to approve the agenda as written. A second was made by Dr. Karin Fisher and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE

Dr. Anderson asked if the Associate Deans could meet with him following the meeting. He then asked Dr. Ashley Walker to provide the Director's Update.

Dr. Walker shared the following updates:

- **Tailgate** - The Graduate Student Organization (GSO) will be hosting their annual Homecoming Tailgate for graduate students and graduate faculty on Saturday, October 14, 2017. They will be located in the Blue Lot spots 96-99 in Paulson Stadium from 3 PM – 5:30 PM. Spots 96-99 are directly across from where the shuttles drop off in front of the Bishop Fieldhouse. Students are asked to bring their Eagle ID. The faculty advisor, Dr. Thresa Yancey would like to have more faculty stop by to talk with the students.

- **Grad Fair Season** – College of Graduate Studies (COGS) admission's staff is currently attending graduate fairs. If programs in your colleges would like us to bring materials to these events please let us know so that we can support you in your marketing efforts. Point of contact: Megan Murray in COGS, 478-2302 or meganmurray@georgiasouthern.edu.

- **Graduate Writer's Boot Camps** – The Center for Teaching and Technology (CT2), the College of Graduate Studies, and the Graduate Student Organization are partnering to offer the Graduate Writer's Boot Camps this fall semester. Lunch and swag items will be provided to the attendees. The Graduate Writer's Boot Camps will be 9:30 am – 4:15 pm on the following Saturdays: October 21, November 11, and December 2. Students must register in order to attend. COGS is sending email reminders to graduate students related to these events. For more information, contact Linda Baffo at lb05279@georgiasouthern.edu.

- COGS was informed a week and a half ago that Armstrong opened their application for fall 2018 for their programs. Dr. Walker said this was done because they were getting some pressure for not having numbers to report during their enrollment management meetings. COGS is working with the Graduate Admissions staff at Armstrong to figure out how information will be moved into our application system once everything is merged together under one institution. Dr. Anderson asked if they are applying for the current catalog, or the fall 2018 catalog. Dr. Walker said the Provost has encouraged them that this will not impact too many of our programs, because we do not have that many existing programs on both campuses that will be consolidating. Dr. Walker spoke briefly of how some program's admission requirements might be changing, and how programs may want to be more flexible when reviewing the applicant's information in these programs.

Dr. Anderson stated their sister program has different requirements for graduate assistants (GAs). He asked if there would be an appeal process for students who are not eligible based on the new requirements, but would have been eligible under the old requirements. Dr. Walker said this is another issue. She said GAs at Armstrong make less than the GAs at Georgia Southern. Dr. Walker said the institution is reevaluating the stipend amounts. She said they will have to figure out a way to get the Armstrong's stipends up. New GAs will fall under the process that we use. For the returning GAs, people have been instructed to talk to their Deans to make sure that the amounts will still be honored.

Dr. Lance McBrayer asked how many GAs Armstrong has, and Dr. Walker said 25. Dr. Walker stated Armstrong's GAs receive a tuition waiver and a \$2,000.00 stipend per semester. She explained that each program is assigned a GA and whatever is left over faculty then apply through the Provost Office to request additional funding. Dr. Walker said we will not receive more money, we will be consolidating the budgets and then determining how the funds will be disbursed.

Dr. Williams-Johnson asked if children can attend the tailgate. Dr. Walker said yes, families and friends are welcome to attend.

Dr. Williams-Johnson asked if lunch will be provided at the Graduate Writer's Boot Camps. Dr. Walker said yes, COGS and GSO provide the lunch.

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 Physics and Astronomy

Existing GEORGIA SOUTHERN Course(s):

ASTR 5090G - Selected Topics in Astronomy

JUSTIFICATION: Consolidation - Prerequisite updated to current needs and new course number.

ASTR 5890G - Astronomy Research Experience

JUSTIFICATION: Consolidation

PHYS 5090G - Selected Topics in Physics

JUSTIFICATION: Consolidation - Prerequisite updated to current needs and new course number.

PHYS 5151G - Classical Mechanics
JUSTIFICATION: Consolidation - Pre-req changed to practical ("C" in PHYS 2211 already required to enroll in PHYS 2212)
 PHYS 5152G - Classical E and M Theory
JUSTIFICATION: Consolidation
 PHYS 5530G - Thermal Physics
JUSTIFICATION: Consolidation – Pre-req changed to practical ("C" in PHYS 2211 already required to enroll in PHYS 2212)
 PHYS 5536G - Studies in Physics for Secondary Teachers
JUSTIFICATION: Consolidation
 PHYS 5557G - Quantum Mechanics
JUSTIFICATION: Consolidation – Honors ("H") section inactivated
 PHYS 5890G - Physics Research Experience
 PHYS 6131 - Solid State Materials
 PHYS 6132 - Applied Optics
 PHYS 6133 - Photonics, Plasmonics and Metamaterials
 PHYS 6231 - Thin-Film Coating
 PHYS 6237 - Applied Quantum Mechanics
 PHYS 6730 - Master of Science in Physical Science Internship
 PHYS 7090 - Selected Topics in Physics
 PHYS 7330 - Principles and Practice of Pre-clinical Drug Development
 PHYS 7630 - Graduate Seminar
 PHYS 7999 - Thesis
JUSTIFICATION: Consolidation

Dr. Anderson told Dr. Koehler that the notes in the justification section of the course spreadsheet are helpful. He asked if all of the courses listed were Georgia Southern courses, and Dr. Koehler said yes.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Physics and Astronomy. A second was made by Dr. Stephanie Sipe. The motion to approve the existing Georgia Southern Courses in the Department of Physics and Astronomy was approved.

B. Waters College of Health Professions

Dr. Brandonn Harris presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences and Kinesiology

Program(s) GEORGIA SOUTHERN (no revisions)

Kinesiology M.S.

Sport Management M.S.

Dietetic Internship Certificate Program

JUSTIFICATION: Consolidation

Course Prefixes GEORGIA SOUTHERN (no revisions)

KINS 6130 - Research Design in Kines

KINS 6131 - Data Analysis in Kinesiology

KINS 6132 - Research Methods

KINS 6133 - Prog Optimal Perform

KINS 6134 - Ele PE Methods

KINS 6195S - Studies Abroad in Health/Kines

KINS 6234 - Adapt PE Methods

KINS 6325 - Teach Ad & Ele HPE Skills

KINS 6326 - Teach Hlth Sec PE Skills & Con

KINS 6334 - Sec PE Methods

KINS 7099 - Selected Topics in Kines

KINS 7110 - Multicultural Issues in P.E.

KINS 7131 - Ethics in Sport/Exercise Psych

KINS 7230 - Advanced Exercise Physiology

KINS 7231 - Lab Tech in Exercise Phys

KINS 7232 - Hlth Appraisal/Fit Test

KINS 7233 - Fitness Program Admin

KINS 7234 - Clinical Applic/Biomech

KINS 7235 - Instr & Techniques Biomechanic

KINS 7236 - Cardiopulm Patho & ECG Interp

KINS 7237 - Exercise & Special Populations

KINS 7238 - Human Perf/Nutrition

KINS 7239 - Clinical Exerices Physiology

KINS 7310 - Intro to Clinical Instruction

KINS 7330 - Clin Teach Skills Ath Trng

KINS 7333 - Adv Eval Athletic Training

KINS 7334 - Adv Rehab Athletic Training

KINS 7335 - Medical Aspects Athl Train

KINS 7336 - Current Issues Athl Train

KINS 7337 - Macronutrient Metabolism

KINS 7338 - Micronutrient Metabolism

KINS 7339 - Energy Balance for Weight Mgnt

KINS 7430 - Admin Issues in Coaching

KINS 7431 - Applied Sport Physiology

KINS 7432 - Applied Sport Biomechanics

KINS 7433 - Prev/Recog/Care Ath Injur

KINS 7434 - Current Issues/Coaching
 KINS 7435 - Physical Educ Meas/Eval
 KINS 7436 - Phys Activ Prog Sr Adults
 KINS 7437 - Analysis Teach Phys Educ
 KINS 7438 - Motor Behavior
 KINS 7439 - History/Philosophy of PE
 KINS 7530 - Psych of Sport and Ex Perf
 KINS 7531 - Team Dynamics
 KINS 7533 - Sp and Ex Psych Interventions
 4
 KINS 7534 - Current Iss in Sp and Ex Psych
 KINS 7535 - Fitness and Wellness Education
 KINS 7536 - Assessment & Technology in PE
 KINS 7537 - Eval and Rehab of Lumbar Spine
 KINS 7539 - Health and Exercise Psychology
 KINS 7590 - Action Res in Phys Ed
 KINS 7630 - Seminar in Kinesiology
 KINS 7637 - HPE Seminar
 KINS 7730 - Practicum in Coaching
 KINS 7731 - Clin Prac Teach Ath Trng
 KINS 7732 - Clin Prac Eval Ath Trng
 KINS 7733 - Practicum in Sp and Ex Psych
 KINS 7799 - Internship in Kinesiology
 KINS 7898 - Project in Athletic Training
 KINS 7899 - Directed Individual Study
 KINS 7999 - Thesis
 KINS 8430 - Supervision of Instr/PE
 KINS 8431 - Curr Issues/Trends in PE
 KINS 8432 - Adv Teaching Tech in HPE
 KINS 8433 - Adv. Methods in Secondary PE
 KINS 8434 - Adv. Methods in Elementary PE
JUSTIFICATION: Consolidation
 HLTH 6133 - Health Methods
 HLTH 6195S - Studies Abroad in Health/Kines
 HLTH 7099 - Sel. Top. in Hlth Sci
 HLTH 7130 - Issues and Trends in Sch HLTH
 HLTH 7238 - Women's Health Issues
 HLTH 7239 - Health and Aging
 HLTH 7430 - Human Dev/Health Issues
 HLTH 7431 - Health and Nutrition
 HLTH 7760 - Practicum/Comm Hlth Ed
 HLTH 7899 - Directed Individual Study
 HLTH 7899S - Directed Individual Study
 HLTH 8431 - Health/Human Sexuality
JUSTIFICATION: Consolidation
 SMGT 6030 - Selected Topics in Sport Mgt
 SMGT 6030S - Selected Topics in Sport Mgt
 SMGT 6131 - Mgmt of Personnel in Sport
 SMGT 6132 - Current Trends in Sport
 SMGT 6133 - Consumer Behavior in Sport
 SMGT 6134 - Sport Sponsorship
 SMGT 6135 - Revenue Generation in Sport
 SMGT 6330 - Soc & Eth Issues in Sp & Lies
 SMGT 6335 - Sport Administration
 SMGT 6337 - Sport Facility & Event Mgmt
 SMGT 7330 - Research and Analysis in Sport
 SMGT 7335 - Sport Law & Risk Management
 SMGT 7337 - Sport Marketing
 SMGT 7339 - Fin & Strategic Mgmt in Sport
 SMGT 7790 - Internship
 SMGT 7830 - Directed Individual Study
 SMGT 7830S - Directed Individual Study
 SMGT 7899 - Ind. Study
 SMGT 7999 - Thesis
JUSTIFICATION: Consolidation
 NTFS 6110 - Culinary Skills
 NTFS 6195S - Studies Abroad in Health/Kines
 NTFS 7334 - Applied MNT
 5
 NTFS 7335 - Public Health & Community Nutr
 NTFS 7336 - School Nutrition Admin.
 NTFS 7338 - Micronutrient Metabolism
 NTFS 7339 - Energy Balance for Weight Mgmt
 NTFS 7430 - Health Behavior in Nutrition

JUSTIFICATION: Consolidation

Dr. Brandon Harris explained that the programs and courses included in the College's submission will be offered on the Georgia Southern campus. There will be another round of curriculum items from the College that includes items on the Armstrong campus.

There was a brief discussion of how curriculum items are being submitted on the two campuses. This process is still unclear at this time. Dr. Koehler stated COSM is using a joint-college model before going to the curriculum committee.

MOTION: Dr. Brimeyer made a motion to approve the agenda items submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. Sipe. The motion to approve the Georgia Southern Programs and Courses was approved.

V. OLD BUSINESS A. Change in the Full-Time Enrollment Graduate Assistant Eligibility Requirement – Dr. Anderson said he drafted a letter to Dr. Amy Ballagh, which includes the committee's questions that were sent to Mrs. Audie Graham. Dr. Anderson asked the committee to review the letter and to state if there are any additional questions they would like added. Mr. Jeff Mortimore and Dr. Brimeyer identified minor typographical errors. No additional revisions were requested.

Dr. Walker said it is important for faculty to review this process. She said she went back and reviewed the minutes of when the College of Education submitted this change for the Ed.D. Leadership program. Dr. Walker explained how the program had to go through the process of redefining six hours as full time for the program before the GA eligibility item was approved by the committee, pending the Provost's approval. Dr. Anderson said he does not want to base this on what happened in the past, and he would like to know what the procedure is now for this submission process.

Dr. Williams-Johnson agreed that receiving information on this process is important. She explained how this has long term implications for her program.

Dr. Anderson stated Dr. Ballagh did get back in touch with him after the last Graduate Committee meeting, but they were unable to coordinate their schedules.

There were no additional comments or concerns raised by the committee. Dr. Anderson asked for the endorsement from the committee to send this letter forward. With no objections, the committee agreed for Dr. Anderson to submit the letter to Dr. Ballagh. The letter submitted to

Dr. Ballagh is below.

Dear Dr. Ballagh,

I am writing on behalf of the University Graduate Committee (UGC) in regards to the Enrollment Management Committee (EMC). As the current chair of the EMC, we feel that you are the best person to respond to the concerns raised by members of the UGC. Recently, a proposal was submitted to the EMC after having been submitted to the UGC. The proposer was instructed to re-submit the proposal to the EMC, and a decision was made on the proposal. For faculty senate committees, when a proposal is made, the proposer has the opportunity to not only submit the proposal ahead of the meeting to be included in the published agenda, but also to make the presentation in person, at which point the committees would consider and act on that proposal. It appears that this is not the case with the EMC.

I am concerned that the proposer, in this case, did not know that this type of proposal should have gone to the EMC. To be clear, I would not have known that this proposal should have gone to the EMC either. Based on the issues raised by our committee members, my primary concern is the lack of clear guidance on what proposals need to go to which committees (and at what point). This seems to be a simple matter of workflow logistics, but one that is not transparent at this point. At this of all times, there is clear need for transparency. I'm having difficulty finding any information about this committee on our website. The only committees listed under the Office of the Registrar as a reporting unit of Student Affairs and Enrollment Management with submission guidelines are the Calendar Committee, the Graduate Committee, and the Undergraduate Committee (likewise under the Office of the President, the only University Committees/Councils are the Athletics Committee, the Calendar Committee, the Campus Life Enrichment Committee (CLEC), and the Faculty Grievance Committee). The VPSAEM website doesn't mention this committee at all (the only mention of a committee is the division's commitment to having "student representation on key division committees").

I understand that someone else was acting as committee chair at the point that the aforementioned proposal was submitted, and that you might not be able to speculate on that specific decision. So, rather than focusing on any one single proposal, it would be helpful to this committee to have a clear understanding on why and how the EMC makes decisions on programs, and when those program proposals should fall to the EMC rather than curriculum committees. To that end, members of the Graduate Committee have submitted questions to which we respectfully request the EMC chair to respond.

1. What is the make-up of the committee and its mission? Where is this information published?
2. How will consolidation change the charge/function of this committee? Will representatives from both campuses be involved, or will EM issues be limited to the individual campuses?
3. What are the criteria used to determine if a proposal has too large of an impact on enrollment to cause the EMC to reject it?
4. Under what circumstances should colleges send their proposal to EMC prior to being reviewed by Graduate or Undergraduate Committee? What is the appropriate procedure to submit a proposal? Where is this information published?
5. What type of information is required of proposals when they are submitted to EMC? Where is this information published?
6. When does the EMC meet and can individuals attend the meeting if they submitted a proposal? The committee may have questions that aren't addressed by a written proposal.

7. Does the committee consider the concerns of each department and how programmatic changes within a department may differ from the policy (i.e. will the committee value the needs of the department when making decisions or maintain policy to the letter)? For example, changes in curriculum may warrant a reduction in semester hours for students. To maintain an assistantship, graduate assistants are required to register for a certain number of credit hours even if their programs require less credit hours every semester. This is problematic for doctoral students who have to take only 6 credit hours for their programs (based on the design of the program) and the graduate assistantship policy is 9 credit hours. Please explain when exemptions to this policy are generally allowed.

Given the number and nature of these questions, we request this information as a written response that can be disseminated to the members of the committee (and thus to the constituency they represent).

On behalf of the Graduate Committee,
Dustin Anderson

B. Registrar's Update – Mrs. Jade Brooks stated the Registrar's Office created the curriculum site in an attempt to be transparent as possible for both Georgia Southern and Armstrong campuses. She stated her intent is to upload submissions to this site as soon as the items are submitted to the Registrar's Office. Mrs. Brooks stated there is a note at the bottom of the page that states "All curriculum items are pending Registrar review unless notated otherwise. If you have questions, please contact Mrs. Brooks, Ms. Doris Mack or Mr. Wayne Smith. Mr. Smith asked everyone to review their programs closely for any changes that may need to be made.

VI. ANNOUNCEMENTS – There were no announcements.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on October 12, 2017 at 9:37 AM.
Respectfully submitted,
Minutes were approved November 1, 2017 by electronic vote of Committee Members
Audie Graham, Recording Secretary

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – October 26, 2017

Present: Dr. Gavin Colquitt, CHHS; Dr. Brandonn Harris, CHHS; Dr. Ted Brimeyer, CLASS; Dr. Dustin Anderson, CLASS; Ms. Stephanie Sipe, COBA; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Karin Fisher, COE; Dr. Julie Reagan, JPHCOPH; Ms. Dawn Cannon-Rech, Library; Mr. Jeffrey Mortimore, Library; Dr. Marcel Maghiar, [Alternate] CEIT; Dr. Eric Silva, [Alternate] CLASS; Dr. Ryan Fortenberry, [Alternate] COSM

Guests: Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Wendy Sikora, COGS; Mrs. Jade Brooks, Registrar's Office; Ms. Victoria Brannen, Registrar's Office; Dr. Chris Ludowise, VPAA; Dr. Tracy Linderholm, COE; Dr. Lance McBrayer, COSM; Dr. David Williams, CEIT; Dr. Rand Ressler, COBA; Dr. Curtis Ricker, CLASS; Ms. Morgan Smith, SGA Representative

Absent: Dr. Mujibur Khan, CEIT; Dr. Gustavo Molina, CEIT; Dr. John Stone, COSM; Dr. Michele McGibony, COSM; Dr. Evans Afriyie-Gyawu, JPHCOPH

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, October 26, 2017 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Anderson stated there was a request to invert the new business items A and B on the agenda. Dr. Jeffrey Mortimore made a motion to approve the agenda with the minor revision. A second was made by Ms. Stephanie Sipe and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE

Dr. Anderson stated he received a response from Dr. Amy Ballagh. He will provide the update during the old business section of the agenda.

IV. DIRECTOR'S UPDATE

Dr. Ashley Walker shared the following updates:

- The Graduate Student Organization had a good turnout at the tailgate, 154 people attended. The second round of fall grant submissions will begin on November 1. The deadline is November 15. Please encourage your students to apply. Students will receive reminder emails from the College of Graduate Studies (COGS).
- The first Graduate Writer's Boot Camp was held Saturday, October 21. There were eight students in attendance. Please encourage your students to attend. There will be two more this semester, and COGS will continue to send email reminders to students.
- COGS staff will be traveling to Armstrong next week on Monday, October 30, and Wednesday, November 1. COGS will be hosting informational meetings with Armstrong Graduate Program Coordinators. Emails will be sent to students and Program Directors letting them know when we will be out of the office.
- The second round of college meetings with Dr. Walker will begin in November. An agenda will be sent out prior to the meetings.
- Dr. Walker said she met with Dr. Diana Cone on Tuesday. She said Dr. Cone is hoping to get the graduate assistantship allocation information to COGS soon, so that COGS can share the allocations with the Colleges. They are hoping this will help with recruitment purposes. Dr. Cone is waiting for Armstrong to provide her with a list of GAs who have received a two year commitment. Dr. Anderson asked Dr. Walker to extend his thanks to the Provost for having this process happen earlier; he said this makes recruitment easier.

V. NEW BUSINESS A. College of Science and Mathematics

Dr. Lance McBrayer presented the agenda items for the College of Science and Mathematics.

Department of Geology & Geography

Existing GEORGIA SOUTHERN Course(s):

GEOG 5090G - Selected Topics

2

GEOG 5091G - Applied GIS

GEOG 5130G - Geography of North America

GEOG 5230G - Urban Geography

GEOG 5231G - Economic Geography

GEOG 5330G - Population Geography

GEOG 5430G - Political Geography

GEOG 5435G - Nature and Society

GEOG 5441G - Remote Sensing

GEOG 5530G - Cultural Geography

GEOG 5531G - Environmental Impact and Remediation

GEOG 5540G - Advanced GIS

GEOG 5545G - Ecohydrology

GEOG 5590G - Field Studies in Geography

GEOG 5890G - Directed Study

GEOG 7531 - Global Climate Change

GEOG 7535 - Cultural and Political Ecology

GEOG 7541 - GIS Applications in Social Science

GEOG 7542 - Geospatial Techniques and Applications

GEOG 7543 - Frontiers in Geospatial Science

GEOG 7630 - Seminar in Geographic Thought

GEOG 7631 - Spatial Analysis

GEOG 7632 - Seminar in Geographic Research and Methods

GEOG 7830 - Non-Thesis Capstone

GEOG 7999 - Thesis

GEOL 5090G - Selected Topics

GEOL 5130G - Geochemistry
 GEOL 5131G - Economic Mineralogy
 GEOL 5132G - Regional Field Geology
 GEOL 5140G - Vertebrate Paleontology
 GEOL 5141G - Paleontology
 GEOL 5142G - Stratigraphy and Sedimentation
 GEOL 5230G - Earth Science
JUSTIFICATION: Consolidation
 GEOL 5231G - General Oceanography
JUSTIFICATION: Consolidation - GEOL 1110 removed from catalog (merged into 4 hr combo-course)
 GEOL 5340G - Barrier Island Environmental Geology
 GEOL 5431G - Coastal Geology
 GEOL 5440G - Structural Geology
 GEOL 5530G - Geomorphology
 GEOL 5541G - Hydrogeology
 GEOL 5542G - Advanced Hydrogeology
 GEOL 5740G - Sea Turtle Natural History
 GEOL 5741G - Sea Turtle Conservation
 GEOL 5890G - Directed Study
 GEOL 6097 - Special Topics Geol Res & Envi
JUSTIFICATION: Consolidation
 New Course(s):
 GEOG 5532G – Tourism Geographies
JUSTIFICATION: Consolidation - This is course is not new, was previous ASU course that now need the "G" course to accompany it (getting a 5000-level number under the new GS).
 GEOG 5535G – Biogeography
JUSTIFICATION: Consolidation - This course was previously approved for GEOG 5535 but the accompanying GEOG 5535G paperwork was missed in submission to the GC last year.
 Course Inactivation GEORGIA SOUTHERN:
 GEOL 5741 - Sea Turtle Conservation
 3
JUSTIFICATION: Consolidation - duplication: was replaced by GEOL 5740
 Program(s) – Revised:
 Applied Geography, M.S. (Thesis)
 Applied Geography, M.S. (Non-Thesis)
JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Geology & Geography. A second was made by Dr. Meca Williams-Johnson. The motion to approve the College of Science and Mathematics items was approved.

B. Jiann-Ping Hsu College of Public Health

Dr. Julie Reagan presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Department of Biostatistics

Existing GEORGIA SOUTHERN Course(s):
 BIOS 6135 - Topics of Inference in Biostatistics I
 BIOS 6136 - Topics of Inference in Biostatistics II
 BIOS 6331 - Regression Analysis in Biostatistics
 BIOS 6332 - Experimental Design in Biostatistics
 BIOS 6531 - Categorical Data Analysis
 BIOS 6541 - Biostatistics for Biostatistics & Epidemiology Majors
 BIOS 7090 - Selected Topics in Biostatistics
 BIOS 7131 - Survival Analysis
 BIOS 7231 - Clinical Trials Methodology
 BIOS 7331 - Multivariate Analysis in Biostatistics
 BIOS 7431 - Statistical Issues in Drug Development
 BIOS 7535 - Data Analysis with SAS
 BIOS 7544 - Data Management for Biostatistics
 BIOS 7890 - Directed Individual Study
 BIOS 9130 - Biostatistical Consulting
 BIOS 9131 - Advanced Statistical Theory for Biostatistics I
 BIOS 9132 - Advanced Clinical Trials
 BIOS 9133 - Advanced Statistical Theory for Biostatistics II
 BIOS 9134 - Stochastic Process for Biological Systems
JUSTIFICATION: Consolidation
 BIOS 9135 - Advanced Survival Analysis
JUSTIFICATION: Consolidation - Prerequisite(s): A minimum grade of "B" in BIOS 6331, BIOS 6531, and BIOS 7131. Correct order of prerequisites in course description (numerical order).
 BIOS 9136 - General and Generalized Linear Models
 BIOS 9231 - Bayesian Statistics I
 BIOS 9331 - Meta-Analysis
 BIOS 9333 - Applied Longitudinal Data Analysis
 BIOS 9432 - Randomization and Bootstrap Methods in Health Data
 BIOS 9433 - Analysis with Missing and Mis-specified Data
 PUBH 6541 - Biostatistics

JUSTIFICATION: Consolidation

PUBH 9130 - Sampling Methodology

JUSTIFICATION: Consolidation - Prerequisite Change to: A minimum grade of "B" in PUBH 6541 or equivalent.

Course Deletion GEORGIA SOUTHERN:

PUBH 8130 - Advanced Topics in Biostatistics

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):

Public Health Dr.P.H. (Concentration in Biostatistics)

Public Health M.P.H. (Concentration in Biostatistics)

4

JUSTIFICATION: Consolidation

Department of Community Health

Existing GEORGIA SOUTHERN Course(s):

CHBE 9130 - Research Methods in Community and Behavioral Health

CHBE 9132 - Ecological Determinants of Public Health

CHBE 9230 - Community-Based Public Health Program Planning and Evaluation

CHBE 9235 - Communication and Advocacy

CHBE 9331 - Health Disparities and the Rural Underserved

CHBE 9335 - Global Health and Preparedness

CHBE 9630 - Doctoral Seminar in Community Health

COHE 6130 - Research Methods in Health Science

COHE 7090 - Selected Topics in Community Health Education

COHE 7232 - Health Promotion Planning

COHE 7233 - Ecologically Focused Program Evaluation

COHE 7234 - Community Health Analysis

COHE 7237 - Rural Community Health Issues

COHE 7238 - Communication for Change

COHE 7890 - Directed Individual Study

PUBH 6535 - Social and Behavioral Sciences and Public Health

PUBH 8136 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):

Public Health Dr.P.H. (Concentration in Community Health Behavior and Education)

Public Health M.P.H. (Concentration in Community Health)

JUSTIFICATION: Consolidation

Department of Epidemiology and Environmental Health Sciences

Existing GEORGIA SOUTHERN Course(s):

ENVH 7090 - Selected Topics in Environmental Health Sciences

ENVH 7231 - Air Quality

ENVH 7232 - Water Quality

ENVH 7233 - Environmental Exposure and Impact Assessment

ENVH 7234 - Environmental Toxicology

ENVH 7235 - Field Methods in Environmental Health

ENVH 7236 - Spatial Analysis for Environmental Health Sciences

ENVH 7237 - Risk Assessment and Communication

ENVH 7238 - Environment, Ethics and Equity

ENVH 7239 - Public Health Laboratory

ENVH 7890 - Directed Individual Study

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

ENVH 8435 - Toxicology and Health

ENVH 9133 - Vector-Borne and Zoonotic Diseases: Biology Epidemiology and Control

EPID 7090 - Selected Topics in Epidemiology

EPID 7131 - Epidemiology of Chronic Disease

EPID 7133 - Epidemiologic Research Methods I

EPID 7134 - Epidemiologic Research Methods II

EPID 7135 - Epidemiology of Infectious Disease

EPID 7230 - Social Epidemiology and Health Equity

EPID 7233 - Public Health Surveillance

EPID 7890 - Directed Individual Study

EPID 8130 - Field Methods in Epidemiology

EPID 8230 - Observational Study Design and Analysis

JUSTIFICATION: Consolidation

EPID 8231 - R for Epidemiologists

JUSTIFICATION: Consolidation - Change Number to 7231; Revise Course Level to add S2

EPID 8431 - Stata for Epidemiologists

5

JUSTIFICATION: Consolidation - Change Number to 7431; Revise Course Level to add S2

EPID 9131 - Epidemiology of Infectious Diseases of Direct Interpersonal Transmission

EPID 9132 - Epidemiology of Infectious Diseases Transmitted via Bodily Fluids

EPID 9231 - Chronic Disease Epidemiology

EPID 9232 - Cardiovascular Disease Epidemiology

EPID 9233 - Cancer Epidemiology

EPID 9431 - Mental Health Epidemiology

PUBH 6532 - Environmental Health

PUBH 6533 - Epidemiology
PUBH 8132 - Environmental and Occupational Health
PUBH 8133 - Epidemiologic Methods
JUSTIFICATION: Consolidation
Revised GEORGIA SOUTHERN Program(s):
Public Health Dr.P.H. (Concentration in Epidemiology)
Public Health M.P.H. (Concentration in Environmental Health Sciences)
Public Health M.P.H. (Concentration in Epidemiology)

JUSTIFICATION: Consolidation

Department of Health Policy and Management

Existing GEORGIA SOUTHERN Course(s):
HSPM 6030 - Healthcare Economics and Policy
HSPM 6136 - Health Services, Management, Human Resources and Governance
HSPM 7030 - Healthcare Marketing and Strategic Planning
HSPM 7090 - Selected Topics in Health Services Policy Management
HSPM 7131 - Health Organization Theory, Behavior and Management
HSPM 7133 - Public Health Policy and Ethics
HSPM 7135 - Public Health Policy Development and Evaluation
HSPM 7137 - Health Care Financing and Payment Systems
HSPM 7230 - Health Leadership and Strategic Planning
HSPM 7232 - Public Health Finance
HSPM 7233 - Information Management and Decision Making in Health Services
HSPM 7235 - Healthcare Law
HSPM 7236 - Health Informatics
HSPM 7332 - Population Health
HSPM 7333 - Healthcare Governance
HSPM 7334 - Human Resources Healthcare
HSPM 7335 - Healthcare Operations Management
HSPM 7336 - Healthcare Supply Chain Management
HSPM 7337 - Integrative Health Enterprise Analytics and Decision Making
HSPM 7338 - Contemporary Issues in Healthcare
HSPM 7710 - Administrative Internship
HSPM 7890 - Directed Individual Study
PHLD 9130 - Public Health Research Methods
PHLD 9131 - Leadership Foundations and Strategies for Health Organizations
PHLD 9133 - Health Organization Communication
PHLD 9231 - Health Informatics and Decision Making
PHLD 9331 - Health Policy, Regulation and Ethics
PHLD 9333 - Health Organization Strategic and Contingency Planning
PHLD 9334 - Financial Management of Public Health Organizations and Programs
PUBH 6534 - Health Policy and Management
PUBH 7131 - Continuous Quality Improvement
PUBH 8134 - Health Economics, Policy and the Political Process
JUSTIFICATION: Consolidation
Course Deletions GEORGIA SOUTHERN:
HSPM 7330 - Strategies for Managed Care
HSPM 7331 - Long Term Care Administration
HSPM 7769 - Managerial Residency in Health Services Administration

6

PHLD 9233 - Enterprise Human and Supply Chain Resource Planning and Management in the Health Enterprise

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):
Public Health Dr.P.H. (Concentration in Public Health Leadership)
Public Health M.P.H. (Concentration in Health Policy and Management)
Healthcare Administration M.H.A.

JUSTIFICATION: Consolidation

Department of Public Health, General

Existing GEORGIA SOUTHERN Course(s):
PUBH 5520G - Introduction to Public Health
PUBH 7090 - Selected Topics in Public Health
PUBH 7090S - Selected Topics in Public Health
JUSTIFICATION: Consolidation
PUBH 7132 - Scientific Basis of Public Health
JUSTIFICATION: Consolidation - Add Schedule Type: M - Asynchronous
PUBH 7530 - Integrated Capstone Experience
PUBH 7790 - Practicum in Public Health
PUBH 7790S - Practicum in Public Health
PUBH 7890 - Directed Individual Study
PUBH 7991 - Public Health Capstone Research Project
PUBH 7991S - Public Health Capstone Research Project
PUBH 7999 - Thesis
JUSTIFICATION: Consolidation
PUBH 9132 - Public Health Perspectives in Community-Based and Translational Research
PUBH 9134 - Professionalism and Ethics in Public Health Practice

JUSTIFICATION: Consolidation - Add Schedule Type: M - Asynchronous

PUBH 9135 - Public Health, Funding and Grantsmanship

PUBH 9630 - Public Health Doctoral Seminar

PUBH 9790 - Doctoral Preceptorship in Public Health

PUBH 9790S - Doctoral Preceptorship in Public Health

PUBH 9999 - Dissertation

JUSTIFICATION: Consolidation

New Course(s):

GEPH 6000 - Biostatistics

GEPH 6100 - Epidemiology

GEPH 6125 - Environmental Health Issues

GEPH 6130 - Nutrition

GEPH 6131 - Introduction to International Health

GEPH 6132 - Strategies for the Prevention of Chemical Dependency

GEPH 6133 - Women and Minority Health Issues

GEPH 6134 - Human Sexuality

GEPH 6135 - Healthy Weight Management and Body Composition

GEPH 6150 - Theory in Health Education

GEPH 7130 - Applied Research Methods for Public Health Practice

GEPH 7131 - Applied Planning and Evaluation Methods for Public Health Promotion

GEPH 7132 - Public Health Preparedness

GEPH 7133 - Health/Illness Continuum

GEPH 7134 - Social Marketing for Health Communication

GEPH 7280 - Self-Directed Student Research

GEPH 7500 - Public Health Planning and Evaluation

GEPH 7530 - Capstone in Applied Public Health Leadership

GEPH 7600 - Special Topics in Public Health

7

GEPH 7675 - Public Health Practicum

JUSTIFICATION: Consolidation

Course Deletions ARMSTRONG:

PUBH 5550G - Nutrition

PUBH 5560G - Introduction to International Health

PUBH 5565G - Strategies for the Prevention of Chemical Dependency

PUBH 5570G - Women and Minority Health Issues

PUBH 5575G - Human Sexuality

PUBH 5585G - Epidemic Disease: Social, Historical, and Ethical Perspectives

PUBH 5600G - Healthy Weight Management and Body Composition

PUBH 5800G - Epidemiology of Cancer

PUBH 6050 - Health Communication

PUBH 6100 - Epidemiology

PUBH 6125 - Environmental Health Issues

PUBH 6150 - Theory in Health Education

PUBH 6175 - Research Methods

PUBH 6200 - Methods of Health Promotion

PUBH 6225 - Health Promotion in the Worksite

PUBH 6300 - Public Health Preparedness

PUBH 7210 - Principles of Population Studies

PUBH 7220 - Zoonotic and Vector-borne Disease Epidemiology

PUBH 7240 - Nutrition and Public Health

PUBH 7250 - Health/Illness Continuum

PUBH 7260 - Advanced Epidemiology

PUBH 7270 - Critical Readings in Women's Health

PUBH 7280 - Self-Directed Student Research

PUBH 7300 - Spirituality and Health Issues

PUBH 7350 - Selected Topics in Complementary and Alternative Health Practices

PUBH 7500 - Public Health Planning and Evaluation

PUBH 7600 - Special Topics in Public Health

PUBH 7650 - Public Health Leadership and Ethics

PUBH 7675 - Public Health Practicum

PUBH 7700 - Thesis

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):

DrPH Admissions

MPH Admissions

Certificate in Public Health

JUSTIFICATION: Consolidation

Revised ARMSTRONG Program:

Public Health M.P.H. (Generalist Concentration)

JUSTIFICATION: Consolidation

Dr. Anderson asked if there are students enrolled in the current MHA program. Dr. Reagan said yes, the plan is to finish out the existing students. She said there is some confusion about whether we will continue to offer courses for this program at both

campuses. Students being admitted into the MHA program will be admitted under the new college, the Don and Cindy Waters College of Health Professions.

Dr. Brandon Harris asked if Dr. Stephen Rossi will have to submit information for the MHA program. Dr. Christine Ludowise stated the Provost Office has asked Dr. Rossi and Dr. Stuart Tedders to work together on this. Dr. Anderson asked if there are still College of Business Administration (COBA) courses in the MHA program. Dr. Sipe said she thinks that was eliminated, and that COBA is currently not offering any MBA courses to any programs outside of their college. Dr. Harris said he would follow up with

Dr. Rossi on the MHA program item.

MOTION: Dr. Ted Brimeyer made a motion to approve the agenda item submitted by the Jiann-Ping Hsu College of Public Health, with a reminder to follow up with the Don and Cindy Waters College of Health Professions related to the MHA program. A second was made by Ms. Sipe, and the motion to approve the items was passed.

VI. OLD BUSINESS A. Change in the Full-Time Enrollment Graduate Assistant Eligibility Requirement – Dr. Anderson said Dr. Ballagh sends her regrets for not being able to attend today's meeting, due to a scheduling conflict. He said Dr. Ballagh is in favor of clarifying this process, and she asked him to follow up with her after the Graduate Committee's discussion today. Dr. Anderson read Dr. Ballagh's email below to the committee, and also included a current list of the Enrollment Management Council (EMC) Members.

Dustin,

It was so nice to meet you at Faculty Senate last week. Thanks for taking a few minutes to chat. I've attached the current list of Enrollment Management Council members; the membership is approved by the President. I'm relatively certain this used to be listed as a University committee on the President's website, but it's not there now. The questions you sent made me realize that, so I'm looking into it. The EMC was formed by President Nick Henry with the charge to oversee matters that impact enrollment, and the Council has been in existence ever since. We haven't been able to find any current policies and procedures or foundational documents for the EMC.

EMCs currently exist at both Georgia Southern and Armstrong State, and the two councils began meeting jointly this fall. The new EMC will include representatives from all three locations and will be similar to the current membership roster. Members will be approved by the President. This group has already drafted a purpose statement and will be drafting procedural documents moving forward.

Whenever proposed curriculum changes have an impact on enrollment, the Deans know to discuss the proposal with the Provost. If the Provost supports the proposal, she brings the proposal to EMC for review before the proposal goes to the curriculum committee. Proposals are holistically reviewed on a case-by-case basis.

I have a conflict on October 26th that prevents me from attending the meeting, but I hope this helps answer the questions from the committee.

Respectfully,

Amy

The list of the 2017-2018 Georgia Southern University Enrollment Management Council Members is below:

Dr. Amy Ballagh, Interim Vice President of Student Affairs & Enrollment Management

Dr. Diana Cone, Interim Provost and Vice President of Academic Affairs

Dr. Ashley Walker-Colquitt, College of Graduate Studies, Director

Dr. Christine Ludowise, Interim Vice Provost

Cathy Roberts-Cooper, Academic Success Center, Director

Holley Camacho, Strategic Research & Analysis, Interim Director

Justin Janney, Financial Accounting, Associate Vice President

Kim Brown, Procurement & Business & Finance Special Projects, Associate Vice President

Peter Blutreich, University Housing, Executive Director

Velma Burden, Registrar

Dr. Christopher Caplinger, First Year Experience, Director

Tracey Mingo, Financial Aid, Director

Amy Smith, Undergraduate Admissions, Director

Jeannette Southern, Marketing & Communications, Associate Vice President

Sarah Smith, Undergraduate Admissions, Executive Assistant for Strategic Reporting

Dr. Anderson opened the floor to questions. Dr. Tracy Linderholm asked if the EMC could think more about what they mean by impact on enrollment. She asked if there could be a working definition of what is an "Impact", so that Deans know when they need to have the discussion with the Provost. For example, would that be two or ten students, or would it be a certain amount of credit hours?

Dr. Linderholm asked that the EMC add to their policies/procedures that people with proposals are welcome to attend meetings. Dr. Anderson said all Faculty Senate committees are open to guests, and he thinks it would make sense for the EMC to allow the same opportunity. Dr. Anderson said he would also like for a calendar of the EMC meetings to be available to everyone.

Dr. Sipe asked where the EMC fits into the organizational structure of the university. Dr. Anderson said the EMC is a President's Committee, but it is not part of the President's Cabinet. The EMC was made by a former president and it has existed since then. Dr. Anderson said EMC will fall under the Vice President for Enrollment Management's reporting structure. Dr. Anderson said Dr. Ballagh told him the intent is to maintain the current membership. Dr. Ludowise said there is no faculty representation currently on the EMC, but there is a recommendation from Academic Affairs to change the composition to add faculty representation to the EMC.

Dr. Anderson thanked the committee for their help and support with this item, and said it is always good to see things clarified and updated.

B. Registrar's Update – Mrs. Brooks said this past Tuesday was the deadline to submit curriculum for the final Graduate Committee meeting. She will begin working through the items this week. Mrs. Brooks said she reviewed the CIM email account and confirmed that Dr. Rossi did submit the program page for the MHA, which will be presented at the November 9 meeting.

VII. ANNOUNCEMENTS – Dr. Anderson congratulated Dr. Ludowise on receiving her new role as Associate Provost for Student Success.

Dr. Anderson thanked Dr. Ludowise for all the work she has done and for the support she offers to the Graduate Committee.

Dr. Anderson thanked everyone for the tremendous amount of work that has been done related to the consolidation. He said at the end of his term as Chair he will be writing to all of the committee members' Department Chairs and Deans to note the amount of work the committee has done.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on October 26, 2017 at 9:34 AM.

Respectfully submitted,

Minutes were approved November 9, 2017 by electronic vote of Committee Members

Audie Graham, Recording Secretary

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – November 9, 2017

Present: Dr. Mujibur Khan, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Brandon Harris, CHHS; Dr. Ted Brimeyer, CLASS; Dr. Dustin Anderson, CLASS; Ms. Stephanie Sipe, COBA; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Michele McGibony, COSM; Ms. Dawn Cannon-Rech, Library; Mr. Jeffrey Mortimore, Library; Dr. Marcel Maghiar, [Alternate] CEIT; Dr. Eric Silva, [Alternate] CLASS; Dr. Dee Liston, [Alternate] COE; Dr. Bettye Apenteng, JPHCOPH

Guests: Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Wendy Sikora, COGS; Mrs. Randi Sykora-McCurdy, COGS; Mrs. Jade Brooks, Registrar's Office; Ms. Doris Mack, Registrar's Office; Mr. Wayne Smith, Registrar's Office; Candace Griffith, VPAA; Ms. Cindy Groover, Institutional Effectiveness; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Tracy Linderholm, COE; Dr. David Williams, CEIT; Dr. Rand Ressler, COBA; Dr. Brian Koehler, COSM; Dr. Stephen Rossi, CHHS; Ms. Morgan Smith, SGA Representative; Dr. Craig Roell, CLASS; Dr. Andres Carrano, CEIT; Dr. Steven Harper, CLASS; Dr. Thresa Yancey, CLASS; Dr. Patrick Wheaton, CLASS; Dr. John Peden, CHHS; Dr. Trent Davis, CLASS; Dr. Robert Farber, CLASS; Dr. Russell Thackston, CEIT; Dr. Barry Balleck, CLASS; Dr. Beth Durodoye, COE; Dr. Michael Nielsen, CLASS; Dr. Jinrong Li, CLASS; Dr. Johnathan O'Neill, CLASS; Dr. Bruce Field, COE; Dr. Eric Karchner, CLASS; Dr. Chad Posick, CLASS; Dr. Rami Haddad, CEIT; Dr. Kent Rittschof, COE
Absent: Dr. Gustavo Molina, CEIT; Dr. Karin Fisher, COE; Dr. John Stone, COSM; Dr. Evans Afriyie-Gyawu, JPHCOPH; Dr. Julie Reagan, JPHCOPH

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, November 9, 2017 at 9:00 AM. Dr. Anderson explained how the process of the meeting would work when reviewing the curriculum submissions. Programs and courses that can be approved, will be approved with notes of corrections. If revisions are required the program representatives will have to resubmit changes to Mrs. Jade Brooks before the approval pages are signed and submitted to the Faculty Senate. Dr. Anderson noted that curriculum is a fluid process, especially at times like this, and that the committee should expect to see a number of items come back over the following semesters as the programs continue to work on this process.

II. APPROVAL OF AGENDA

Dr. Dee Liston made a motion to approve the agenda as written. A second was made by Dr. Michele McGibony and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE

Dr. Anderson thanked Mrs. Brooks and Mrs. Audie Graham for all their hard work they have done related to the curriculum submissions. Mr. Wayne Smith thanked the following staff members in the Registrar's Office for all of their hard work: Mrs. Brooks, Ms. Doris Mack, Ms. Victoria Brannen, and Mr. Justin Willoughby.

IV. DIRECTOR'S UPDATE

Dr. Ashley Walker shared the following updates:

- The Graduate Student Organization will be hosting their annual fall social on Wednesday, November 29, at The Borough Restaurant and Bar from 7:00 pm - 10:00 pm. All graduate students and faculty are invited to attend. The event is 21+, so students will need to bring their photo ID. The deadline for the second round of fall grants is November 15. Please encourage your students to apply. The College of Graduate Studies (COGS) will be sending emails out with information about each of these items.
- The second Graduate Writer's Boot Camp is on Saturday, November 11. The last fall boot camp is scheduled on December 2; registration for this boot camp will open on November 13. Please encourage your students to attend. COGS will continue to send email reminders to students.
- COGS met with Armstrong Graduate Program Coordinators last week and answered questions. The faculty seemed excited about some of the electronic processes COGS has in place for the admissions application and the graduation clearance.
- Ashley has met with COE and CLASS for the second round of college meetings. She will meet with the remaining colleges during the month of November. An agenda will be sent out prior to the meetings.
- There will be a change in the TOEFL and IELTS scores. The OWG Admissions Recommendation is to have a single minimum TOEFL and IELTS admission requirement for all graduate programs. The proposed new scores are TOEFL-75 and IELTS-6.0. This change will be included in the 2018-2019 graduate catalog. This recommendation has been approved by the CIC.

V. NEW BUSINESS

*Following courses are subject to numbering changes/corrections, pending verification from the Registrar's Office.

A. College of Business

Dr. Rand Ressler presented the agenda items for the College of Business.

College of Business, Dean's Office

Existing GEORGIA SOUTHERN Course(s):

BUSA 7030 - Selected Topics in Bus.

BUSA 7030S - Selected Topics in Bus.

BUSA 7130 - International Business

BUSA 7314 - Team Building

BUSA 7530 - Global Business Strategy

BUSA 7530S - Global Business Strategy

BUSA 7790 - Internship in Business

BUSA 7890 - Individual Research

BUSA 7890S - Individual Research

BUSA 9031 - Method & Philosophy of Science

BUSA 9332 - App. Multi. Methods in Res
BUSA 9333 - Adv. Multi. Methods for Busi
BUSA 9334 - Qual. Res. Methods in Busi
WBUS 7839 - Special Topics in Business
WMBA 6000 - Human Behavior in Organization
WMBA 6010 - Managerial Accounting
WMBA 6020 - Managerial Communications
WMBA 6030 - Global & International Bus
WMBA 6040 - Managerial Decision Analysis
WMBA 6050 - Strategic Marketing
WMBA 6060 - Managerial Finance
WMBA 6070 - Entrepreneurship-New Vent Ana
WMBA 6080 - Management Information Systems
WMBA 6090 - Information Tech Mgmt (ERP)
WMBA 6100 - Operations and SCM
WMBA 6110 - Business Strategy

JUSTIFICATION: Consolidation

New Course(s):

BUSA 7631 - Business Study Abroad*

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):

Master of Business Administration

Master of Business Administration – Georgia WebMBA

Master of Business Administration – Health Services Admin

Master of Business Administration – Information System

JUSTIFICATION: Consolidation

Dr. Anderson asked about the course type for the new course item BUSA 7631. Dr. Anderson said the second digit was listed incorrectly. Mrs. Brooks confirmed that the revision has been submitted to the Registrar's Office, and the course number has been changed to BUSA 7831.

MOTION: Ms. Stephanie Sipe made a motion to approve the agenda items submitted by the College of Business, Dean's Office. A second was made by Dr. Meca Williams-Johnson, and the motion to approve the items was passed.

School of Accountancy

Existing GEORGIA SOUTHERN Course(s):

ACCT 5232G - Managerial Accounting III

ACCT 6130 - Accounting and Control

ACCT 7130 - Seminar in Financial Acct.

ACCT 7131 - Selected Topics in Accounting

ACCT 7132 - Theory of Accounting

ACCT 7134 - Financial Reporting & Analysis

ACCT 7230 - Accounting for Executives

ACCT 7330 - Taxation of Corp. & Partnershi

ACCT 7331 - Taxation of Pass-Throughs

ACCT 7332 - Multijurisdictional Taxation

ACCT 7334 - Tax Research

ACCT 7430 - Seminar in Auditing

ACCT 7431 - Auditing Practice

ACCT 7530 - Seminar in Acct. Info. Systems

ACCT 7634 - Fraudulent Financial Reporting

ACCT 7635 - Fraud and Society

ACCT 7636 - Expert Witnessing

ACCT 7637 - Forensic Accounting Capstone

ACCT 7638 - Business Valuation

ACCT 7639 - Cyber Forensics

ACCT 7680 - Professional Problems

ACCT 7730 - Internship in Accounting

ACCT 7899 - Directed Study in Accounting

ACCT 7899S - Directed Study in Accounting

LSTD 6130 - Legal Environment of Business

LSTD 7130 - Legal and Ethical Issues in Business

LSTD 7230 - Law & Ethics for Accountants

WLST 7130 - Legal & Ethical Issues in Bus.

WLST 7230 - Current Legal Issues

WMAC 7130 - Seminar in Finan. Acct

WMAC 7132 - Theory of Accounting

WMAC 7134 - Financial Reporting

WMAC 7330 - Corporate & Partnership Tax

WMAC 7331 - Taxation of Estates, Gifts, and Trusts

WMAC 7332 - Advanced Tax Planning

WMAC 7334 - Tax Research

WMAC 7430 - Seminar in Auditing

WMAC 7431 - Auditing Practice

WMAC 7530 - Seminar in Acct IS

WMAC 7634 - Fraudulent Financial Reporting

WMAC 7638 - Business Valuation

WMAc 7839 - Special Topics in Accounting
JUSTIFICATION: Consolidation
Revised GEORGIA SOUTHERN Program(s):
Certificate – Forensic Accounting
Certificate – Taxation
Master of Accounting
Master of Accounting – WebMAcc (ONLINE)

JUSTIFICATION: Consolidation

Dr. Anderson asked if Dr. Lowell Mooney submitted information on prerequisite language to the Registrar's Office for a number of the courses in accounting, the WLST course, and the WMAc courses. Dr. Ressler confirmed the items were resubmitted yesterday. Dr. Anderson said there was also a typographical error in ACCT 7332. Dr. Ressler said that item was also corrected.

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the School of Accountancy. A second was made by Dr. Ted Brimeyer, and the motion to approve the items was passed.

Department of Finance & Economics

Existing GEORGIA SOUTHERN Course(s):

ECON 6230 - Foundations of Economics
ECON 7030 - Special Topics
ECON 7030S - Special Topics
ECON 7130 - Math for Applied Economics
ECON 7131 - Microeconomics
ECON 7132 - Macroeconomics
ECON 7133 - International Economics
ECON 7232 - History of Economic Thought
ECON 7331 - Applied Econometrics I
ECON 7332 - Applied Econometrics II
ECON 7431 - Regional Economic Development
ECON 7531 - Industrial Organization
ECON 7631 - Advanced Financial Economics
ECON 7632 - Financial Economics and Risk
ECON 7890 - Individual Research
ECON 8131 - Health Economics
ECON 8231 - Behavioral Economics
ECON 8331 - Applied Dynamic Optimization
FINC 6230 - Foundations of Corp. Finance
FINC 7231 - Financial Problems
FINC 7232 - Global Finance
FINC 7233 - Investment Management
FINC 7334 - Corporate Financial Theory

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):

Certificate – Applied Economics (ONLINE)
Master of Science – Applied Economics (ONLINE)

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Finance and Economics. A second was made by Dr. McGibony, and the motion to approve the items was passed.

Department of Information Systems

Existing GEORGIA SOUTHERN Course(s):

CISM 6120 - Technology for Executives
CISM 7030 - Special Topics in Information Systems
CISM 7131 - Survey of Digital Forensics
CISM 7231 - ERP Business Process Analysis Using SAP
CISM 7235 - ERP Customization for SAP
CISM 7330 - Information Technology Management
CISM 7331 - Enterprise Systems Analysis
CISM 7332 - Enterprise Data Management
CISM 7333 - Digital Commerce
CISM 7334 - IT Strategy and Policy
CISM 7335 - Business Intelligence and Performance Management Systems
CISM 7336 - Enterprise Information Systems
CISM 7339 - ERP Certification Review
CISM 7431 - Project Management
CISM 9630 - Information Systems Theories and Research
CISM 9631 - Seminar in Supply Chain Information Systems
CISM 9632 - Enterprise Information Systems Theory and Practice

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):

Certificate – Enterprise Resource Planning (ONLINE)

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Information Systems. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

Department of Logistics and Supply Chain Management

Existing GEORGIA SOUTHERN Course(s):

LOGT 7432 - Logistics Fund. & Strat.
LOGT 9999 - Dissertation

LSCM 9030 - Special Topics in SCM
LSCM 9131 - Logistics Management
LSCM 9331 - Secondary Data for SCM
LSCM 9630 - SCM Theories
LSCM 9631 - Research Proc and Phil in SCM
LSCM 9632 - Operations Management
LSCM 9633 - Research Trends in Logistics
LSCM 9634 - SCM Research
LSCM 9999 - Dissertation

JUSTIFICATION: Consolidation

New Course(s):

LSCM 9635 - Supply Management
LSCM 9801 - Comprehensive Exam Preparation

JUSTIFICATION: Consolidation

Revised GEORGIA SOUTHERN Program(s):

Doctor of Philosophy – Logistics/Supply Chain Management, PHD-LOG/SCM

JUSTIFICATION: Consolidation

Dr. Anderson asked if the total hours for the Ph.D. program was corrected. He said there were more hours listed on the Program of Study than the total program hours, which would prevent students from taking those hours with financial aid. Mrs. Brooks will check to see if this item has been corrected on the curriculum site.

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Logistics and Supply Chain Management, with confirmation that the appropriate changes have been made to the Ph.D. program page. A second was made by Dr. McGibony, and the motion to approve the items was passed.

Department of Management

Existing GEORGIA SOUTHERN Course(s):

MGNT 6330 - Business Statistics
MGNT 6331 - Foundations of Mgmt & Mktg
MGNT 7330 - Leadership and Motivation
MGNT 7331 - Managerial Decision Analysis
MGNT 7332 - Management-Nonprofit Orgs.
MGNT 7333 - Social Issues in Business
MGNT 7334 - Global Management
MGNT 7334S - Global Management
MGNT 7335 - Entrepreneurship
MGNT 7336 - Readings in TQM.
MGNT 7337 - Managing Org. Chg. & Dev.
MGNT 7338 - Human Resources Process
MGNT 7339 - Applied Regression
MGNT 7430 - Mgt Oper for Compt. Advantag
MGNT 7431 - Project Management
MGNT 9030 - Special Topics in Management

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Management. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

Department of Marketing

Existing GEORGIA SOUTHERN Course(s):

MKTG 5830G - Marketing Independent Study
MKTG 7431 - Strategic Marketing Mgt.
MKTG 7830 - Special Topics in Marketing
MKTG 7830S - Special Topics in Marketing

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

MKTG 7435 - Global Marketing
MKTG 7435S - Global Marketing
MKTG 9631 - Seminar in Marketing Theory
MKTG 9671 - Promotion Seminar
MKTG 9672 - Marketing Strategy Seminar
MKTG 9673 - Buyer Behavior
MKTG 9674 - Global Mktg. Theory & Application
MKTG 9675 - Sales & Sales Management

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Marketing. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

B. Allen E. Paulson College of Engineering and Information Technology

Dr. David Williams presented the agenda items for the Allen E. Paulson College of Engineering and Information Technology. He stated there were four new programs approved by the Graduate Committee last year, which included the Masters of Science degrees in Civil Engineering, Electrical Engineering, Informational Technology, and Mechanical Engineering. He said all programs have received approval by the Board of Regent and SACSCOC, but they are awaiting approval from the Department of Education (DOE).

Department of Civil Engineering and Construction Management

Existing GEORGIA SOUTHERN Course(s):

CENG 5090G - Selected Topics in Civil Engineering
CENG 5133G - Water Supply and Wastewater Collection Systems

CENG 5137G - Engineering Hydrology and Hydraulics
CENG 5139G - Advanced Water and Wastewater Treatment
CENG 5231G - Pavement Analysis and Design
CENG 5232G - Foundation Design
CENG 5234G - Asphalt Mix Design
CENG 5331G - Advanced Structural Analysis
CENG 5332G - Prestressed Concrete Design
CENG 5336G - Introduction to Finite Elements
CENG 7891 - Independent Study - Revision
CENG 7895 - Special Problems in Civil Engineering
CENG 7999 - Thesis

TCM 5330G - Green Building and Sustainable Construction
TCM 5333G - Building Information Modeling
TCM 5431G - Construction Cost Estimating
TCM 5433G - Proj Planning and Scheduling

JUSTIFICATION: Consolidation

New Course(s):

CENG 5136G - Watershed Management
CENG 5138G - Water and Sanitation for International Development
CENG 5333G - Advanced Reinforced Concrete Design
CENG 5334G - Advanced Structural Steel Design
CENG 5335G - Structural Dynamics
CENG 5337G - Advanced Strength
CENG 5338G - Theory of Elasticity
CENG 5339G - Theory of Elastic Stability
CENG 5431G - Advanced Surveying
CENG 5432G - Introduction to GIS in Surveying-Geomatics and Transportation
CENG 5433G - Drainage and Erosion Control
CENG 5434G - Surveying History and Law
CENG 5435G - Introduction to Terrestrial LiDAR
CENG 5436G - Introduction to Close-Range Photogrammetry
CENG 7031 - Research Methods for Civil Engineers and Construction

JUSTIFICATION: Consolidation

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

Civil Engineering, M.S.C.E. (Thesis) - New

Civil Engineering, M.S.C.E. (Non-Thesis) - New

Applied Engineering, M.S.A.E. (Civil Engineering and Construction Concentration – Thesis Track) - Revised

Applied Engineering, M.S.A.E. (Civil Engineering and Construction Concentration – Non-Thesis Track) - Revised

JUSTIFICATION: Consolidation

Dr. Anderson said there were no significant issues with the course submissions by the College of Engineering and Information Technology. He said there were only some typographical errors. Dr. Williams agreed to make the revisions.

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Civil Engineering and Construction Management. A second was made by Dr. McGibony, and the motion to approve the items was passed.

Department of Computer Science

Existing GEORGIA SOUTHERN Course(s):

CSCI 5090G - Selected Topics in Computer Science
CSCI 5130G - Data Management for Math and the Sciences
CSCI 5230G - Discrete Simulation
CSCI 5330G - Algorithm Design and Analysis
CSCI 5331G - Computer Architecture
CSCI 5332G - Data Communications and Networking
CSCI 5335G - Object-Oriented Design
CSCI 5430G - Artificial Intelligence
CSCI 5431G - Computer Security
CSCI 5436G - Distributed Web Systems Design
CSCI 5437G - Computer Graphics
CSCI 5438G - Animation
CSCI 5530G - Software Engineering
CSCI 5531G - Systems and Software Assurance
CSCI 5532G - Network Management Systems
CSCI 5538G - Wireless and Mobile Systems
CSCI 7090 - Selected Topics in Computer Science
CSCI 7130 - Artificial Intelligence - Theory and Application
CSCI 7132 - Database Systems Design-Theory and Application
CSCI 7136 - Distributed Web Systems Design - Theory and Application
CSCI 7140 - Software Development and Machine Architecture
CSCI 7230 - Advanced Computer Architecture
CSCI 7332 - Parallel Algorithms Design and Analysis
CSCI 7334 - Unix Network Programming
CSCI 7336 - Broadband Communications
CSCI 7337 - Optical Networks
CSCI 7431 - Distributed Database Systems
CSCI 7432 - Algorithm Analysis and Data Structures
CSCI 7433 - Data and Database Security

CSCI 7434 - Data Mining
CSCI 7435 - Data Warehousing
CSCI 7436 - Internet Programming
CSCI 7437 - Ethics and Research in CS
CSCI 7532 - Advanced Software Engineering
CSCI 7533 - Requirements and Architecture
CSCI 7534 - Testing and Measurement
CSCI 7535 - Applied Cryptography
CSCI 7536 - Network and Computer Security
CSCI 7610 - Graduate Seminar
CSCI 7890 - Directed Study in Computer Science
CSCI 7892 - Research Project in CSC
CSCI 7899 - Research Project in Computer Science
CSCI 7999 – Thesis

JUSTIFICATION: Consolidation

Existing ARMSTRONG Course Revision(s):

CSCI 5380G - Software Security and Secure Coding
CSCI 6371 - Advanced Human Computer Interaction
CSCI 7710 - Advanced Computer Security

JUSTIFICATION: Consolidation

Course Inactivation ARMSTRONG:

CSCI 5100G - Object-Oriented Programming
CSCI 5210G - High Performance Computing
CSCI 5220G - Data Communications and Networks
CSCI 5322G - Advanced Software Engineering
CSCI 5342G - Advanced Operating Systems
CSCI 5350G - Compiler Theory
CSCI 5360G - Embedded Systems Programming
CSCI 5370G - Handheld and Ubiquitous Computing
CSCI 5410G - Analysis of Algorithms
CSCI 5520G - Rapid Java Development
CSCI 5610G - Numerical Analysis
CSCI 5700G - Computer Security
CSCI 5710G - Applied Cryptography
CSCI 5720G - Advanced Database Systems
CSCI 5735G - Data Mining
CSCI 5820G - Machine Learning
CSCI 5825G - Artificial Intelligence
CSCI 5830G - Computer Graphics
CSCI 5990G - Special Topics in Computer Science
CSCI 6001 - Foundations of Computing
CSCI 6100 - Technical Writing
CSCI 6371 - Advanced Human Computer Interaction
CSCI 6999 - Independent Study
CSCI 7010 - Decision Support Systems
CSCI 7200 - Real-time System Concepts and Implementation
CSCI 7300 - Computer Networks
CSCI 7320 - Software Development Process
CSCI 7500 - Mobile Computing
CSCI 7600 - Collaborative Computing
CSCI 7720 - Network Security
CSCI 7800 - Computational Intelligence
CSCI 7835 - Image Processing
CSCI 7990 - Special Topics
CSCI 7992 - Master's Project
CSCI 7994 - Thesis

JUSTIFICATION: Consolidation

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

Computer Science M.S.C.S. Thesis (Revised program page)
Computer Science M.S.C.S. Non-Thesis (Revised program page)

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Computer Science. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

Department of Electrical Engineering

Existing GEORGIA SOUTHERN Course(s):

EENG 5090G - Selected Topics in Electrical Engineering
EENG 5242G - Power Systems Protection
EENG 5243G - Power Electronics
EENG 5341G - Robotic Systems Design
EENG 5342G - Computer Systems Design
EENG 5431G - Control Systems
EENG 5432G - Programmable Logic Controllers
EENG 5532G - Wireless Communications
EENG 5533G - Optical Fiber Communications

EENG 5535G - Smart Antennas
EENG 5538G - Cybersecurity for Networked Electrical and Electronics Systems
EENG 5540G - Communication Systems
EENG 5541G - Digital Communications
EENG 5543G - Antennas
EENG 5544G - Smart Grids Technology Fundamentals
EENG 5891G - Special Problems In Electrical Engineering
TMAE 7330 - Advanced Electromagnetics
TMAE 7331 - Advanced Digital Signal Processing
TMAE 7332 - Digital Control Systems
EENG 7330 - Advanced Electromagnetics
EENG 7331 - Advanced Digital Signal Processing
EENG 7332 - Digital Control Systems
EENG 7530 - Research in Electrical Engineering
EENG 7890 - Selected Topics in Electrical Engineering
EENG 7891 - Independent Study
EENG 7895 - Special Problems in Electrical Engineering
EENG 7999 – Thesis

JUSTIFICATION: Consolidation

New Course(s):

EENG 5234G - Nuclear Power System Fundamentals
EENG 5330G - Network Science
EENG 5433G - Machine Learning and Adaptive Control
EENG 5434G - Engineering Optimization Methods
EENG 5235G - Converters Control Techniques

JUSTIFICATION: Consolidation

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

Electrical Engineering, M.S.E.E. (Thesis) - New

Electrical Engineering, M.S.E.E. (Non-Thesis) - New

Applied Engineering, M.S.A.E. (Electrical and Electronic Systems Concentration – Thesis Track) - Revised

Applied Engineering, M.S.A.E. (Electrical and Electronic Systems Concentration – Non-Thesis Track) – Revised

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Electrical Engineering. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

Department of Information Technology

Existing GEORGIA SOUTHERN Course(s):

IT 5090G - Selected Topics in Information Technology
IT 5135G - Data Analytics
IT 5233G - Web and Mobile Security Fundamentals
IT 5235G - Advanced Web Interfaces - Revision
IT 5236G - Interactive Web Design and Development - Revision
IT 5433G - Information Storage and Management
IT 5434G - Network Security Fundamentals
IT 6130 - Theoretical Foundations for Network Analysis
IT 7090 - Selected Topics In Information Technology
IT 7130 - IT Governance
IT 7131 - Data Science Methods
IT 7133 - Digital Security and Forensics Investigation
IT 7891 - Independent Study
IT 7895 - Special Problems in IT
IT 7999 - Thesis

New Course(s):

IT 7134 - IT Project Management

IT 7135 - Seminar in IT

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

IT 7360 - Intgrt Tech School Learn Envir

JUSTIFICATION: Consolidation

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

Information Technology, M.S.I.T. (Thesis)

Information Technology, M.S.I.T. (Non-Thesis)

Information Technology, M.S.A.E. - I.T. (Thesis)

Information Technology, M.S.A.E. - I.T. (Non-Thesis)

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Information Technology. A second was made by Dr. McGibony, and the motion to approve the items was passed.

Department of Manufacturing Engineering

Existing GEORGIA SOUTHERN Course(s):

MFGE 5131G - Lean and Six Sigma 1
MFGE 5132G - Lean and Six Sigma 2 - Revision
MFGE 5238G - Facilities Maintenance – Revision
MFGE 5333G - Additive Manufacturing Studio - Revision
MFGE 5534G - Packaging - Revision
MFGE 5535G - NanoManufacturing - Revision

JUSTIFICATION: Consolidation

New Course(s):

MFGE 5331G - Advanced Robotics for Manufacturing
MFGE 5332G - Manufacturing Floor Control
MFGE 5334G - Additive Manufacturing of Lightweight Structures
MFGE 5531G - Advanced CNC Machining and Programming
MFGE 5532G - Introduction to MEMS

11

MFGE 5536G - Characterization of Advanced Manufacturing Materials
MFGE 5537G - Design for Environment and Green Manufacturing
MFGE 7331 - Manufacturing System Design and Analysis
MFGE 7332 - Advanced Additive Manufacturing
MFGE 7991 - Advanced Manufacturing Engineering Practicum
Proposed New, Revised, or Deleted Program(s):
Advanced Manufacturing Engineering Concentration, M.S.A.E. (Thesis)
Advanced Manufacturing Engineering Concentration, M.S.A.E. (Non-Thesis)

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Manufacturing Engineering. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

Department of Mechanical Engineering

Existing GEORGIA SOUTHERN Course(s):

MENG 5090G - Selected Topics in Mechanical Engineering - Revision
MENG 5135G - Vibration and Preventive Maintenance - Revision
MENG 5136G - Introduction to Finite Element Analysis - Revision
MENG 5137G - Mechanical System Design – No Revision
MENG 5138G - Composite Materials: Manufacturing, Analysis, and Design - Revision
MENG 5233G - Wind Energy – No Revision
MENG 5234G - Heating, Ventilating, and Air Conditioning - Revision
MENG 5237G - Applied Combustion - Revision
MENG 5238G - Engine Development and Performance - Revision
MENG 5239G - Biofuels Testing - Revision
MENG 5331G - Automation and Computer Integrated Manufacturing Systems - Revision
MENG 5333G - Robot Dynamics, Design and Analysis - Revision
MENG 5431G - Compressible Flow – Revision
MENG 5432G - Applied Computational Fluid Dynamics - Revision
MENG 5536G - Mechanical Controls - Revision
MENG 5891G - Special Problems in Mechanical Engineering - Revision
MENG 7237 - Intermediate Heat Transfer - Revision
MENG 7239 - Intermediate Fluid Mechanics - Revision
MENG 7431 - Mechanics of Deformable Solids - Revision
MENG 7432 - Fracture Mechanics - Revision
TMAE 5131G - Essentials of Applied Mechanical Engineering - Revision
TMAE 5132G - Essentials of Applied Electrical Engineering - Revision
TMAE 5133G - Production Planning and Facilities Design - Revision
TMAE 5134G - Lean World Class Manufacturing - Revision
TMAE 5139G - Renewable Energy - Revision
TMAE 5890G - Selected Topics in Applied Engineering - Revision
TMAE 7136 - Mechatronics I - Revision
TMAE 7137 - Mechatronics II - Revision
TMAE 7430 - Industrial Case Study Analysis – No Revision
TMAE 7431 - Advanced Quality Control – No Revision
TMAE 7432 - Advanced Engineering Economy – No Revision
TMAE7433 - Facilities Planning – No Revision
TMAE 7434 - Product Lifecycle Analysis – No Revision
TMAE 7435 - Manufacturing Systems Analysis – No Revision
TMAE 7530 - Research in Applied Engineering – No Revision
TMAE 7531 - Technical Management and Leadership – No Revision
TMAE 7532 - Global Technology – No Revision
TMAE 7890 - Selected Topics in Applied Engineering – No Revision
TMAE 7891 - Independent Study – No Revision
TMAE 7891S - Independent Study – No Revision
TMAE 7895 - Special Problems in Applied Engineering – No Revision
TMAE 7999 – Thesis – No Revision
TMAE 7999S – Thesis – No Revision

JUSTIFICATION: Consolidation

New Course(s):

MENG 5134G - Vehicle Dynamics
MENG 5139G - Renewable Energy
MENG 5231G - Tribology and Reliability – Course Reactivate
MENG 5433G - Analysis of Energy Systems
MENG 5890G - Selected Topics in Mechanical Engineering
MENG 7136 - Mechatronics I
MENG 7138 - Mechatronics II
MENG 7530 - Research in Mechanical Engineering

MENG 7890 - Selected Topics in Mechanical Engineering
MENG 7890S - Selected Topics in Mechanical Engineering
MENG 7891 - Special Problems in Mechanical Engineering
MENG 7895 - Independent Study
MENG 7895S - Independent Study
MENG 7999 - Thesis
MENG 7999S - Thesis

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

MENG 5235G – Combustion

JUSTIFICATION: Consolidation

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

Mechanical Engineering M.S.M.E. (Thesis)

Mechanical Engineering M.S.M.E. (Non-Thesis)

Applied Engineering M.S.A.E. (Energy Science Concentration) Non-Thesis

Applied Engineering M.S.A.E. (Energy Science Concentration) Thesis

Applied Engineering M.S.A.E. (Engineering Management Concentration) Non-Thesis

Applied Engineering M.S.A.E. (Engineering Management Concentration) Thesis

Applied Engineering M.S.A.E. (Mechanical Engineering Concentration) Non-Thesis

Applied Engineering M.S.A.E. (Mechanical Engineering Concentration) Thesis

Applied Engineering M.S.A.E. (Mechatronics Concentration) Non-Thesis

Applied Engineering M.S.A.E. (Mechatronics Concentration) Thesis

Engineering and Manufacturing Management Certificate

Occupational Safety and Environmental Compliance Certificate

JUSTIFICATION: Consolidation

MOTION: Ms. Sipe made a motion to approve the agenda items submitted by the Department of Mechanical Engineering. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

C. College of Science and Mathematics

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

Department of Biology

Existing GEORGIA SOUTHERN Course(s):

BIOL 5099G - Selected Topics

BIOL 5131G - Cell Biology

BIOL 5132G - Molecular Genetics

BIOL 5141G - Forensic Biology

BIOL 5142G - Molecular Biotechniques

BIOL 5148G - Human Genetics

BIOL 5230G - Comparative Animal Physiology

BIOL 5237G - Physiological Ecology

BIOL 5239G - Neurobiology

BIOL 5240G - Histology

BIOL 5241G - Comparative Vertebrate Anatomy

BIOL 5242G - Developmental Biology

BIOL 5243G - Toxicology

13

BIOL 5246G - Human Pathophysiology

BIOL 5247G - Endocrinology

BIOL 5248G - Immunology

BIOL 5333G - Emerging Diseases

BIOL 5340G - Plant Pathology

BIOL 5341G - Parasitology

BIOL 5343G - Med-Vet Entomology

BIOL 5345G - Systematic Biology

BIOL 5346G - Agroecology

BIOL 5431G - Virology

BIOL 5432G - Deep Sea Environments

BIOL 5441G - Mycology

BIOL 5442G - Entomology

BIOL 5443G - Identification and Taxonomy of Vascular Plants

BIOL 5444G - Ichthyology

BIOL 5445G - Herpetology

BIOL 5446G - Ornithology

BIOL 5448G - Mammalogy

BIOL 5530G - Wildlife Management

BIOL 5534G - Conservation Biology

BIOL 5537G - Biogeography

BIOL 5541G - Tropical Marine Biology

BIOL 5542G - Aquatic Ecology

BIOL 5543G - Biological Field Experience

BIOL 5546G - Plant Ecology

BIOL 5547G - Marine Ecology

BIOL 5644G - Insect Ecology

BIOL 5645G - Behavioral Ecology
BIOL 7090 - Selected Topics/Biology
BIOL 7133 - Molecular Biology
BIOL 7135 - Cytogenetics
BIOL 7233 - Applied Biology
BIOL 7333 - Evolutionary Ecology
BIOL 7440 - Vector Ecology
BIOL 7530 - Biometry
BIOL 7531 - Research Methods
BIOL 7610 - Graduate Seminar
BIOL 7890 - Directed Individual Study
BIOL 7893 - Biological Problems
BIOL 7895 - Research
BIOL7999 – Thesis

JUSTIFICATION: Consolidation

New Course(s):

BIOL 5100G - Cell and Molecular Biology Laboratory
BIOL 5110G - Sensory Physiology
BIOL 5120G - Reproductive Biology
BIOL 5150G - Cancer Biology
BIOL 5160G - Plant Physiology
BIOL 5200G - Mammalian Physiology
BIOL 5250G - Limnology
BIOL 5260G - Invasive Species
BIOL 5347G - Fisheries Biology
BIOL 5347G - Fisheries Biology
BIOL 5400G - Barrier Island Ecology
BIOL 5460G - Phycology
BIOL 5470G - Marine Pollution
BIOL 5500G - Bioinformatics and Biotechnology
BIOL 5520G - Epigenetics
BIOL 5570G - Stream Ecology

14

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

BIOL 5134G - Population/Quantitative Genetics
BIOL 5210G - Comparative Animal Physiology Laboratory
BIOL 5532G - Evolution
BIOL 5540G - Ecology
BIOL 5544G - Population Biology

JUSTIFICATION: Consolidation

Revised Program(s):

Biology M.S. (Thesis)

Biology M.S. (Non-Thesis)

JUSTIFICATION: Consolidation

Dr. Anderson stated notes were made on the following items: hours type for BIOL 5099G, lab for BIOL 5230G, schedule type for BIOL 5645G, and grade modes for the new BIOL 5000 level G courses. Mrs. Brooks and Dr. Koehler confirmed that all corrections have been made to these items.

Dr. Anderson said there may be a typo in the hours listed for the Biology, M.S. (Thesis) program revision. Dr. Koehler said he would double check the hours related to the seminar.

MOTION: Dr. McGibony made a motion to approve the agenda items submitted by the Department of Biology, with the understanding that the typo be corrected in the hours listed in the Biology, M.S. (Thesis) program revision submission. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

Department of Chemistry & Biochemistry

Existing GEORGIA SOUTHERN Course(s):

CHEM 5233G - Environmental Chemistry
CHEM 5331G - Advanced Organic Chemistry
CHEM 5332G - Principles of Drug Design
CHEM 5333G - Carbohydrate Chemistry
CHEM 5541G - Biochemistry I
CHEM 5542G - Biochemistry II
CHEM 6030 - Professional Science Communication
CHEM 6130 - Industrial Science
CHEM 6131 - Solid State Materials
CHEM 6133 - Photonics Plasmonics & Metamat
CHEM 6230 - Scientific Inquiry and Ethics
CHEM 6730 - Master of Science in Physical Science Internship
CHEM 7090 - Selected Topics/Chemistry
CHEM 7130 - Sustainability in the Physical Sciences
CHEM 7231 - Theoretical Chemistry
CHEM 7232 - Toxicology of Nanomaterials
CHEM 7334 - Polymer Materials
CHEM 7335 - Coatings Technology
CHEM 7531 - Chemistry of Biomolecules I

CHEM 7532 - Chemistry of Biomolecules II
CHEM 7630 - Graduate Seminar
CHEM 7895 - Research
CHEM 7999 - Thesis
JUSTIFICATION: Consolidation
Course Inactivation GEORGIA SOUTHERN:
CHEM 5531G - Bioinorganic Chemistry
CHEM 7031 - Molecular Visualization
CHEM 7042 - Chemistry for Secondary Teachers
JUSTIFICATION: Consolidation
Course Inactivation ARMSTRONG:
CHEM 5600U - Chemical Safety
CHEM 5700U - History of Chemistry
JUSTIFICATION: Consolidation

Revised Program(s):

Applied Physical Science M.S. (PSM)
Applied Physical Science M.S. (Thesis)
Applied Physical Science M.S. (Non-Thesis)

JUSTIFICATION: Consolidation

Dr. Koehler stated the Applied Physical Science degree was approved by the BOR as an MSAPS degree, not an MS degree with a major in Applied Physical Science. Dr. Koehler said the revised program pages for these items have been resubmitted with the appropriate degree name.

Dr. Anderson asked if the descriptions for CHEM 5331G, CHEM 5332G, and CHEM 5542G have been updated. Dr. McGibony confirmed the descriptions for these items have been corrected. Dr. Koehler stated all descriptions have been updated to include the graduate statement for G level courses.

MOTION: Dr. McGibony made a motion to approve the agenda items submitted by the Department of Chemistry and Biochemistry. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

Department of Mathematical Sciences

Existing GEORGIA SOUTHERN Course(s):

MATH 5090G - Selected Topics in Mathematics
MATH 5130G - Statistics and Probability for K-8 Teachers
MATH 5135G - Algebraic Connections for K-8 Teachers
MATH 5136G - History of Mathematics
MATH 5137G - Geometry for K-8 Teachers
MATH 5230G - Advanced Geometry
MATH 5234G - Number Theory
MATH 5236G - Patterns of Problem Solving
MATH 5330G - Operations Research
MATH 5331G - Analysis I
MATH 5332G - Analysis II
MATH 5333G - Modern Algebra I
MATH 5334G - Modern Algebra II
MATH 5335G - Intermediate Linear Algebra
MATH 5336G - Applied Numerical Methods
MATH 5337G - Difference Equations
MATH 5338G - Methods of Applied Mathematics
MATH 5339G - Partial Differential Equations
MATH 5430G - Introduction to Mathematical Biology
MATH 5431G - Graph Theory*
MATH 5433G - Differential Geometry of Curves and Surfaces
MATH 5434G - Functions of a Complex Variable
MATH 5435G - Introduction to Topology
MATH 5436G - Introduction to Fractals
MATH 5437G - Mathematics of Computation and Curves and Surfaces
MATH 5530G - Mathematics for Scientists and Engineers
MATH 5539G - Mathematical Models
MATH 6230 - Fundamental Ideas of Calculus
MATH 7090 - Selected Topics in Mathematics
MATH 7130 - Mathematical Optimization Theory
MATH 7132 - Methods of Optimization
MATH 7231 - Advanced Numerical Analysis I
MATH 7232 - Advanced Numerical Analysis II
MATH 7234 - Advanced Linear Algebra
MATH 7235 - Analytic Number Theory
MATH 7236 - Advanced Ordinary Differential Equations
MATH 7237 - Mathematical Control Theory
MATH 7330 - Functional Analysis
MATH 7331 - Real Analysis
MATH 7332 - Advanced Partial Differential Equations
MATH 7333 - Complex Analysis
MATH 7334 - Approximation Theory
MATH 7430 - Abstract Algebra I
MATH 7431 - Abstract Algebra II
MATH 7432 - Differential Geometry of Manifolds

MATH 7435 - Elements of Algebraic Topology
 MATH 7610 - Graduate Seminar
 MATH 7890 - Directed Study in Mathematics
 MATH 7895 - Research
 MATH 7999 - Thesis
 STAT 5130G - Sampling and Survey Methods
 STAT 5330G - Introduction to Mathematical Statistics
 STAT 5531G - Statistical Methods I
 STAT 5532G - Statistical Methods II
 STAT 7090 - Selected Topics in Statistics
 STAT 7130 - Applied Multivariate Statistical Analysis
 STAT7132 - Applied Nonparametric Statistics
 STAT 7134 - Applied Regression Analysis
 STAT 7135 - Analysis of Discrete Data
 STAT 7231 - Design of Experiments I
 STAT 7232 - Design of Experiments II
 STAT 7234 - Statistical Process Control
 STAT 7331 – Mathematical Statistics I
 STAT 7332 - Mathematical Statistics II
 STAT 7430 - Actuarial Mathematics
 STAT 7432 - Applied Stochastic Processes
 STAT 7434 - Applied Time Series Analysis
 STAT 7436 - Reliability Analysis
 STAT 7530 - Statistical Computing I
 STAT 7532 - Statistical Computing II
 STAT 7890 - Directed Study in Statistics
 STAT 7895 - Research
 STAT 7899 - Research Project in Statistics
JUSTIFICATION: Consolidation
 New Course(s):
 MATH 5251G – Combinatorics*
 MATH 5480G – Optimization*
JUSTIFICATION: Consolidation
 Course Inactivation GEORGIA SOUTHERN:
 MATH 6130 - Fundamental Concepts of Arithmetic and Geometry
 MATH 6131 - Applications in Arithmetic and Algebra for K-5 Teachers
 MATH 6132 - Applications in Statistics for K-5 Teachers
 MATH 6133 - Applications in Geometry for K-5 Teachers
 MATH 6547 - Introduction to Statistical Methods
JUSTIFICATION: Consolidation
 Revised Program(s):
 Mathematics-Applied Mathematics Concentration M.S.
 Mathematics-Computational Science Concentration M.S.
 Mathematics-Pure Mathematics Concentration M.S.
 Mathematics-Statistics Concentration M.S.
JUSTIFICATION: Consolidation

Dr. Koehler proposed the following changes: 1) Remove MATH 5430G from the New Course submissions because this number is already in use. 2) Keep MATH 5431G as an existing course and make revisions to have course focus on Graph Theory only.
MOTION: Dr. McGibony made a motion to approve the agenda items submitted by the Department of Mathematical Sciences, with the understanding that the revisions be made to MATH 5430G and MATH 5431G. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

D. College of Behavioral and Social Sciences

Dr. Chad Posick presented the agenda items for the Department of Criminal Justice and Criminology. Department of Criminal Justice and Criminology

Existing GEORGIA SOUTHERN Course(s):
 CRJU 7631 - Theories of Crime and Deviance
 CRJU 7434 - Quantitative Research Design
 CRJU 7436 - Qualitative Research Design
 CRJU 7437 - Statistics for Social Science
 CRJU 7999 - Thesis
 CRJU 7632 - Seminar in Criminal Justice
 CRJU 7633 - Seminar in Criminology
 CRJU 7891 - Independent Study
 CRJU 7892 - Directed Research
JUSTIFICATION: Consolidation
 Existing ARMSTRONG Course(s):
 CRJU 5003G - Cyber Forensics
 CRJU 5010G - Digital Forensics I
 CRJU 5020G - Digital Forensics II
 CRJU 6801 - Proseminar in Ethics and Criminal Justice
 CRJU 6811 - Criminal Justice Leadership and Management
 CRJU 7842 - Seminar in Advanced Corrections Administration

CRJU 7843 - Topics in Corrections
CRJU 7822 - Seminar in Law Enforcement
CRJU 7853 - Topics in Law & Courts
CRJU 7862 - Special Topics in Cyber Crime and Criminal Investigations
CRJU 7864 - Legal Aspects of Cyber Crime
CRJU 7865 - First Responder Tools and Applications
CRJU 7866 - Readings in Cyber Crime
CRJU 7867 - Cyber Ethics and Internet Culture
CRJU 7868 - Cyber Criminology
CRJU 7880 - Practicum I
CRJU 7881 - Practicum II
CRJU 8830 - Seminar in Juvenile Justice Administration

JUSTIFICATION: Consolidation

New Course(s):

CRJU 5360G - Hackers, Malware, and Online Economic Crime
CRJU 5361G - Cybercrimes against Persons and Society
CRJU 6060 - Current Issues in Cybercrime
CRJU 6080 - Seminar in Transnational Crime
CRJU 7080 - Seminar in Victimization
CRJU 7090 - Topics in Violence and Crime
CRJU 7695 - Seminar on Crimes and Public Policy

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

CRJU 6838 - Proseminar in Social Science
CRJU 7790 - Practicum

JUSTIFICATION: Consolidation

Course Inactivation ARMSTRONG:

CRJU 5130G - Political Terrorism

18

CRJU 5130U - Political Terrorism
CRJU 5200U - Alcohol, Drugs, and Criminal Justice
CRJU 5200G - Alcohol, Drugs, and Criminal Justice
CRJU 5300U - Juvenile Delinquency
CRJU 5300G - Juvenile Delinquency
CRJU 5500G - Law and Legal Process
CRJU 5500U - Law and Legal Process
CRJU 5520G - Comparative Judicial Systems
CRJU 5520U - Comparative Judicial Systems
CRJU 5600G - Fraud Examination
CRJU 5600U - Fraud Examination
CRJU 5602G - Forensic Financial Examination
CRJU 5602U - Forensic Financial Examination
CRJU 6810 - Criminological Theory
CRJU 6813 - Advanced Research Methods
CRJU 7820 - Law Enforcement Problems/Practices
CRJU 7821 - Seminar in Advanced Police Administration
CRJU 7840 - Institutional Incarceration/Treatment
CRJU 7841 - Community Treatment/Services
CRJU 7850 - Criminal Law Process
CRJU 7851 - Seminar in Law/Social Control
CRJU 7852 - Advanced Criminal Law
CRJU 7890 - Thesis

CRJU 8812 - Criminal Justice Planning/Innovation

CRJU 8854 - Constitutional Criminal Procedure

CRJU 8860 - Special Topics in Criminal Justice

JUSTIFICATION: Consolidation

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

Criminal Justice and Criminology Certificate

Criminal Justice & Criminology, M.S. (Revision)

JUSTIFICATION: Consolidation

Dr. Anderson asked if there are any students who are still enrolled in the MASS program with the emphasis in Criminal Justice and if there is a mechanism in place for these students. Dr. Posick said yes, and the students will have the option to continue in the MASS program or apply to the new program.

MOTION: Dr. Brimeyer made a motion to approve the agenda items submitted by the Department of Criminal Justice and Criminology. A second was made by Dr. McGibony, and the motion to approve the items was passed.

Dr. John Peden presented the agenda items for the Department of Human Ecology.

Department of Human Ecology

Existing GEORGIA SOUTHERN Course(s):

RECR 6030 - Selected Topics in Recreation
RECR 6230 - Financial Management in Recreation Organizations
RECR 7230 - Research Methods in Recreation
RECR 7235 - Issues and Trends in Recreation
RECR 7236 - History and Philosophy of Recreation and Leisure
RECR 7237 - Recreation Management

RECR 7790 - Internship
RECR 7830 - Directed Individual Study
RECR 7999 - Thesis

JUSTIFICATION: Consolidation

There was a brief discussion of tabling the course submissions from the Department of Human Ecology because the master's program went away. Ms. Candace Griffith explained that they were told during consolidation not to carry through inactivated programs. That information did not make it down to the program level. After further discussion, Dr. Rossi stated the RECR courses are being utilized by

19

other programs. With no objections, the committee agreed to move forward on a motion for these courses.

MOTION: Dr. Brandon Harris made a motion to approve the agenda items submitted by the Department of Human Ecology. A second was made by Dr. McGibony, and the motion to approve the items was passed.

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

Department of Psychology

Existing GEORGIA SOUTHERN Course(s):

PSYC 7030 - Selected Topics
PSYC 7111 - Supervision
PSYC 7130 - Statistics for Psychology
PSYC 7131 - Research Design
PSYC 7132 - Advanced Learning
PSYC 7133 - Affective and Cognitive Psychology
PSYC 7134 - Physiological Psychology
PSYC 7136 - Geropsychology
PSYC 7231 - Assessment I: Psychometric Theory
PSYC 7232 - Foundations of Psychotherapy I
PSYC 7233 - Ethics and Professional Issues
PSYC 7234 - Assessment II: Intellectual Assessment
PSYC 7235 - Group Psychotherapy
PSYC 7236 - Neuropsychology and Neuropsychological Assessment
PSYC 7237 - Psychotherapy Skills I
PSYC 7238 - Child Psychotherapy
PSYC 7239 - Psychopathology
PSYC 7331 - Advanced Developmental Psychology
PSYC 7332 - Advanced Social Psychology
PSYC 7333 - Psychotherapy Skills II
PSYC 7334 - Couples and Family Psychotherapy
PSYC 7335 - Assessment III: Personality Assessment
PSYC 7337 - Clinical Health Psychology
PSYC 7390 - Development of Original Research
PSYC 7433 - Foundations & Skills II
PSYC 7490 - Advanced Directed Study
PSYC 7531 - Advanced Personality Psychology
PSYC 7610 - Research Seminar
PSYC 7631 - Seminar in Teaching Psychology
PSYC 7633 - Psychotherapy Skills III: Child and Family Interventions
PSYC 7730 - Practicum I
PSYC 7731 - Practicum II
PSYC 7733 - Combined Group Practicum Seminar
PSYC 7810 - Research Experience
PSYC 7999 - Thesis
PSYC 9130 - Professional Development
PSYC 9131 - Supervision and Consultation
PSYC 9230 - Diversity Issues in Psychology
PSYC 9235 - History and Systems of Psychology
PSYC 9330 - Rural Mental Health
PSYC 9331 - Psychopharmacology
PSYC 9711 - Pre-doctoral Internship I
PSYC 9712 - Pre-doctoral Internship II
PSYC 9713 - Pre-doctoral Internship III
PSYC 9731 - Rural Practicum
PSYC 9999 - Dissertation

JUSTIFICATION: Consolidation

Existing ARMSTRONG Course(s):
PSYC 6100 - Directed Scholarly Activities in Psychology
PSYC 6150 - Conflict Resolution
PSYC 6300 - Leadership and Group Dynamics
PSYC 5010U, 20U - Special Topics in Psychology*
PSYC 5060G - Basic Behavior Principles and Behavior Change
PSYC 5060U - Basic Behavior Principles and Behavior Change*
PSYC 5061G - Advanced Behavioral Assessment
PSYC 5061U - Advanced Behavioral Assessment*
PSYC 5062G - Advanced Behavior Change Techniques
PSYC 5062U - Advanced Behavior Change Techniques*
PSYC 5100U - Women and Mental Health*

JUSTIFICATION: Consolidation
Course Inactivation GEORGIA SOUTHERN:
PSYC 5430H - Physiological Psychology
PSYC 5431H - Evolutionary Psychology Honors
PSYC 5530H - History and Systems Honors
JUSTIFICATION: Consolidation
Proposed New, Revised, or Deleted Program(s):
Psychology, M.S.
Psychology, M.S. (Psy.D. Track)
Clinical Psychology Psy.D.
JUSTIFICATION: Consolidation

Dr. Nielsen and Dr. Thresa Yancey confirmed the revised psychology program pages have been submitted to the Registrar's Office. Mrs. Brooks confirmed she has received the revised items.

MOTION: Dr. Brimeyer made a motion to approve the agenda items submitted by the Department of Psychology. A second was made by Dr. McGibony, and the motion to approve the items was passed.

Dr. Trent Davis presented the agenda items for the Department of Public and Nonprofit Studies.

Department of Public and Nonprofit Studies

Existing GEORGIA SOUTHERN Course(s):
PBAD 7030 - Sel. Topics in Pub/NP Mgmt
PBAD 7130 - Ethics for Public Serving Orgs
PBAD 7133 - Administrative Law
PBAD 7134 - Public & Nonprofit Sector Mgmt
PBAD7230 - Budgeting in Pub. Service Orgs
PBAD 7232 - Public/Nonprofit Fin. Mgmt.
PBAD 7233 - I.T. for Public Serving Orgs.
PBAD 7235 - Leadership of Pub Org
PBAD 7330 - Intergovernment. Relations
PBAD 7331 - Local Government Management
PBAD 7333 - Diversity in Public Orgs.
PBAD 7335 - Urban Management
PBAD 7336 - Comparative Pub. Mgmt.
PBAD 7337 - Environ. Mgmt. and Policy
PBAD 7338 - Managing Economic Dev.
PBAD 7339 - Comm. Organization/Engagement
PBAD 7430 - Public HR Mgmt
PBAD 7431 - Organizational Behavior
PBAD 7432 - Non-Profit Administration
PBAD 7530 - Research for Public Orgs.
PBAD 7531 - Public Program Evaluation
PBAD 7532 - Public Policy
PBAD 7533 - GIS and Public Planning
PBAD 7631 - Foundations of Public Admin.
PBAD 7638 - Capstone Seminar
PBAD 7651 - Organization Development
PBAD 7652 - Board Governance & Leadership
PBAD 7653 - Foundations of Nonprofit Sect.
PBAD 7654 - Strategic Planning
PBAD 7655 - Grant Writing
PBAD 7730 - Internship in Public Admin
PBAD 7731 - Local Government Practicum
PBAD 7890 - Directed Reading
PBAD 8131 - Survey of Public Admin
PBAD 8132 - Public & Nonprofit Management
PBAD 8133 - HR Management
PBAD 8134 - Ethics of Administration
PBAD 8135 - Public and Nonprofit Budgeting

JUSTIFICATION: Consolidation

New Course(s):

PBAD 7657 - Theory and Practice of Philanthropy
PBAD 7656 - International Non-governmental Organizations

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

PBAD 7632 - Public Safety Management
PBAD 7633 - Correctional Management
PBAD 7634 - Juvenile Justice Mgmt
PBAD 7635 - Police Org. and Mgmt
PBAD 7636 - Administration of Justice

JUSTIFICATION: Consolidation

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

Certificate in Public & Nonprofit Management
Public Administration, M.P.A.

JUSTIFICATION: Consolidation

MOTION: Dr. Brimeyer made a motion to approve the agenda items submitted by the Department of Public and Nonprofit Studies. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

Dr. Eric Silva presented the agenda items for the Department of Sociology and Anthropology

Department of Sociology and Anthropology

Existing GEORGIA SOUTHERN Course(s):

ANTH 5091G - Selected Topics Anthropology
ANTH 5091S - Selected Topics Anth*
ANTH 5135G - Cultural Resource Management
ANTH 6091 - Selected Topics Anth.
ANTH 6131 - North American Archeology
ANTH 6231 - Meth. & Theory in Archeo.
ANTH 6233 - Zooarcheology
ANTH 6235 - Advanced Archeo. Analysis
ANTH 6262 - Field Session in Archeo.
ANTH 6531 - Anthropology of Lang & Gender
ANTH 6638 - Proseminar in Social Science
ANTH 6690 - Archeology Field Supervision
ANTH 7434 - Quantitative Research Design
ANTH 7436 - Qualitative Research Design
ANTH 7631 - Seminar in Anthropology
ANTH 7632 - Seminar in Archeology
ANTH 7638 - Social Theory
ANTH 7790 - Practicum
ANTH 7891 - Ind Study in Anthropology
ANTH 7999 - Thesis
SOC 5135G - Aging
SOC 5139G - Sociology of Health Care
SOC 5332G - Death and Dying
SOC 5333G - Race and Ethnicity
SOC 5433G - Program Evaluation
SOC 6434 - Research Design & Method
SOC 6435 - Soc. Quantitative Analysis
SOC 6436 - Qualitative Research Methods
SOC 6631 - Seminar in Self & Society
SOC 6632 - Seminar: Social Change
SOC 6633 - Social Strat Seminar
SOC 6634 - Seminar: Social Organiz
SOC 6635 - Sociology of Gender
SOC 6637 - Social Theory
SOC 6638 - Proseminar in Social Science
SOC 7091 - Selected Topics in Sociology
SOC 7434 - Quantitative Research Design
SOC 7435 - Seminar on the Rural South
SOC 7436 - Qualitative Research Design
SOC 7437 - Statistics for Social Science
SOC 7638 - Social Theory
SOC 7790 - Practicum
SOC 7891 - Ind. Study in Sociology
SOC 7892 - Research in Sociology
SOC 7990 - Applied Monograph
SOC 7999 - Thesis
SOC 8891 - Ind. Study in Sociology
SOC 8892 - Dir Research in Sociology

JUSTIFICATION: Consolidation

Existing ARMSTRONG Course(s):

SOC 5130U - Political Terrorism*
SOC 5450U - Political Sociology of Nationalism*

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

ANTH 5330 - History of English Language
ANTH 5530 - Sociolinguistics
ANTH 5330G - Cultural Anthropology
ANTH 5530G - Sociolinguistics
SOC 5094 - Sel. Topics in Sociology
SOC 5094G - Selected Topics
SOC 5094S - Selected Topics in Sociology

JUSTIFICATION: Consolidation

Course Inactivation ARMSTRONG:

SOC 5600U - Sociology of Gender

JUSTIFICATION: Consolidation

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

Social Science, M.A.

JUSTIFICATION: Consolidation

Dr. Anderson stated the existing Armstrong courses will need to be updated to reflect the graduate course designation. He said the "U" should be changed to a "G". Dr. Silva agreed to make the changes.

MOTION: Dr. Brimeyer made a motion to approve the agenda items submitted by the Department of Department of Sociology and Anthropology, with changes to the course designations of the existing Armstrong courses. A second was made by Dr. McGibony, and the motion to approve the items was passed.

E. College of Arts and Humanities

Mr. Robert Farber presented the agenda items for the Betty Foy Sanders Department of Art.

Betty Foy Sanders Department of Art

Existing GEORGIA SOUTHERN Course(s):

ART 7151 – Design Activism
ART 7152 - Design & Semiotics
ART 7153 - Design Explorations
ART 7154 - Design for the User
ART 7190 - Graduate Studio Practice
ART 7251 - Design Communication
ART 7252 - Design Systems
ART 7253 - Design Forms
ART 7254 - Design of Information
ART 7351 - Design Methods
ART 7352 - Design and Typographic Form
ART 7353 - Design Ethics
ART 7354 - Design Issues
ART 7377 - Graphic Design Art History
ART 7890 - Professional Practices in Art
ART 7899 - Travel Research in Art History
ART 8030 - Selected Topics in Art
ART 8030S - Selected Topics in Art
ART 8830 - Readings and Research
ART 8999 - Thesis: MFA
ARTH 7231 - Art & Architecture of the Ancient World
ARTH 7232 - Medieval Art History
ARTH 7233 - Italian Renaissance Art History
ARTH 7234 - Baroque and Rococo Art History
ARTH 7235 - 19th Century Art History
ARTH 7236 - 20th Century Art History
ARTH 7237 - Contemporary Art History
ARTH 7238 - African Art History
ARTH 7330 - American Art History
ARTH 7377 - Graphic Design Art History
ARTH 7630 - Art History Seminar
ARTH 8630 - Art Theory & Criticism
ARTH 8831 - Art History Research

JUSTIFICATION: Consolidation

Existing ARMSTRONG Course(s):

ARTS 5300U - Issues in Art Education*
ARTS 5400U - Art in Elementary Grades*
ARTS 5410U - Art for Middle and Secondary Grades*
ARTS 5560U - Issues in Aesthetics and Art Education Criticism*
ARTS 5750U - Contemporary Art & Criticism*

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

ART 7890S - Problems in Art
ARTH 7239 - African American Art History

JUSTIFICATION: Consolidation

Course Inactivation ARMSTRONG:

ARTS 5430U - Technology in Art Education
ARTS 5500U - Curriculum and Methods in Art Education

JUSTIFICATION: Consolidation

Proposed Revision(s):

Post-Baccalaureate Certification, Art Education (Armstrong Campus)

M.F.A., Art, Studio Concentration (Statesboro Campus)

M.F.A., Art, Graphic Design Concentration (Statesboro Campus)

JUSTIFICATION: Consolidation

Dr. Anderson stated the existing Armstrong courses will need to be updated to reflect the graduate course designation. He said the "U" should be changed to a "G". Dr. Anderson said the graduate statement was also missing from the course descriptions.

Dr. Anderson noted that the current university policy states that non-degree students can only earn up to 18 hours of credit, but the Post-Baccalaureate Certificate in Art Education is listed as 24 hours. Dr. Walker said they are having to do different things related to financial aid and she has been told that it would be best not to propose too many certificate programs. Ms. Griffith stated the BOR allows up to 59 credit hours for certificate programs. Ms. Griffith suggested that we look at this policy, because it will impact financial aid. Dr. Walker said she will discuss this more with Ms. Griffith, and she said COGS will be reviewing Armstrong and Georgia Southern policies because there are some variations. Dr. Walker said Mrs. Tracey Mingo should also be involved in this conversation. Dr. Anderson said this is something to keep in mind during the upcoming admission cycle.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Betty Foy Sanders Department of Art, pending course designations and graduate statement changes for existing Armstrong courses. Dr. Williams-Johnson also

suggested further inquiry into the Post-Baccalaureate hours. A second was made by Ms. McGibony, and the motion to approve the items was passed.

Dr. Patrick Wheaton presented the agenda items for the Department of Communications Arts.

Department of Communication Arts

Existing ARMSTRONG Course(s):

COMM 5050U - Interpersonal Communication in the Workplace*
COMM 5050G - Interpersonal Communication in the Workplace*
COMM 5100G - Communication Theory
COMM 5200U - Nonverbal Communication*
COMM 5200G - Nonverbal Communication*
COMM 5550G - Communication Between the Genders
COMM 5600U - Special Topics in Communication*
COMM 5600G - Special Topics in Communication*
COMM 5650U - Introduction to Family Communication*
COMM 5650G - Introduction to Family Communication*
COMM 7200 - Organizational Communication in Diverse Contexts
COMM 7300 - Professional Communication Presentation Skills
COMM 7500 - Topics in Communication
LEAD 7200 - Leadership in the Public Arena: From Ideas to Action
LEAD 7300 - Selected Issues in Leadership Studies
PCLE 7700 - Independent Study in Professional Communications and Leadership
PCLE 7800 - Professional Communications and Leadership Internship
PCLE 7900 - Comprehensive Project

JUSTIFICATION: Consolidation

New Course(s):

COMM 5335G - Public Relations Campaigns in Health and Science
COMM 7100 - Research in Communication and Leadership
COMM 7200 - Communication and Leadership in the Public Arena
COMM 7300 - Applied Crisis Communication Theory
COMM 7400 - Health Communication
COMS 5331G - Communication and Conflict
COMS 5530G - Rhetoric
COMS 7400 - Communication Training and Development
LEAD 7100 - Practical Research in Leadership Settings
LEAD 7400 - Contemporary Issues in Leadership

Course Inactivation ARMSTRONG:

COMM 5100U - Communication Theory
COMM 5500U - Communication Between the Genders

JUSTIFICATION: Consolidation

Proposed Revision(s):

Post-Baccalaureate Certification, Professional Communication and Leadership
M.A., Professional Communication and Leadership

JUSTIFICATION: Consolidation

Dr. Wheaton stated he noticed there are typos in the titles of new courses COMM 7100 and COMM 7300. He said he would correct these errors.

Dr. Anderson asked for clarification of the "U" courses. Dr. Wheaton confirmed that the "U" courses are the undergraduate courses. Dr. Anderson stated the Graduate Committee would only be approving the "G" level courses.

Dr. Anderson said the graduate statement is missing from COMM 5335G. Dr. Wheaton agreed to add the statement to the catalog description.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Communication Arts, pending changes to course designation and course title, and graduate statement. A second was made by Ms. Sipe, and the motion to approve the items was passed.

Dr. Dustin Anderson presented the agenda items for the Department of Literature.

Department of Literature

Existing GEORGIA SOUTHERN Course(s):

ENGL 5090G - Special Topics
ENGL 5090S - Special Topics*
ENGL 5135G - Teaching Literature to Middle and Secondary School Students
ENGL 5234G - Literature of the American South
ENGL 5235G - Irish Literature to 1850
ENGL 5236G - Irish Literature since 1850
ENGL 5238G - Irish Women Writers
ENGL 5464S - Chaucer*
ENGL 5455S - Shakespeare*
ENGL 5526G - 20th and 21st Century British Literature
ENGL 5526S - 20th and 21st Century British Literature*
ENGL 5533G - Literary Criticism and Theory
ENGL 5534G - Literature for Adolescents
ENGL 5535G - Children's Literature
ENGL 5538G - 20th and 21st Century World Fiction
ENGL 6630 - Seminar in Medieval Literature
ENGL 6631 - Shakespeare Seminar
ENGL 6631S - Shakespeare Seminar
ENGL 6632 - Seminar in Literature of the English Renaissance

ENGL 6634 - Seminar in Major Authors
 ENGL 6634S - Seminar in Major Authors
 ENGL 6635 - Women's and Gender Issues
 ENGL 6636 - African-American Literature
 ENGL 6637 - Criticism and Theory
 ENGL 7111 - Seminar in College English
 ENGL 7112 - Methods of Research
 ENGL 7618 - Thesis Preparation
 ENGL 7630 - Seminar in World and Comparative Literature
 ENGL 7631 - Seminar in the British Novel
 ENGL 7632 - Seminar in the American Novel
 ENGL 7633 - Seminar in 19th Century British Literature
 ENGL 7633S - Seminar in 19th Century British Literature
 ENGL 7634 - Seminar in 20th and 21st Century British Literature
 ENGL 7635 - Seminar in 19th Century American Literature
 ENGL 7637 - Seminar in 20th and 21st Century American Literature
 ENGL 7638 - Seminar in 20th and 21st Century Poetry
 ENGL 7639 - Seminar in Selected Topics
 ENGL 7999 - Thesis

JUSTIFICATION: Consolidation

Existing ARMSTRONG Course(s):

ENGL 5200G - Postcolonial Literature
 ENGL 5280G - Literature and the Environment
 ENGL 5315G - 17th and 18th Century American Literature
 ENGL 5324G - 18th Century British Literature
 ENGL 5325G - 19th Century American Literature
 ENGL 5335G - 20th and 21st Century American Literature
 ENGL 5340G - Literature by Women
 ENGL 5440G - Early British Literature
 ENGL 5450G - Chaucer
 ENGL 5460G - Shakespeare
 ENGL 5480G - Literature of the English Renaissance
 ENGL 5485G - Milton
 ENGL 5525G - 19th Century British Literature
 ENGL 5590G - Studies in African American Literature

JUSTIFICATION: Consolidation

New Course(s):

ENGL 5560G - Studies in Drama
 ENGL 5570G - Studies in Fiction
 ENGL 5580G - Studies in Poetry

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

ENGL 5131G - British Romanticism
 ENGL 5131S - British Romanticism
 ENGL 5134G - The Age of Exuberance: British Literature 1660-1790
 ENGL 5138G - Poetry and Prose of the English Renaissance
 ENGL 5139G - Victorian Prose and Poetry
 ENGL 5230G - Colonial American Literature
 ENGL 5231G - American Romanticism
 ENGL 5232G - Studies in African American Literature
 ENGL 5233G - American Realism
 ENGL 5330G - World Drama to Romanticism
 ENGL 5331G - British Drama to 1642
 ENGL 5332G - British Drama since 1660
 ENGL 5336G - Modern and Contemporary American Literature
 ENGL 5430G - Contemporary Poetry
 ENGL 5434G - Milton
 ENGL 5438G - Modern Poetry to 1945
 ENGL 5530G - The Bible as Literature
 ENGL 5536G - Post-Colonial Literature
 ENGL 5539G - Literature by Women

JUSTIFICATION: Consolidation

Course Inactivation ARMSTRONG:

ENGL 5000G - Special Topics
 ENGL 5215G - Literature of the Non-Western World
 ENGL 5225G - Literature of the Western World
 ENGL 5380G - Southern Literature
 ENGL 5355G - Black Women Writers
 ENGL 5535G - 20th Century British Poetry and Prose
 ENGL 5550G - Contemporary Literature
 ENGL 5610G - Single Author
 ENGL 5700G - Promotional Writing
 ENGL 5740G - Technical Editing
 ENGL 5760G - Literary Nonfiction

ENGL 5770G - Advanced Creative Writing, Poetry
ENGL 5780G - Advanced Creative Writing, Fiction
ENGL 5800G - Advanced Grammar
ENGL 5820G - History of the English Language
ENGL 5990G - Senior Seminar
ENGL 5820G - History of the English Language
ENGL 6880 - Teaching Internship
ENGL 7300 - CGWP
ENGL 7310 - Field-Based Research in Writing
ENGL 7756 - Seminar in British Literature
ENGL 7757 - Seminar in World Literature
ENGL 7758 - Seminar in American Literature
ENGL 7799 - Selected Topics
ENGL 8840 - Literature for Adolescents
ENGL 8860 - Criticism, Theory, and Pedagogy
ENGL 8870 - Seminar in Literary Theory

JUSTIFICATION: Consolidation

Proposed Revision(s):

M.A., English (no change)

JUSTIFICATION: Consolidation

Dr. Anderson stated only the "G" level courses should be listed in the graduate submission. Dr. Anderson said the M.A. English program page should also be revised to change the name of the college.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Literature, with the understanding that the program page be corrected. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

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

Department of Foreign Languages

Existing GEORGIA SOUTHERN Course(s):

FORL 6431 - Foreign Languages Methods P-8
FORL 6432 - Foreign Languages Methods 9-12
FORL 6433 - Practicum in Foreign Languages
FREN 5090G - Selected Topics in French
FREN 7030 - Selected Topics in French
FREN 7091 - Seminar in French
FREN 7890 - Directed Study in French
SPAN 5030G - Selected Topics in Spanish
SPAN 5090 - Selected Topics in Spanish
SPAN 5090G - Selected Topics in Spanish
SPAN 5230G - Studies in Hispanic History
SPAN 5234G - Studies in Hispanic Literature
SPAN 5331G - Latinos in the USA
SPAN 5332G - Studies in Hispanic Film
SPAN 6132 - Hispanic Linguistics
SPAN 6230 - Early Modern Hispanic Studies
SPAN 6231 - 18th- and 19th-Century Hispanic Studies
SPAN 6237 - 20th- and 21st-Century Hispanic Studies
SPAN 7090 - Selected Topics in Spanish
SPAN 7090S - Selected Topics in Spanish
SPAN 7091 - Seminar in Spanish
SPAN 7130 - Studies in Spanish Pedagogy
SPAN 7121 - Studies in Spanish Language
SPAN 7195S - Studies Abroad: Language
SPAN 7232 - Studies in Hispanic Authors
SPAN 7233 - Periods, Genres, Themes
SPAN 7234 - Spanish Masterpieces
SPAN 7395S - Studies Abroad: Culture
SPAN 7890 - Directed Study in Spanish
SPAN 7890S - Directed Study in Spanish
Existing ARMSTRONG Course(s):
FORL 6750 - Teaching Internship
SPAN 5442G - Content and Methods Spanish Education
JUSTIFICATION: Consolidation
New Course(s):
FORL 5500G - Foreign Language Exit Exam
FORL 5030G - Selected Topics in Foreign Languages
JUSTIFICATION: Consolidation
Course Inactivation GEORGIA SOUTHERN:
FREN 7130 - Second Language Acquisition in French
FREN 7131 - French Phonetics
FREN 7132 - Advanced Grammar
FREN 7230 - Survey of French Literature
FREN 7231 - Development of Theatre
FREN 7232 - Development of the Novel
FREN 7233 - French Poetry

FREN 7234 - Short Prose Fiction
FREN 7330 - Contemporary France
FREN 7530 - French for Business
LAST 5232 - Studies in Hispanic Societies
LAST 5232G - Studies in Hispanic Societies
SPAN 5030S - Selected Topics in Spanish
SPAN 6130 - History of the Spanish Language
SPAN 7195 - Studies Abroad: Language
SPAN 7395 - Studies Abroad: Culture
SPAN 7999 - Thesis

JUSTIFICATION: Consolidation

Proposed Revision(s):

M.A., Spanish

JUSTIFICATION: Consolidation

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Foreign Languages. A second was made by Ms. Sipe, and the motion to approve the items was passed.

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

Department of History

Existing GEORGIA SOUTHERN Course(s):

HIST5030G - Selected Topics in History
HIST 5030S -Selected Topics in History*
HIST 5130G - American Indian History
HIST 5133G - Revolutionary America
HIST 5134G - Civil War and Reconstruction
HIST 5137G - The Antebellum South
HIST 5138G - The New South
HIST 5210G - Advanced Topics in Public History*
HIST 5230G - Advertising and Culture
HIST 5232G - Working Class History in the United States
HIST 5233G - The American City
HIST 5234G - Piracy in the Americas, 1500-1750
HIST 5236 - Age of Revolutions in Europe and the Atlantic World
HIST 5236G - Age of Revolutions in Europe and the Atlantic World
HIST 5240G - Topics in Women and Gender in America
HIST 5251G - Museum Studies
HIST 5260G - History in the Digital Age
HIST 5332G - The Reformation
HIST 5335G - World War II
HIST 5336G - Revolutionary France
HIST 5336S - Revolutionary France*
HIST 5339G - Britain and the World
HIST 5430G - Modern France and French Society in a Global Context
HIST 5530G - 20th Century Russia
HIST 5530S - 20th Century Russia*
HIST 5531G - Modern Japan
HIST 5531S - Modern Japan*
HIST 5532G - Modern China
HIST 5533G - Economic Rivals: U.S.-UK-Japan
HIST 5534G - Contemporary China
HIST 7630 - The Historian's Craft
HIST 7631 - Readings in American History
HIST 7631S - Readings in American History
HIST 7633 - Readings in European History
HIST 7635 - Readings in Non-Western History
HIST 7638 - Research Prospectus
HIST 7639 - Studies in Georgia History
HIST 7651 - Graduate Seminar in Public History
HIST 7791 - Graduate Internship in History
HIST 7831 - Independent Study in History
HIST 7831S - Independent Study in History
HIST 7990 - Non-Thesis Project in History
HIST 7999 - Thesis

JUSTIFICATION: Consolidation

Existing ARMSTRONG Course(s):

HIST 5241G - Topics in Latin American History*
HIST 5242G - Topics in African History*
HIST 5243G - Topics in Asian History*
HIST 5244G - Topics in Middle Eastern and Mediterranean History*
HIST 5245G - Topics in Medieval History*
HIST 5246G - Topics in European History*
HIST 5247G - Topics in European Intellectual and Cultural History*
HIST 5248G - Topics in Law & History*
HIST 5249G - Topics in American Thought and Culture*
HIST 5252G - Folklife*

HIST 5253G - Archival Studies*
 HIST 5254G - Oral History*
 HIST 5255G - Topics in Architectural History*
 HIST 5256G - Historic Preservation*
 HIST 5257G - Heritage Tourism*
 HIST 5258G - Topics in African American History*
 HIST 5259G - Topics in British History*
JUSTIFICATION: Consolidation
 New Course(s):
 HIST 5210G - Advanced Topics in Public History
 HIST 5240G - Topics in Women and Gender in America
 HIST 5241G - Topics in Latin American History
 HIST 5242G - Topics in African History
 HIST 5243G - Topics in Asian History
 HIST 5244G - Topics in Middle Eastern and Mediterranean History
 HIST 5245G - Topics in Medieval History
 HIST 5246G - Topics in European History
 HIST 5247G - Topics in European Intellectual and Cultural History
 HIST 5248G - Topics in Law & History
 HIST 5249G - Topics in American Thought and Culture
 HIST 5251G - Museum Studies
 HIST 5252G - Folklife
 HIST 5253G - Archival Studies
 HIST 5254G - Oral History
 HIST 5255G - Topics in Architectural History
 HIST 5256G - Historic Preservation
 HIST 5257G - Heritage Tourism
 HIST 5258G - Topics in African American History
 HIST 5259G - Topics in British History
 HIST 5260G - History in the Digital Age
 HIST 7781 - Professional Internship in Public History
 HIST 7900 - Non-Thesis Project in Public History
JUSTIFICATION: Consolidation
 Course Inactivation GEORGIA SOUTHERN:
 HIST 7830 - Historical Writing
JUSTIFICATION: Consolidation
 Course Inactivation ARMSTRONG:
 HIST 6000 - Special topics in History
 HIST 6100 - History of Latin America to 1850
 HIST 6105 - Topics in Latin American History
 HIST 6110 - History of Latin America since 1850
 HIST 6130 - Georgia History
 HIST 6150 - History of Africa to 1800
 HIST 6160 - History of Africa since 1800
 HIST 6165 - Topics in African History
 HIST 6200 - Traditional China
 HIST 6210 - Modern China
 HIST 6220 - History of Japan
 HIST 6223 - Topics in Asian History
 HIST 6225 - History of the Ancient Near East
 HIST 6230 - History of the Middle East
 HIST 6250 - Topics in Middle Eastern and Mediterranean History
 HIST 6300 - Modern Russia
 HIST 6320 - History of Russian and Soviet Foreign Policy
 HIST 6330 - Modern Germany
 HIST 6360 - Modern East Central Europe
 HIST 6390 - Modern France
 HIST 6440 - Europe in the Middle Ages
 HIST 6450 - Topics in Medieval History
 HIST 6460 - The Renaissance and Reformation
 HIST 6485 - Topics in European History
 HIST 6495 - European Intellectual and Cultural History
 HIST 6540 - Europe in the Age of Revolution
 HIST 6545 - Topics in US Foreign Relations
 HIST 6550 - Topics in British History
 HIST 6560 - History of Georgia
 HIST 6568 - Topics in the History of American reform
 HIST 6570 - American Military History
 HIST 6572 - History of the American South
 HIST 6575 - Urban History
 HIST 6580 - Environmental History
 HIST 6630 - Economic History of the United States
 HIST 6640 - American Social History
 HIST 6645 - Topics in the History of Technology

HIST 6660 - Topics in the History of Women and Gender in America
 HIST 6670 - Women and Gender in Europe
 HIST 6690 - Topics in American thought and culture
 HIST 6700 - American Material Culture
 HIST 6720 - Colonial and Revolutionary America
 HIST 6730 - Jacksonian America 1815-1840
 HIST 6740 - Women in American History
 HIST 6750 - Civil War and Reconstruction
 HIST 6755 - American Folklife
 HIST 6760 - US History 1877-1917
 HIST 6770 - US History 1917-1960
 HIST 6780 - US History since 1960
 HIST 6795 - Archival Studies
 HIST 6800 - Intro to Public History
 HIST 6805 - Oral History
 HIST 6810 - Topics in Architectural History
 HIST 6830 - Historic Preservation
 HIST 6850 - Museum Studies
 HIST 6870 - Heritage Tourism
 HIST 6890 - Topics in Public History
 HIST 6900 - African-American History to 1865
 HIST 6910 - African-American History since 1865
 HIST 6915 - Topics in African-American History
 HIST 6920 - Modern American Popular Culture
 HIST 6940 - Fieldwork in History
 HIST 7100 - Internship in Public History
 HIST 7430 - Colloquium In American History
 HIST 7440 - Colloquium in World History
 HIST 7580 - Seminar in American History
 HIST 7585 - Seminar in World History
 HIST 7850 - Special Topics in Material Culture
 HIST 7920 - Directed Reading
 HIST 7950 - Independent Study
 HIST 7990 - Thesis

JUSTIFICATION: Consolidation

Proposed Revision(s):

M.A., History

Graduate Certification, Public History

JUSTIFICATION: Consolidation

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of History, pending the signature page. A second was made by Dr. McGibony, and the motion to approve the items was passed.

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

Department of Music

Existing GEORGIA SOUTHERN Course(s):

MUSA 5110G - Coaching for Singers
 MUSA 7191 - Recital
 MUSA 7192 - Composition
 MUSA 7199 - Applied Conducting
 MUSC 5030G - Selected Topics in Music Literature
 MUSC 5031G - Selected Topics in Music
 MUSC 5231G - Music in the Classic Period
 MUSC 5232G - Music in the Romantic Period
 MUSC 5233G - Music in the Contemporary Period
 MUSC 5234G - History of Opera
 MUSC 5236G - Jazz History
 MUSC 5237G - Symphonic Literature
 MUSC 5239G - Selected Topics Music History
 MUSC 5332G - Jazz Styles & Analysis
 MUSC 5411G - Jazz Pedagogy
 MUSC 5430G - Advanced Choral Arranging
 MUSC 5431G - Advanced Instrumental Arranging
 MUSC 5432G - Advanced Jazz Arranging
 MUSC 5539G - Selected Topics in Music Technology
 MUSC 5630G - Music, Technology and Contemporary Culture
 MUSC 6111 - Method and Pedagogy, Violin/Viola I
 MUSC 6112 - Method and Pedagogy, Violin/Viola II
 MUSC 6131 - Music Reference Tools & Resources
 MUSC 7039 - Selected Topics in Music Pedagogy
 MUSC 7092 - Selected Topics in Music
 MUSC 7231 - History and Philosophy in Music Education
 MUSC 7232 - Research in Music Learning
 MUSC 7239 - Selected Topics in Music Education
 MUSC 7330 - Chamber Music Analysis and Literature
 MUSC 7331 - Advanced Analytical Techniques

MUSC 7339 - Selected Topics in Music Theory
 MUSC 7432 - Choral Literature
 MUSC 7436 - Wind Ensemble Literature Before 1950
 MUSC 7437 - Wind Ensemble Literature After 1950
 MUSC 7530 - Digital Audio Montage
 MUSC 7533 - Sound Design
 MUSC 7534 - Interactive Media
 MUSC 7535 - Advanced MIDI Sequencing
 MUSC 7630 - Seminar in Advanced Conducting
 MUSC 7633 - Advanced Score Reading Techniques
 MUSC 7634 - Music and the Brain
 MUSC 7639 - Selected Topics in Conducting
 MUSC 7891 - Special Problems in Music
 MUSC 7891S - Special Problems in Music
 MUSC 7931 - Music Education Final Project
 MUSC 7932 - Music Technology Final Project
 MUSE 6114 - Chamber Music Ensemble
 MUSE 6210 - University Band
 MUSE 6211 - Wind Symphony
 MUSE 6212 - Marching Band
 MUSE 6213 - Symphonic Wind Ensemble
 MUSE 6214 - Jazz Ensemble
 MUSE 6215 - Jazz Combo
 MUSE 6216 - Brass Ensemble
 MUSE 6217 - Percussion Ensemble
 MUSE 6218 - Woodwind Ensemble
 MUSE 6219 - Pep Band
 MUSE 6311 - University Singers
 MUSE 6312 - Southern Chorale
 MUSE 6312S - Southern Chorale
 MUSE 6313 - Women's Chorus
 MUSE 6314 - Opera Theatre
 MUSE 6411 - Orchestra
 MUSE 6414 - String Ensemble
 MUSE 6511 - Electronic Music Ensemble
 MUSE 6514 - Accompanying
JUSTIFICATION: Consolidation
 Course Inactivation GEORGIA SOUTHERN:
 MUSA 7113 - Applied Music - Percussion
 MUSA 7114 - Applied Music-Piano
 MUSA 7115 - Applied Music-Strings
 MUSA 7115S - Applied Music-Strings
 MUSA 7116 - Applied Music-Voice
 MUSA 7116S - Applied Music-Voice
 MUSA 7117 - Applied Music-Woodwinds
 MUSA 7117S - Applied Music-Woodwinds
 MUSA 7118 - Applied Music-Brass
 MUSA 7118S - Applied Music-Brass
 MUSA 7121 - Percussion
 MUSA 7123 - Applied Music - Percussion
 MUSA 7124 - Applied Music-Piano
 MUSA 7125 - Applied Music-Strings
 MUSA 7125S - Applied Music-Strings
 MUSA 7126 - Applied Music-Voice
 MUSA 7126S - Applied Music-Voice
 MUSA 7127 - Applied Music-Woodwinds
 MUSA 7128 - Applied Music-Brass
 MUSA 7133 - Applied Music - Percussion
 MUSA 7134 - Applied Music-Piano
 MUSA 7135 - Applied Music-Strings
 MUSA 7135S - Applied Music-Strings
 MUSA 7136 - Applied Music-Voice
 MUSA 7136S - Applied Music-Voice
 MUSA 7137 - Applied Music-Woodwinds
 MUSA 7137S - Applied Music-Woodwinds
 MUSA 7138 - Applied Music-Brass
 MUSA 7138S - Applied Music-Brass
 MUSC 7192 - Composition
 MUSC 7391S - Composition
 MUSC 7631 - Advanced Score Reading Techniques
 MUSE 7333 - Advanced Choral Arranging
JUSTIFICATION: Consolidation
 Proposed Revision(s):
 M.M., Music, Composition

M.M., Music, Conducting
M.M., Music, Music Education
M.M., Music Technology
M.M., Music, Performance
Graduate Certification, Music Performance (no change)

JUSTIFICATION: Consolidation

Dr. Harper stated the title for course MUSC 7535 on the concentration in Music Technology program page should be changed back to its existing title.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Music, with the proposed revision to the concentration in Music Technology program page. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

Dr. Dustin Anderson presented the agenda items for the Department of Philosophy & Religious Studies.

Department of Philosophy & Religious Studies

Existing GEORGIA SOUTHERN Course(s):

PHIL 5030G - Selected Topics in Philosophy

PHIL 5030S - Selected Topics in Philosophy*

PHIL 6030 - Selected Topics in Philosophy

RELS 5332G - The Reformation

JUSTIFICATION: Consolidation

New Course(s):

RELS 5030G - Special Topics in Religious Studies

JUSTIFICATION: Consolidation

Course Inactivation GEORGIA SOUTHERN:

RELS 5530G - The Bible as Literature

JUSTIFICATION: Consolidation

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Philosophy & Religious Studies. A second was made by Dr. McGibony, and the motion to approve the items was passed.

Dr. Jinrong Li presented the agenda items for the Department of Writing and Linguistics.

Department of Writing & Linguistics

Existing GEORGIA SOUTHERN Course(s):

WRIT 5030G - Selected Topics in Writing

WRIT 5130G - Modern English Grammar

WRIT 5340G - History of English Language

WRIT 5231G - Advanced Screenwriting

WRIT 5430G - Advanced Poetry Writing

WRIT 5530G - Sociolinguistics

WRIT 5531G - Advanced Creative Nonfiction Writing

WRIT 5560G - Advanced Fiction Writing

WRIT 5580G - Technologies of Writing

WRIT 5532G - Writing Flash Prose

WRIT 5533G - Writing the Body

WRIT 5520G - Writing for Publication

WRIT 5250G - Technical Writing

WRIT 7620 - Writing Project

LING 5130G - Modern English Grammar

LING 5330G - History of English Language

LING 5530G - Sociolinguistics

LING 6131 - Applied Phonology

LING 6133 - Applied English Grammar

LING 6231 - Language, Nation, and Globalization

LING 6233 - Teaching English Internationally

JUSTIFICATION: Consolidation

Existing ARMSTRONG Course(s):

WRIT 7100 - Professional Communication Strategies

WRIT 8500 - Theory and Practice of Teaching Composition

WRIT 5330G - Rhetoric

WRIT 5550G - Publication Design

WRIT 5510G - Writing for the Nonprofit Sector

WRIT 5540G - Advanced Technical Editing

LING 5030G - Topics in Linguistics

JUSTIFICATION: Consolidation

New Course(s):

WRIT 6110 - Managing Digital Documents

WRIT 7110 - Applied Ethics in Professional and Technical Communication

WRIT 6133 - Usability and User Experience

WRIT 7120 - Rhetorics of Health and Medicine

WRIT 5590G - Cultural Rhetorics

WRIT 6030 - Selected Topics in Writing and Linguistics

JUSTIFICATION: Consolidation

Course Inactivation ARMSTRONG:

ENGL 5760G - Literary Nonfiction

ENGL 5770G - Advanced Creative Writing, Poetry

ENGL 5540G - Advanced Creative Writing, Fiction

ENGL 5130G - Advanced Grammar

ENGL 5820G - History of the English Language
ENGL 5700G - Promotional Writing
ENGL 7300 - Coastal Georgia Writing Project
ENGL 7310 - Field-based Research in Writing
LING 5000G - Topics in Linguistics
LING 5800G - Advanced Grammar
LING 5820G - History of the English Language

JUSTIFICATION: Consolidation

Proposed Revision(s):

Graduate Certification, TESOL/Applied Linguistics (Online)

JUSTIFICATION: Consolidation

Dr. Anderson asked if WRIT 5030G and WRIT 6030 are different courses. Dr. Li stated they will be substantially different courses.

She explained that WRIT 5030G will be serving the department's majors and WRIT 6030 will be for graduate students.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Writing & Linguistics. A second was made by Ms. Sipe, and the motion to approve the items was passed.

F. Waters College of Health Professions

Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.

School of Nursing

New Course(s):

NURS 6103 - Chronic Care and Pharmacology Management II
NURS 6104 - Health Care Organization and Policy for APRN
NURS 6105 - Differential Diagnoses, Pathology and Scientific Medical Terminology
NURS 6106 - Chronic Care Management and Advanced Health Assessment Capstone
NURS 6107 - Epidemiology and Transcultural Issues
NURS 6101 - Chronic Care Management I
NURS 6102 - Family Health Promotion for APRN
NURS 6201 - Advanced Pathophysiology and Pedagogies for Teaching
NURS 6202 - Advanced Pharmacology and Pedagogies for Teaching
NURS 6203 - Advanced Physical Assessment and Pedagogies for Teaching
NURS 6204 - Theoretical Perspectives of Teaching and Learning in Nursing Education
NURS 6205 - Curriculum Design and Evaluation in Nursing Education
NURS 6206 - Teaching Strategies and Methods in Nursing Education
NURS 6207 - Clinical Specialty Practicum I
NURS 6208 - Assessment, Measurement and Evaluation in Nursing Education
NURS 6209 - Clinical Specialty Practicum II
NURS 6210 - Nursing Education Capstone
NURS 9101 - Theoretical Basis for Clinical Scholarship
NURS 9102 - Research Design and Dissemination
NURS 9103 - Psychodynamics of Health
NURS 9104 - Pathophysiology & Differential Diagnosis
NURS 9105 - Advanced Pharmacology
NURS 9108 - Advanced Health Assessment
NURS 9708 - Advanced Health Assessment Clinical
NURS 9109 - Role Transition for APRN
NURS 9106 - Informatics
NURS 9107 - Epidemiology
NURS 9110 - Health Policy Concerns in Delivery Systems
NURS 9111 - Biomedical Ethics
NURS 9112 - Role Transition for DNP Prepared APRN's
NURS 9113 - Biometrics
NURS 9114 - Outcomes Management
NURS 9115 - Scholarly Writing at the Graduate Level
NURS 9117 - Leadership & Management in Practice Transformation
NURS 9118 - Independent Study-Graduate
NURS 9119 - Special Topics-Graduate
NURS 9116 - Population Focused Collaborative Initiative
NURS 9917 - Clinical Project 1
NURS 9918 - Clinical Project 2
NURS 9919 - Clinical Project 3
NURS 9121 - PC 1 – Woman's Health
NURS 9120 - PC 2 – Pediatrics
NURS 9122 - PC 3 – Adult & Gerontology
NURS 9130 - AC 1 – Adult - Gerontology
NURS 9131 - AC 2 – Adult - Gerontology
NURS 9132 - AC 3 – Adult - Gerontology
NURS 9140 - PC 1 – Adult - Gerontology
NURS 9141 - PC 2 – Adult - Gerontology
NURS 9142 - PC 3 – Adult - Gerontology
NURS 9150 - Psychiatric Mental Health I
NURS 9151 - Psychiatric Mental Health II
NURS 9152 - Psychiatric Mental Health III
NURS 9153 - Vulnerable Populations

NURS 9721 - PC 1 – Woman's Health Clinical
 NURS 9720 - PC 2 – Pediatric Clinical
 NURS 9722 - PC 3 – Adult & Gerontology Clinical
 NURS 9730 - AC 1 – Adult - Gerontology Clinical
 NURS 9731 - AC 2 – Adult - Gerontology Clinical
 NURS 9732 - AC 3 – Adult - Gerontology Clinical
 NURS 9740 - PC 1 – Adult - Gerontology Clinical
 NURS 9741 - PC 2 – Adult - Gerontology Clinical
 NURS 9742 - PC 3 – Adult - Gerontology Clinical
 NURS 9750 - Psychiatric Mental Health Clinical I
 NURS 9751 - Psychiatric Mental Health Clinical II
 NURS 9752 - Psychiatric Mental Health Clinical III
 NURS 9713 - Capstone Practice and Professional Issues
JUSTIFICATION: Consolidation
 Course Inactivation GEORGIA SOUTHERN:
 NURS 6133 - Health Care Organization and Policy for APN
 NURS 6134 - Differential Diagnosis and Pathophysiology
 NURS 6135 - Pharmacotherapeutics for Advanced Practice Nursing
 NURS 6136 - Family Health Promotion
 NURS 6230 - Epidemiology and Transcultural Issues for APN
 NURS 6240 - Chronic Care Management I
 NURS 6241 - Chronic Care Management and Advanced Health Assessment 1
 NURS 6260 - Chronic Care & Pharmacology Management II 1
 NURS 7090 - Selected Topics Nursing
 NURS 7111 - PMHNP 4: Community and Vulnerable Populations
 NURS 7124 - PMHNP 1: Individual MH Care Across the Lifespan Clinical
 NURS 7125 - PMHNP 2: Mental Health Care of the Child & Family Clinical
 NURS 7126 - PMHNP 3: Care of the Individual and Family with Substance Use Disorders Clinical
 NURS 7127 - PMHNP 3: Care of the Individual and Family with Substance Use Disorders
 NURS 7131 - PMHNP 1: Individual MH Care Across the Lifespan
 NURS 7133 - PMHNP 2: Mental Health Care of the Child & Family
 NURS 7224 - Primary Care Clinical I: Women's Health (180 ch)
 NURS 7225 - Primary Care Clinical II: Pediatric Health (180 ch)
 NURS 7226 - Primary Care Clinical III: Adult/Gero (180 ch)
 NURS 7231 - Primary Care I: Women
 NURS 7233 - Primary Care II: Pediatrics
 NURS 7235 - Primary Care III: Adult/Gero
 NURS 7890 - Independent Study Nursing
 NURS 7899 - Thesis Nursing
 NURS 7999 - Thesis Nursing
 NURS 8136 - Family Theory and Issues Management
 NURS 9126 - Biomedical Ethics in Practice and Leadership
 NURS 9131 - Biometrics for Advanced Practice Nursing
 NURS 9132 - Leadership and Management in Practice Transition
 NURS 9134 - Health Care Organization, Financing and Policy Development
 NURS 9135 - Outcomes Management Strategies for Improved Health Care
 NURS 9136 - Population Focused Collaborative Initiative (90) 1
 NURS 9137 - Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice
 NURS 9138 - Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice
 NURS 9231 - Advanced Nursing Practice and DNP Role Transition
 NURS 9720 - DNP Capstone Immersion
 NURS 9921 - DNP Clinical Immersion Project 1 : Development
 NURS 9922 - DNP Clinical Immersion Project 2 : Implementation
 NURS 9923 - DNP Clinical Immersion Project 3 : Outcomes Analysis and Dissemination
 NURS 5131G -Differential Diagnoses, Pathology and Scientific Medical Terminology
 NURS 5210G - Advanced Health Assessment Across the Lifespan Clinical
 NURS 5230G - Advanced Health Assessment Across the Lifespan
JUSTIFICATION: Consolidation
 Course Inactivation ARMSTRONG:
 NURS 6050 - Psychodynamics of Health
 NURS 6640 - Advanced Health Assessment
 NURS 6641 - Advanced Pathophysiology
 NURS 6600 - Epidemiology Foundations for Nursing Interventions
 NURS 6650 - Theory Development in Nursing
 NURS 6652 - Research Design in Nursing
 NURS 6654 - Professional Roles: Issues and Concerns
 NURS 6656 - Health Policy Concerns in Delivery Systems
 NURS 6667 - Advanced Pharmacotherapeutics
 NURS 6670 - Transition to Family Nursing
 NURS 7041 - Primary Health Care I
 NURS 7042 - Primary Health Care II
 NURS 7043 - Advanced Gerontological Concepts
 NURS 7044 - Primary Health Care III
 NURS 7051 - Adult-Gerontological Health CNS I

NURS 7052 - Adult-Gerontological Health CNS II
NURS 7053 - Adult-Gerontological Health CNS III
NURS 7061 - Foundations of Nursing Administration
NURS 7062 - Financial Management for Nurse Administrators
NURS 7064 - Legal and Ethical Nursing
NURS 7066 - Marketing in Nursing Administration
NURS 7068 - Health Information Systems
NURS 7070 - Health Promotion & Advanced Nursing Care of Children
NURS 7071 - Health Promotion & Management of the Parturient & Newborn
NURS 7095 - Independent Study
NURS 7096 - Selected Topics in Nursing
NURS 7841 - Adult-Gerontological Acute Care Nurse Practitioner I
NURS 7842 - Adult-Gerontological Acute Care Nurse Practitioner II
NURS 7844 - Adult-Gerontological Acute Care Nurse Practitioner III
NURS 7865 - Nursing Administration Practicum
NURS 7897 - Project
NURS 7899 - Thesis

JUSTIFICATION: Consolidation

Program(s) – No Revisions:

M.S.N., Nursing, Chronic Care Management

JUSTIFICATION: Consolidation

Proposed Revision(s):

B.S.N-DNP, Nursing

Adult Gerontology Acute Care Nurse (AG-ACNP)

Adult-Gerontological Primary Care Nurse Practitioner (AG-PCNP)

Family Nurse Practitioner (FNP)

Psychiatric Mental Health Nurse Practitioner

M.S.N., Nursing, Nurse Education

D.N.P., Nurse Practice (online)

JUSTIFICATION: Consolidation

Program(s) – Deletion(s):

Interprofessional Collaboration for Multiple Chronic Conditions Certificate

Post-MSN Nurse Educator Certificate (NEC)

JUSTIFICATION: Consolidation

Dr. Rossi stated the M.S.N., Nursing, Chronic Care Management Concentration hours has changed from 26 to 30 hours, due to BOR requirements.

Dr. Rossi said the B.S.N.-DNP program page was corrected to list the program as 74 hours.

MOTION: Dr. McGibony made a motion to approve the agenda items submitted by the School of Nursing. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

Department of Health Sciences and Kinesiology

Existing Course(s):

GERO 5500G - Survey of Gerontology

GERO 5510G - Healthy Aging

GERO 5520G - Gerontology Practicum

HADM 6100 - U.S. Health Care Systems

HADM 6150 - Organization Theory/Organizational Behavior in Health Care

HADM 6200 - Quantitative Analysis Methods for Health Care Management I

HADM 6300 - Health Care Financial Management I

HADM 6250 - Health Care Economics

HADM 6600 - MHSA Professional Seminar I

HADM 6425 - Health Information Systems Management

HADM 6630 - Self Directed Student Research

HADM 6450 - Human Resources Management in Health Care

HADM 6500 - Quality Management Methods in Health Care

MHSA 6800 - Legal Environment of Health Care

HADM 7200 - Quantitative Analysis Methods for Health Care Management II

HADM 7300 - Health Care Financial Management II

HADM 7250 - Health Politics and Policy

HADM 7600 - MHSA Professional Seminar II

HADM 7500 - Strategic Management of Healthcare Organizations

HADM 6550 - Health Care Marketing

HADM 7700 - Internship / Residency in Health Services Administration

HADM 7725 - Health Services Administration Practicum

HADM 7550 - Health Service Administration Capstone Project

HADM 6350 - Legal and Ethical Issues in the Health Care Environment

HADM 6400 - Fundamentals of Population Health Management

PADM 6830 - History, Scope, and Practice of Public Administration

PADM 6833 - Management of Human Resources

PADM 6837 - Intergovernmental Relations

PADM 6838 - Introduction to Public Policy

PADM 6858 - Seminar in Cultural Diversity

SMED 5015G - Assessment and Evaluation of Musculoskeletal Injuries

SMED 5050G - Pharmacology of Sports Medicine Injury and Illness

SMED 5055G - Pathophysiology of Sports Medicine Injury and Illness

SMED 5065G - Movement and Posture Assessment and Exercise
 SMED 5090G - Nutritional Issues in Sports Medicine
 SMED 5555G - Physical Activity in Disease Prevention/Treatment
 SMED 5600G - Healthy Weight Management & Body Composition
 SMED 5940G - Internship in Strength and Conditioning
 SMED 5945G - Internship in Sports Medicine I
 SMED 6005 - Research Methods in Sports Medicine
 SMED 6030 - Evidence-Based Research in Strength & Conditioning
 SMED 6060 - Exercise Physiology
 SMED 6080 - Performance Evaluation and Exercise Testing
 SMED 6605 - Physical Activity and Aging Across the Lifespan
 SMED 7010 - Injury Prevention and Risk Management in Sports Medicine
 SMED 7050 - Drugs and Ergogenic Aids in Sports Medicine
 SMED 7070 - Theory and Method of Strength & Conditioning
 SMED 7075 - Program Design and Advanced Training Techniques
 SMED 7225 - Internship in Sports Medicine
 SMED 6400 - Fundamentals of Biomechanics and Human Movement
 SMED 7500 - Special Topics in Sports Medicine
 SMED 7505 - Organizational Leadership in Sports Medicine
 SMED 7515 - Cardiopulmonary Pathophysiology, Exercise and Rehabilitation
 SMED 7520 - Psychosocial Issues in Sports Medicine
 SMED 7700 - Self-Directed Student Research in Sports Medicine
 SMED 7994 - Thesis/Professional Project in Sports Medicine I
 SMED 7995 - Thesis/Professional Project in Sports Medicine II
 SMED 6090 - Sport and Exercise Nutrition
 SMED 7080 - Applied Sport Science
 SMED 7450 - Neuromechanical Aspects of Human Movement
 SMED 7060 - Advanced Exercise Physiology
 SMED 7085 - Tactical Strength and Conditioning
 SMED 6059 - Exercise Physiology for Strength and Conditioning Professionals

JUSTIFICATION: Consolidation

New Course(s):

HADM 6100 - U.S. Healthcare Systems
 HADM 6150 - Organization Theory / Organizational Behavior in Health Care
 HADM 6200 - Quantitative Analysis Methods for Healthcare Management I
 HADM 6250 - Healthcare Economics
 HADM 6300 - Healthcare Financial Management I
 HADM 6350 - Legal and Ethical Environment of Healthcare
 HADM 6400 - Fundamentals of Population Health Management
 HADM 6450 - Human Resources Management in Healthcare
 HADM 6500 - Quality Management Methods in Healthcare
 HADM 6550 - Healthcare Marketing
 HADM 6600 - MHA Professional Seminar I
 HADM 7200 - Quantitative Analysis Methods for Healthcare Management II
 HADM 7250 - Health Politics and Policy
 HADM 7300 - Healthcare Financial Management II
 HADM 7500 - Strategic Management of Healthcare Organizations
 HADM 7550 - MHA Capstone Project
 HADM 7600 - MHA Professional Seminar II
 HADM 7700 - MHA Internship / Residency
 HADM 7725 - MHA Practicum

JUSTIFICATION: Consolidation

Course Inactivation ARMSTRONG:

MHSA 6000 - U.S. Healthcare Systems
 MHSA 6100 - Org. Theory/Behavior HC
 MHSA 6200 - Quant. Methods HC Mgmt I
 MHSA 6250 - Fundamentals of Pop. Health Mgmt
 MHSA 6300 - Health Care Financial Mgmt I
 MHSA 6400 - Health Economics
 MHSA 6600 - MHSA Professional Seminar I
 MHSA 6625 - Health Information Systems Mgmt
 MHSA 6650 - Human Resources Management HC
 MHSA 6700 - Quality Mgmt Methods HC
 MHSA 6825 - Legal / Ethical Environment HC
 MHSA 6885 - Health Care Marketing
 MHSA 7250 - Quant. Methods HC Mgmt II
 MHSA 7325 - Health Care Financial Mgmt II
 MHSA 7400 - Health Politics and Policy
 MHSA 7600 - MHSA Professional Seminar II
 MHSA 7880 - Strategic Mgmt HC Organizations
 MHSA 7900 - Health Services Admin Internship/Residency
 MHSA 7913 - Health Services Admin Practicum
 MHSA 7950 - MHSA Capstone
 MHSA 5500U - Managing Health Professionals

MHSA 5500G - Managing Health Professionals
MHSA 5800G - Comparative Health Systems
MHSA 7100 -Leadership Seminar
MHSA 7620 - Healthcare Administration
MHSA 7750 - Risk Mgmt and Insurance in Health Care
MHSA 8640 - Managed Health Care
MHSA 8645 - Long Term Care Administration
MHSA 8863 - Strategic Mgmt and Marketing HC
MHSA 8921 - Long Term Care Practicum I
MHSA 8922 - Long Term Care Practicum II
JUSTIFICATION: Consolidation
Proposed Program(s) – Revision(s):
Gerontology Graduate Certificate
Strength and Conditioning Certificate
Accelerated Bachelor's Master's Degree (still being reviewed by Provost's office)
MSSM, Sports Medicine
MHA, Health Administration – new course prefix HADM

JUSTIFICATION: Consolidation

Dr. Rossi stated the Accelerated Bachelor's Master's Degree is currently being offered at Armstrong. Dr. Walker said she has been discussing this item with Dr. Teresa Flateby. Dr. Walker said the way the degree is currently structured is acceptable by SACSCOC, but there are a few things that may need to be reevaluated. Dr. Walker explained how they will be discussing degree hours sharing. Dr. Walker said Dr. Flateby suggested a policy be developed. Dr. Anderson asked if this will supersede the Senior Privilege policy. Dr. Walker stated revisions to the senior privilege policy is also being discussed.

There was a brief discussion of whether the committee would be approving the Accelerated Bachelor's Master's Degree item. Ms. Griffith suggested the committee approve the concept of pursuing accelerated degree programs, pending formal approval of a policy.

MOTION: Dr. McGibony made a motion to approve the courses and degree programs submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

MOTION: Dr. McGibony made a motion to approve the idea of an Accelerated Bachelor's Master's Degree which is available at Armstrong, assuming the degree will conform to BOR and SACSCOC policies. Dr. McGibony also proposed that the item be discussed at a later date. A second was made by Dr. Williams-Johnson, and the motion to approve the item was passed.

Department of Diagnostic & Therapeutic Sciences

Existing Course(s):

RADS 6000 - Foundations of Radiologic Sciences
RADS 6005 - Emerging Trends in Radiologic Sciences
RADS 6010 - Principles of Accreditation Concepts
RADS 6020 - Fundamental Administration Topics in Radiologic Sciences
RADS 6030 - Picture Archiving and Communication Systems
RADS 6040 - Global Health Issues

JUSTIFICATION: Consolidation

Program – Revision:

Radiologic Sciences Post-Baccalaureate Certificate

JUSTIFICATION: Consolidation

MOTION: Dr. McGibony made a motion to approve the agenda items submitted by the Department of Diagnostic & Therapeutic Sciences. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

Department of Rehabilitation Sciences

Existing Course(s):

CSDS 7140 - Diagnosis and Appraisal of Communication Disorders
CSDS 7141 - Cognitive and Linguistic Foundations of Language
CSDS 7142 - Professional and Ethical Issues in Communication Sciences and Disorders
CSDS 7143 - Language Disorders in School-Age Children
CSDS 7144 - Neuro-anatomy and Physiology
CSDS 7145 - Language Disorders in Early Childhood
CSDS 7147 - Language and Literacy
CSDS 7148 - Oral and Motor Speech Disorders
CSDS 7149 - Aural Rehabilitation
CSDS 7150 - Swallowing Disorders
CSDS 7151 - Aphasia and Related Neurogenic Disorders
CSDS 7136L - Introduction to Clinical Practicum in Communication Disorders
CSDS 7154 - Advanced Practicum in Communication Disorders I
CSDS 7155 - Advanced Practicum in Communication Disorders II
CSDS 7156 - Voice and Fluency Disorders
CSDS 7157 - Speech Sound Disorders
CSDS 7158 - Acquired Cognitive-communication Disorders
CSDS 7137L - Clinical Practicum in Communication Disorders
CSDS 7138L - Clinical Practicum in Communication Disorders-Intermediate
CSDS 7163 - Research Methodology
CSDS 7165 - Independent Study
CSDS 7230 - Special Topics in Speech/Language Pathology
CSDS 5000G - Multicultural Issues in Health Care
CSDS 7136 - Introduction to Clinical Practicum in Communication Disorders
CSDS 7137 - Clinical Practicum in Communication Disorders
CSDS 7138 - Clinical Practicum in Communication Disorders Intermediate
PHTH 7101 - Functional and Structural Aspects of Movement 1

PHTH 7111 - Introduction to Pathophysiology 1
 PHTH 7131 - Foundations of Physical Therapy Examination, Evaluation and Intervention 1
 PHTH 7161 - Physical Therapy Practice Issues 1
 PHTH 7181 - Clinical Practicum 1
 PHTH 7202 - Functional and Structural Aspects of Movement 2
 PHTH 7212 - Introduction To Pathophysiology 2
 PHTH 7232 - Foundations of Physical Therapy Examination, Evaluation, and Intervention 2
 PHTH 7262 - Physical Therapy Practice Issues 2
 PHTH 7282 - Clinical Practicum 2
 PHTH 7303 - Functional and Structural Movement 3
 PHTH 7313 - Introduction To Pathophysiology 3
 PHTH 7333 - Foundations of Examination, Evaluation and Intervention 3
 PHTH 7363 - Pt Practice Issues 3
 PHTH 7383 - Clinical Practicum 3
 PHTH 7390 - Physical Therapy Case Management
 PHTH 8400 - Critical Inquiry in Physical Therapy
 PHTH 8481 - Supervised Clinical Education 1
 PHTH 8491 - Clinical Education Synthesis 1
 PHTH 8501 - Clinical Medicine 1
 PHTH 8531 - Advanced Examination, Evaluation and Intervention 1
 PHTH 8561 - Implementation of Lifespan Concepts in Physical Therapy 1
 PHTH 8602 - Clinical Medicine 2
 PHTH 8632 - Advanced Examination, Evaluation and Intervention 2
 PHTH 8662 - Implementation of Lifespan Concepts in Physical Therapy 2
 PHTH 9703 - Clinical Medicine 3
 PHTH 9733 - Advanced Examination, Evaluation and Intervention 3
 PHTH 9763 - Implementation of Lifespan Concepts in Physical Therapy 3
 PHTH 9804 - Clinical Medicine 4
 PHTH 9834 - Advanced Examination, Evaluation and Intervention 4
 PHTH 9882 - Supervised Clinical Education 2
 PHTH 9900 - Leadership and Management in Physical Therapy
 PHTH 9901 - Physical Therapy Project 1
 PHTH 9902 - Physical Therapy Project 2
 PHTH 9903 - Physical Therapy Project 3
 PHTH 9904 - Physical Therapy Project 4
 PHTH 9983 - Supervised Clinical Education 3
 PHTH 9992 - Clinical Education Synthesis 2

JUSTIFICATION: Consolidation

Program(s) – Revision:

DPT, Physical Therapy

M.S., Communication Sciences and Disorders

Communication Sciences and Disorders Certificate

JUSTIFICATION: Consolidation

Dr. Anderson asked for clarification of the deposit listed on the DPT program page. He asked if the language was specific to one campus. Dr. Rossi explained that the DPT will only be offered on the Armstrong campus, and that there are no changes to the program. Dr. Anderson said there are some lexical changes to the program page. Dr. Rossi agreed to make the revisions.

MOTION: Dr. McGibony made a motion to approve the agenda items submitted by the Department of Rehabilitation Sciences, with the understanding that the editorial changes be made to the DPT program page. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

G. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education. Dr. Linderholm stated as a college they have been discussing whether to keep the GRE or MAT as an admission requirement. She said as an admin team they have discussed this and reviewed trends of what other institutions are doing. They found that other College of Educations are not requiring either admissions tests at the masters or specialist level. Dr. Linderholm stated a number of their programs have opted to remove the GRE and MAT as an admissions requirement.

Department of Curriculum, Foundation, and Reading

Existing GEORGIA SOUTHERN Course(s):

EDUC 7130 - Curriculum Theories and Design
 EDUC 8130 - Curriculum for Effective Schooling
 EDUC 8230 - Curriculum Design and Evaluation
 EDUC 8632 - Curriculum and Pedagogy for Social Justice
 EDUC 8633 - Social Justice Inquiry
 EDUC 9130 - Contemporary Curriculum Theorists
 EDUC 9132 - Critical Readings in Curriculum
 EDUC 9230 - Power and Schooling
 EDUC 9232 - Forms of Curriculum Inquiry
 EDUC 9631 - Advanced Seminar in Curriculum Theory
 EDUC 9632 - Advanced Seminar in Qualitative Dissertation Writing
 EDUC 9633 - Research Seminar in Curriculum Studies
 EDUC 9636 - Advanced Seminar in Forms of Curriculum Inquiry
 EDUC 9999 - Dissertation
 EDUF 7090 - Selected Topics in Educational Foundations

EDUF 7130 - Learning Theories and Applications
 EDUF 7131 - Assessment and Management of Elementary Learners
 EDUF 7132 - Development and Learning
 EDUF 7140 - Learning, Cognition and Curriculum
 EDUF 7230 - Diversity Through Case Study
 EDUF 7233 - School and Society
 EDUF 7235 - Multicultural Education
 EDUF 8131 - Theories of Adolescence
 EDUF 8133 - Interaction and Learning
 EDUF 8134 - Models of Motivation
 EDUF 8135 - Thinking and Problem Solving
 EDUF 8136 - Theories of Development
 EDUF 8231 - Global Education
 EDUF 8233 - Regional Issues in Multicultural Education
 EDUF 8236 - International Study of Educational Practices
 EDUF 8236S - International Study of Educational Practices
 EDUF 8631 - Foundations for Social Justice Education
 EDUF 8831 - Philosophies of Education
 EDUF 8890 - Directed Individual Study
 EDUF 9131 - Ethical Dimensions of Education
 EDUF 9132 - History of American Curriculum
 EDUF 9133 - Theories of Educational Inquiry
 EDUF 9234 - History of American Education
 EDUF 9631 - Seminar in Cultural Studies
 EDUR 7090 - Selected Topics
 EDUR 7130 - Educational Research
 EDUR 7999 - Thesis/Research Project
 EDUR 8131 - Educational Statistics I
 EDUR 8132 - Educational Statistics II
 EDUR 8231 - Applied Qualitative Research Methods
 EDUR 8331 - Applied Measurement
 EDUR 8434 - Field-Based Educational Research
 EDUR 8890 - Directed Individual Study
 EDUR 9131 - Doctoral Research Methods
 EDUR 9231 - Qualitative Research in Education
 EDUR 9232 - Advanced Qualitative Research
 FRER 7130 - Educational Research
 FRLT 7130 - Learning Theories and Applications
 READ 6030A - Directed Study in Reading
 READ 7090 - Selected Topics in Reading
 READ 7131 - Approaches to Literacy Instruction
 READ 7132 - Literacy Assess and Correction
 READ 7230 - Issues and Trends in Literacy
 READ 7234 - The Role of the Literacy Coach in Today's Schools
 READ 7330 - Literacy in the Content Areas
 READ 7431 - Digital Literacies in the 21st Century
 READ 7432 - Teaching Literacy with English Language Learners
 READ 7630 - Teaching Literature of Social Reflection
 READ 8130 - Literacy Assess and Correction II
 READ 8230 - Organization and Supervision of Reading Programs
 READ 8530 - Critical Issues and Literacy Education of Diverse Populations
 READ 8630 - Critical Readings in Reading/Literacy Education
 READ 8734 - Practicum of Literacy Instruction
 READ 8839 - Field Project in Reading
 READ 8890 - Directed Individual Study
 ESED 9131 - Inquiry and Development of Educational Practices
 ESED 9233 - Advanced Critical Pedagogy
JUSTIFICATION: Consolidation
 New Course(s):
 EDUC 8105 - Hip Hop Pedagogy
 EDUC 8605 - Critical Media Literacy
 EDUC 9630 - Doctoral Writing Seminar I
 EDUF 6235 - Multicultural Elementary Education
 EDUF 7133 - Instruction-Based Assessment
 EDUF 7134 - Classroom Assessment and Data Literacy
 EDUF 7150 - Learning Theories and Assessment
 EDUR 7140 - Action Research in Elementary Settings
 READ 6131 - Literacy Instruction and Diagnosis
 READ 7433 - Teaching Writers Through Reading
JUSTIFICATION: Consolidation
 Course Inactivation GEORGIA SOUTHERN:
 EDUC 8890 - Curriculum Foundations & Research
 EDUC 9133 - Curriculum Design & Evaluation
 EDUC 9134 - Teacher Education Curriculum

READ 7430 - Literacy & Technology
 READ 7733 - Advanced Practicum
 READ 8330 - Psychology of Reading
JUSTIFICATION: Consolidation
 Course Inactivation ARMSTRONG:
 CURI 7040 - Contemporary Issues and Practices in Advanced Content Pedagogy
 CURI 7044 - Global Perspectives in Curriculum and Content Pedagogy
 CURI 7123 - Advanced Instruction for Diverse Learners
 CURI 7124 - Program Evaluation for Curriculum Improvement
 CURI 7125 - Literacy for Content Area Instruction
 CURI 7126 - Change Processes for Curriculum Development
 CURI 7200 - Seminar in Applied Research in Curriculum and Instruction
 FOUN 6001 - Providing Teacher Supervision Support Services
 FOUN 6002 - Teacher Support Specialist Internship
 FOUN 6745 - Classroom Based Research
 FOUN 7001 - Professional Practices
 FOUN 7002 - Designing Curriculum for Effective Teaching and Learning
 FOUN 7010 - History and Philosophy of Education
 FOUN 7030 - Social Foundations of Education
 FOUN 7035 - Educational Assessment for Instructional Improvement
 FOUN 7040 - Advanced Theories of Curriculum and Instruction
 FOUN 7045 - Educational Psychology and Learning Theory
 FOUN 7050 - Multicultural Education
 FOUN 7060 - Educational Research
 FOUN 7065 - Field Based Research Seminar
 FOUN 7070 - Field Based Research
 FOUN 7100 - Selected Topics in Foundations of Education
 FOUN 7120 - Technology Applications for Teachers
 RDEN 7070 - Understanding Readers and the Reading Process
 RDEN 7071 - Linking Literacy Assessment and Instruction
 RDEN 7072 - Instructional Strategies in the Content Areas
 RDEN 7170 - Issues in Vocabulary, Structural Analysis, and Word Study
 RDEN 7172 - Comprehension, Cognition, and Content Area Reading
 RDEN 7185 - Teaching Writers and Writing
 RDEN 7188 - Coaching Literacy Success
 RDEN 7188 - Coaching Literacy Success
 RDEN 7210 - Instruction for Struggling Readers
 RDEN 7774 - K-4 Reading Internship
 RDEN 7775 - Middle Grades Reading Internship
 RDEN 7776 - Adult Reading Internship
 RDEN 7880 - Capstone Project

JUSTIFICATION: Consolidation

Program Revisions:

Curriculum Studies Ed.D.

Reading Education Ed.S. (Online)

Reading Education M.Ed. (Online)

Reading Endorsement: Classroom Teaching of Reading Program (Online)

Curriculum and Pedagogy for Social Justice Certificate Program

JUSTIFICATION: Consolidation

Existing Programs (No Revisions):

Evaluation, Assessment, Research, and Learning M.Ed. (Online)

Applied Research and Evaluation Certificate Program (Online)

JUSTIFICATION: Consolidation

Dr. Linderholm stated the Curriculum and Pedagogy for Social Justice Certificate Program is still awaiting DOE approval.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Curriculum, Foundation, and Reading. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

Department of Leadership, Technology, and Human Development

Existing GEORGIA SOUTHERN Course(s):

COUN 7231 - Foundations of CMHC

COUN 7232 - Addictions Counseling

COUN 7233 - Family Counseling

COUN 7234 - Counseling Psychodiagnosis

COUN 7235 - Short Term Coun Strategies

COUN 7236 - Counseling and Sexuality

COUN 7332 - Theories of Counseling

COUN 7333 - Counseling Skills

COUN 7335 - Individual Analysis

COUN 7336 - Career Counseling

COUN 7337 - Multicultural Counseling

COUN 7338 - Life Span Development

COUN 7437 - School of Counseling Program Coordination and Curriculum

COUN 7445 - Ethics and Found of School Counseling

COUN 7448 - Lead. Cons and Interv in Schools

COUN 7737 - Counseling Practicum

COUN 7738 - Counseling Internship I
 COUN 7739 - Counseling Internship II
 COUN 7890 - Directed Individual Study
 COUN 8533 - Prof Practice and Ethics
 COUN 8536 - Coun Advoc and Sys Change
 COUN 8538 - Adv Group Development and Supv
 COUN 8590 - Selected Topic in Coun
 COUN 8737 - Clin Counseling Supervision
 COUN 8839 - Action Research
 COUN 8890 - Directed Individual Study
 ESPY 7130 - Prof School Psychology
 ESPY 7131 - Behavioral Intervention
 ESPY 7132 - Classrm-based Perf & Psychom
 ESPY 7133 - Impl of Child Psychophthlgy
 ESPY 7230 - Dev Diagnosis in Early Childhd
 ESPY 8130 - Curriculum-based Assmnt-RTI
 ESPY 8131 - Individual Intell Asst
 ESPY 8132 - Addressing Diversiy in School
 ESPY 8133 - Pers and Behav. Assessm.
 ESPY 8135 - Crisis Intervention
 ESPY 8136 - Sch, Hme, and Com Partnering
 ESPY 8230 - Consulting in Ed. Settings
 ESPY 8631 - Seminar in School Psychology
 ESPY 8737 - Practicum in School Psy
 ESPY 8738 - School Psych. Intern I
 ESPY 8739 - School Psych. Intern II
 ESPY 8839 - Action Research
 ESPY 8890 - Directed Individual Study
 EDLD 7090 - Selected Topic in EDL
 EDLD 7430 - American Higher Education
 EDLD 7431 - Higher Education Admin
 EDLD 7432 - History of American Higher Ed
 EDLD 7530 - Transformational Leadership
 EDLD 7531 - Legal and Ethical Issues
 EDLD 7532 - Managing Human Capital
 EDLD 7533 - Mobilizing Communities
 EDLD 7534 - Leading Innovation and Change
 EDLD 7535 - Utilizing Innovation and Change
 EDLD 7536 - Developing Learning Community
 EDLD 7539 - Finance for Ed Leaders
 EDLD 7540 - Politics P-12 Pub Ed
 EDLD 7737 - Supervised Field Experience I
 EDLD 7738 - Supervised Fiel Experience II
 EDLD 8135 - Educational Planning
 EDLD 8230 - Instructional Leadership
 EDLD 8231 - Transformational Leadership
 EDLD 8232 - Leading Human Capital
 EDLD 8233 - Cultivating School Climate
 EDLD 8234 - Bld Inst Capacity
 EDLD 8235 - School Improvement
 EDLD 8236 - Managing Operations
 EDLD 8431 - Higher Education Law
 EDLD 8432 - Higher Education Finance
 EDLD 8433 - Higher Education Governance
 EDLD 8434 - The Community College
 EDLD 8435 - Higher Education Policy
 EDLD 8436 - Grant Development/Adm
 EDLD 8439 - Politics of Higher Education
 EDLD 8630 - Planning for Change
 EDLD 8631 - Implementing Change
 EDLD 8632 - Organizational Culture
 EDLD 8633 - Curriculum & Instru Leadership
 EDLD 8634 - Managing Operation & Processes
 EDLD 8635 - Leading School Renewal
 EDLD 8735 - Higher Education Practicum
 EDLD 8737 - Residency I
 EDLD 8738 - Residency II
 EDLD 8739 - Residency III
 EDLD 8830 - Directed Study in EDL
 EDLD 8839 - Directed Research in EDL
 EDLD 9235 - Contemporary Issus in Ed Adm
 EDLD 9331 - Building Leadership Capacity
 EDLD 9332 - Organizational Behavior in Ed
 EDLD 9333 - Ethics in Edl Leadership

EDLD 9432 - Programs for School Leaders
 EDLD 9434 - Transformative Practice I
 EDLD 9435 - Transformative Practice II
 EDLD 9531 - Edu Leadership in the 21st Cen
 EDLD 9532 - Higher Ed Resource Allocation
 EDLD 9533 - Globalization and Higher Ed
 EDLD 9534 - Pedagogical Issues in EDLD
 EDLD 9535 - Executive Leadership in Hi Ed
 EDLD 9631 - Research Seminar I
 EDLD 9632 - Research Seminar II
 EDLD 9999 - Dissertation
 FRIT 7090 A, B,C,D - Selected Topics in FRIT
 FRIT 7231 - Instructional Design
 FRIT 7232 - Vis Leadership in Inst Tech
 FRIT 7233 - Sel & Dev Digital Tools & Res
 FRIT 7234 - Inf Fluency & Inquiry
 FRIT 7235 - Digital Learning Environments
 FRIT 7236 - Tech Assmnt & Data Analysis
 FRIT 7237 - Eval of Ed, Needs & Pgms
 FRIT 7330 - The Internet in Schools
 FRIT 7331 - Leadership of the SLMP
 FRIT 7332 - Sch Lib Literacy Environment
 FRIT 7333 - Storytelling
 FRIT 7335 - Web Design & Development
 FRIT 7734 - Practicum in Sch Lib Media
 FRIT 7739 - Practicum in Instr Tech
 FRIT 7765 - Clinical in Sch Library Media
 FRIT 8435 - Program Evaluations
 FRIT 8532 - Multimedia Tools & Application
 ITEC 3230 - Instruct Tech Special Educ
 ITEC 3430 - Instruc Tech P-12 Tch Flds
 ITEC 5233G - Found Tech-Enabled Learning
 ITEC 7090 - Selected Topics in IT
 ITEC 7330 - The Internet in Schools
 ITEC 7430 - Instructional Design
 ITEC 7530 - Inst Tech Foundations
 ITEC 7539 - Tech for Higher Ed Leaders
 ITEC 8130 - Adv Media Mgmt & Supv
 ITEC 8133 - Trends & Issues in Inst Tech
 ITEC 8134 - Theor & Models Inst Design
 ITEC 8135 - Pedagogy Online Learn
 ITEC 8136 - Fld Exp Online Tch & Lrn
 ITEC 8231 - Transforming Learning w/Tech
 ITEC 8435 - Program Evaluations
 ITEC 8532 - Multimedia Tools & Application
 ITEC 8630 - Adv Seminar in Instr Tech
 ITEC 8636 - Tech, Leadership and Change
 ITEC 8838 - Fld-Bas Resch in Sch Lib Med
 ITEC 8839 - Field Research in IT
 ITEC 8890 - Directed Individual Study
JUSTIFICATION: Consolidation
 Existing ARMSTRONG Course(s):
 ADED 7100 - History and Theory of Adult Education and Literacy
 ADED 7110 - Psychology of The Adult Learner
 ADED 7120 - Program Planning and Evaluation
 ADED 7170 - Rearch and Grant Writing in Adult Learning
 ADED 7180 - Cultural Diversity and Community Development
 ADED 7250 - Training & Development In the Workplace
 ADED 7260 - Issues & Strategies
 ADED 7310 - Online Learning Environment
 ADED 7500 - Workplace Application
JUSTIFICATION: Consolidation
 New Course(s):
 EDLD 7331 - Foundations of Student Affairs in Higher Education
 EDLD 7739 - Supervised Field Experience III
 EDLD 8536 - Assessment and Evaluation in Higher Education
 EDLD 8535 - College Student Development
 EDLD 9633 - Research Seminar III
 EDLD 9634 - Research Seminar IV
 ITEC 7538 - Instructional Technology for School Leaders
JUSTIFICATION: Consolidation
 Course Inactivation GEORGIA SOUTHERN:
 COUN 7449 - Family/School/Community Collaboration
 COUN 7798 - Internship I in Higher Education

COUN 7799 - Internship II in Higher Education
 COUN 7134 - Ethical and Professional Issues Student Services
 COUN 7133 - Administration and Leadership in Higher Education Student Services
 COUN 7132 - Contemporary College Student
 COUN 7131 - Student Affairs in Higher Education
 EDLD 9663 - Research Seminar III
JUSTIFICATION: Consolidation
 Course Inactivation ARMSTRONG:
 EDTL 7010 - Supervision for Improvement of Instruction
 EDTL 7020 – Research and Assessment Strategies for Curriculum and Learning
 EDTL 7030 - Advanced Content Pedagogy and Curriculum P12
JUSTIFICATION: Consolidation
 Program Revisions-GS:
 Educational Leadership Ed.D.
 Educational Leadership Ed.S.
 Educational Leadership M.Ed.
 Educational Leadership Tier 1 Certificate Program (Online)
 Educational Leadership Tier II Certificate Program (Online)
 Teacher Leadership Endorsement (Online)
 Higher Education Administration M.Ed.
 Instructional Technology Ed.S.
 Instructional Technology M.Ed. (Georgia OnmyLINE)
 Instructional Technology Certificate Program (Online)
 Instructional Technology School Library Media Certificate Program (Online)
 Teaching and Learning Endorsement (Online)
 Counselor Education M.Ed.
 School Psychology Ed.S.
JUSTIFICATION: Consolidation
 Program Revisions-ASU:
 Adult Education and Lifelong Learning, M.Ed.* (approved as: Adult Education and Human Resource Development, M.Ed.)
 Adult Education Graduate Certificate
JUSTIFICATION: Consolidation
Dr. Linderholm said the following amendments need to be made to the Adult Education M.Ed. program: 1) Add program coordinator/advisement information and 2) Change title back to “Adult Education and Human Resource Development”.
Dr. Linderholm said the coordinator/advisement information also needs to be added to the Adult Education Graduate Certificate page.
Dr. Anderson asked if the ITEC 5233 and ITEC 5233G is listed on both the undergraduate and graduate course spreadsheets. Dr. Linderholm said she would make sure the course is listed in both areas.
MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Leadership, Technology, and Human Development, with revisions to the program pages. A second was made by McGibony, and the motion to approve the items was passed.
Department of Elementary and Special Education
 Existing GEORGIA SOUTHERN Course(s):
 ECED 5799G - Student Teaching: ECED
 ECED 6130 - Cult Revelant Ped in ECED
 ECED 7132 - Effec Curr/Instr in Elem Sch
 ECED 7230 - Adv Lang Arts Methods
 ECED 7232 - Children's Literature
 ECED 7233 - Teaching Writing in Elem Sch
 ECED 7330 - Adv Math Methods
 ECED 7332 - Problem Solv & Math Repre
 ECED 7430 - Adv Science Methods
 ECED 7530 - Adv Social Studies Methods
 ECED 7639 - Seminar in P-5
 ECED 7766 - Internship in ECED
 ECED 8890 - Directed Individual Study
 EDAT 6000 - Professional Decision Making
 EDAT 6001 - Using Asmt for Teaching and Le
 EDAT 6115 - Knowledge
 EDAT 6119 - Infusing 21st Cent Tech
 EDAT 6159 - Multicultural Std Across Curri
 EDAT 6217 - Lit & Learn Strat Across Curri
 EDAT 6226 - Curr Design for Student Achv
 EDAT 7100 - Research Methodology in Educa
 EDAT 7131 - Enhancing Student Performance
 EDAT 7132 - Framework for Teaching
 EDAT 7133 - Trends, Issues, Research Edu
 FREC 7232 - Childrens Literature
 FREC 7233 - Writing P-5
 FREC 7535 - Tchng Middle & Secondary Math
 PBIS 8130 - PBIS Administration
 PBIS 8131 - Critical Issues in PBIS
 PBIS 8839 - PBIS Data
 SPED 5799G - Student Teaching: SPED

SPED 6130 - Intro to Special Ed
 SPED 6230 - Assess & Proc in SPED
 SPED 6231 - Spec Edu Law and Procedures
 SPED 6330 - Class Mgmt & Proc in SPED
 SPED 7090 - Selected Topics in SpEd
 SPED 7133 - Collab Across Life Span
 SPED 7136 - Language Development
 SPED 7630 - Seminar in Special Ed
 SPED 7631 - Perspecs on Mild Disability
 SPED 7632 - Methods for Mild Disability
 SPED 7633 - Intro to Augmentative Language
 SPED 7634 - Char/Assess Low Incidence
 SPED 7635 - Methods - Low Incidence
 SPED 7736 - Intern SPED General Curriculum
 SPED 7796 - Internship in Special Ed
 SPED 8130 - Administration in SpeEd
 SPED 8131 - Critical Issues in Special Ed
 SPED 8838 - Qualitative/ABA Research
 SPED 8890 - Directed Individual Study
JUSTIFICATION: Consolidation
 Existing ARMSTRONG Course(s):
 ECEG 7070 - Teaching Communication Across Cultures
 EEXE 7319 - Career Development and Transition Planning
 EEXE 7320 - Vocational Assessment of Special Education Students
 EEXE 7321 - Interagency Planning and Service for Transition to Adulthood
 EEXE 7512 - Augmentative and Alternative Communication for Students with Multiple/Severe Disabilities
 EEXE 7322 - Community Based Instruction
 EDUC 5455G - Study Abroad in Teacher Education
JUSTIFICATION: Consolidation
 New Course(s):
 SPED 8531 - Nature and Needs of Students with Autism
 SPED 8532 - Implementing Evidence Based Practices in Teaching Students with Autism Spectrum Disorder
 SPED 8533 - Assessment and Procedures for Students with Autism Spectrum Disorder
 ELEM 6250 - Language Arts and Creative Activities
 ELEM 6430 - MAT Elementary Science Methods
 ELEM 6440 - MAT Elementary Mathematics Methods
 ELEM 6530 - MAT Elementary Social Studies Methods
 ELEM 6733 - MAT Internship I
JUSTIFICATION: Consolidation
 Course Inactivation ARMSTRONG:
 ECEG 5450G - Economics Education for Teachers
 ECEG 7000 - Advanced Methods in Elementary Language Arts
 ECEG 7010 - Advanced Methods in Early Childhood Science
 ECEG 7020 - Advanced Methods in Elementary Geography
 ECEG 7030 - Advanced Methods in Early Childhood Social Studies
 ECEG 7050 - Advanced Methods in Elementary Mathematics
 ECEG 7060 - Multimedia Approach to Children's Literature and Writing
 ECEG 7080 - Creative Arts in the Elementary School
 ECEG 7090 - Methods of Instructional Differentiation in Early Childhood Education
 ECEG 7110 - Advanced Child Growth and Development
 ECEG 7190 - Diagnosis and Correction of Reading Difficulties
 ECEG 7310 - Field-Based Research
 ECEG 7990 - Special Topics in Elementary Education
 ECMT 6000 - Teaching Reading Diagnosis and Remediation
 ECMT 6010 - Developmental Characteristics of Young Children
 ECMT 6020 - Language Arts/Creative Activities
 ECMT 6030 - Social Studies/Science
 ECMT 6040 - Teaching Mathematics in Elementary School
 ECMT 6090 - Classroom Management
 ECMT 6250 - Instruction-Based Assessment
 ECMT 6700 - Internship I
 ECMT 6750 - Graduate Internship
 EEXE 6025 - Legal and Procedural Issues in Special Education
 EEXE 6027 - Disabilities That Impact Learning and Behavior
 EEXE 6029 - Mind/Brain Research and Educational Practice
 EEXE 6406 - Social and Behavioral Issues of Individuals with Disabilities
 EEXE 6750 - Graduate Internship
 EEXE 7000 - Characteristics of Behavior Disorders
 EEXE 7020 - Methods and Strategies for Teaching Students with Autism
 EEXE 7030 - Characteristics in Learning Disabilities
 EEXE 7035 - Advanced Methods of Instruction for Individuals with Learning Disabilities
 EEXE 7040 - Social Development and Anger Management
 EEXE 7070 - Advanced Research Methods
 EEXE 7071 - Research Project

EEXE 7240 - Characteristics of Gifted
 EEXE 7250 - Seminar Special Education
 EEXE 7260 - Methods Gifted
 EEXE 7270 - Curriculum Gifted
 EEXE 7310 - Advanced Behavioral Intervention Procedures
 EEXE 7320 - Vocational Assessment of Special Education Students
 EEXE 7507 - Characteristics of Students with Multiple/Severe Disabilities
 EEXE 7508 - Strategies for Teaching Students with Multiple and Severe Disabilities
 EDUC 5750G - Extended Field Experience
 EDUC 6000 - Professional Orientation to Teaching
 EDUC 6100 - Technology Theories and Applications for Teachers
 EDUC 6200 - Curriculum, Planning, and Instruction
 EDUC 6300 - Educating Students with Disabilities in the General Education Classroom
 EDUC 6400 - Coastal Savannah Writing Project
 SPED 5021G - Assistive Technology
 SPED 5130G - Assessment in Special Education
 SPED 5231G - Teaching Reading and Disabilities
 SPED 5232G - Teaching Mathematics and Disabilities
 SPED 5320G - Behavioral Interventions and Support
 SPED 5321G - Behavioral Interventions and Support Lab
 SPED 5430G - Special Topics in Special Education
 SPED 5610G - Inclusion and Transition Practices

JUSTIFICATION: Consolidation

Program Revisions-GS:

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

Elementary Education (Grades P-5) Ed.S. (Online)

Elementary Education (Grades P-5) M.Ed. (Online)

Special Education (Grades P-12) Ed.S. (Online)

Special Education (Grades P-12) M.Ed. (Online)

Teaching MAT (Elementary Education Concentration)

Teaching MAT (Special Education Concentration)

JUSTIFICATION: Consolidation

Program Revisions-ASU:

Special Education Transition Specialist Endorsement

JUSTIFICATION: Consolidation

Dr. Anderson asked if revisions have been submitted to the Registrar's Office. Dr. Linderholm said yes, the items have been submitted to Mrs. Brooks.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Elementary and Special Education. A second was made by Dr. Brimeyer, and the motion to approve the items was passed.

Department of Middle Grades and Secondary Education

Existing GEORGIA SOUTHERN Course(s):

ESED 5233G - Applied Linguistics: ESOL

ESED 5234G - Cultural Issues: ESOL

ESED 5235G - Methods of ESOL

ESED 5799G - Student Teaching: ESED

ESED 6798 - Supervised Practicum

ESED 6799 - Supervised Internship

ESED 7090 - Special Topics

ESED 7131 - Enhancing Student Performance

ESED 7132 - Framework for Teaching

ESED 7133 - Trends, Issues, Research Edu

ESED 8130 - Resrch Crnt Trnds Issues

ESED 8131 - Teacher Leadership

ESED 8132 - Curriculum & Instruction

ESED 8537 - Trends: Math/Sci/Comp Ed

ESED 8538 - Applications: Math/Sci Ed

ESED 8539 - Comp Tech in Math/Sci Ed

ESED 8839 - Seminar & Field Study

ESED 8890 - Directed Individual Study

ESED 9132 - Crit Anlys Schools & Ed Pract

ESED 9231 - The Teacher Educator

ESED 9232 - Supervision of Teachers

ESED 9631 - Adv. Seminar Tchng & Learning

ESED 9799 - Internship in Teacher Ed

MGED 5799G - Student Teaching: MGED

MGED 6131 - Curriculum for Middle Grades

MGED 6738 - Supervised Practicum MG

MGED 6739 - MAT Internship I MGED

MGED 6799 - Supervised Internship MGED

MGED 8132 - Effective Middle Schools

MSED 5333G - Literature and Writing

MSED 6120 - Intro Mid & Secondary Schools

MSED 6122 - Curriculum and Instruction

MSED 6123 - Middle & Sec School Practicum

MSED 6237 - Science Methods
 MSED 6337 - Language Arts Methods
 MSED 6437 - Social Science Methods
 MSED 6537 - Mathematics Methods
 MSED 6637 - Business Education Methods
 MSED 6737 - Family & Consumer Sci Methods
 MSED 7090S - Selected Topics
 MSED 7130 - Mid and Sec Colloquium
 MSED 7132 - Assessment of Student Learning
 MSED 7231 - Hands-on-Science
 MSED 7232 - Tch Great Ideas in Science
 MSED 7331 - Early Adolescent/YA Lit
 MSED 7333 - Writing Instruction
 MSED 7431 - Teaching Geography
 MSED 7432 - Tch Sco Stu in Mid & Sec
 MSED 7433 - Teach Business Ed in Sec Sch
 MSED 7535 -Tch Mid Gr & Sec Math
 MSED 7635 - MAT Seminar in MG and Sec Ed
 MSED 7639 - MED Seminar in MG and Sec Ed
 MSED 8231 - Trends in Mid,Sec Science
 MSED 8331 - Trends in the Content Areas
 MSED 8333 - Readings in the Content Areas
 MSED 8434 - Trends Mid/Sec Social Studies
 MSED 8530 - Found of Teach 4-12 Math
 SCED 5799G - Student Teaching; SCED
 SCED 6131 - Curriculum for Secondary Edu
 SCED 6739 - MAT Internship I: SCED
 SCED 6799 - Supervised Internship: SCED
 TCLD 7334 - Lang Policy & Politics in Educ
 TCLD 7336 - Gblztn, Immgrtn & Tchng ELLs
 TCLD 7338 - SPED-ELL Infrface & Assessment
 TCLD 8538 - Adv ELL & Bilingual Tchng Mthd
JUSTIFICATION: Consolidation
 New Course(s):
 MSED 6330 - Instructional Assessment for Diverse Learners
JUSTIFICATION: Consolidation
 Course Inactivation ARMSTRONG:
 ESOL 6100 - Applied Linguistics for Esol Teachers
 ESOL 6110 - Methods and Materials for Esol Teachers
 ESOL 6120 - Cultural Issues for Esol Teachers
 ESOL 6130 - Field Experience for Esol Teachers
 MAED 5500G - Teaching Mathematics with Technology
 MAEG 5900G - Special Topics in Mathematics Education
 MAEG 5940G - Teaching Middle Grades/ General Mathematics
 MAEG 6900 - Special Topics in Mathematics Education
 MAED 7010 - Understanding Numbers and Operations
 MAED 7020 - Understanding Algebra
 MAED 7030 - Understanding Data Analysis and Probability
 MAED 7040 - Understanding Geometry
 MAED 7900 - Special Topics in Mathematics Education
 MAED 7910 - Topics in Mathematics for Elementary Teachers
 MAED 7930 - Topics in Mathematics for Middle School Teachers
 MAED 8600 - Teaching Algebra and Geometry
 MGED 5450G - Economics Education for Teachers
 MGED 7120 - Teaching Middle Grades Geography
 MGED 7990 - Spec Topics Middle Grades Education
 MGSE 5420G - Geography for the Middle Grades Teacher
 MGSE 6000 - Middle Level Theory and Practice
 MGSE 6100 - Understanding the Nature and Needs of the Adolescent Learner
 MGSE 6400 - Classroom Management
 MGSE 6500 - Instructional Approaches to Reading and Writing Across the Curriculum
 MGSE 6750 - Graduate Internship
 SCED 5300G - Content Methods in Secondary English and Language Arts
 SCED 5400G - Content Methods in Secondary History and Social Studies
 SCED 5500G - Content Methods in Secondary Science
 SCED 5600G - Content Methods in Secondary Mathematics
 SCED 6100 - Understanding the Nature and Needs of the Adolescent Learner
 SCED 6330 - Classroom Instructional Assessment
 SCED 6400 - Classroom Management
 SCED 6500 - Instructional Approaches to Reading and Writing Across the Curriculum
 SCED 6740 - Internship I
 SCED 6750 - Internship II
 SCED 7990 - Special Topics in Secondary Education
JUSTIFICATION: Consolidation

Program Revision-GS
Middle Grades Education (Grades 4-8) Ed.S. (Online)
Middle Grades Education (Grades 4-8) M.Ed. (Online)
Secondary Education (Grades 6-12) Ed.S (Online)
Secondary Education (Grades 6-12) M.Ed. (Online)
Teaching MAT (Middle Grades Education Concentration)
Teaching MAT (Secondary Education Concentration)
Teaching MAT (Health and Physical Education Concentration)
Teaching MAT (Spanish Education Concentration)
Teaching Culturally and Linguistically Diverse Students M.Ed.
Teaching Culturally and Linguistically Diverse Students Certificate (Online)
English for Speakers of Other Languages (ESOL) Education Endorsement
JUSTIFICATION: Consolidation

Dr. Linderholm stated an amendment was submitted to the Registrar's Office to better describe the two offerings for the MAT Secondary Education program. She explained they will be offering a hybrid program on the Statesboro and Savannah campuses. Dr. Linderholm said the Teaching Culturally and Linguistically Diverse Students M.Ed. (TCLD) program was approved by Graduate Committee and Faculty Senate last year and it was submitted to the BOR. She said this program is still pending approval from the DOE.

Dr. Anderson asked if the hours were adjusted on the Middle Grades Education M.Ed. program, and Dr. Linderholm said yes. MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Middle Grades and Secondary Education. A second was made by Dr. McGibony, and the motion to approve the items was passed.

VI. OLD BUSINESS A. Registrar's Update – No update was provided.

VII. ANNOUNCEMENTS – Dr. Anderson thanked everyone for their hard work in reviewing the curriculum.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 9, 2017 at 10:55 AM.
Respectfully submitted,
Minutes were approved November 17, 2017 by electronic vote of Committee Members
Audie Graham, Recording Secretary

**Faculty Senate Library Committee Meeting
October 17, 2017**

Attendees: Lisa Denmark, Paula Fowler, Stephanie Jones, Rebecca Kennerly, Linda Kimsey, Allissa Lee, Jessica Minihan, Dean Mitchell, Harvey Moody, Russell Thackston

Bed Bugs – Dean Mitchell

A student had reported a potential bed bug situation that occurred on October 10 in Henderson Library. Knox Pest Control was contacted and no bed bugs were detected in the area where the student had been located. Any future reports should be forwarded to Dean Mitchell with specific location information.

SWOT Analysis – Dean Mitchell

A copy of the SWOT Analysis from the Henderson and Lane Libraries was distributed. This document was generated with the input from personnel at both libraries. The President had asked each division to prepare a SWOT analysis as a preliminary step towards the GSU strategic planning efforts.

Budget – Dean Mitchell

It was discussed that the relationship between the faculty and library should be strengthened. Faculty members need to talk to their Deans regarding the needs of the library.

Dean Mitchell indicated that a survey will not be conducted for a subscription data usage review. A more informal gathering of information will be done.

Next Meeting – Dean Mitchell

One more meeting of the Faculty Senate Library Committee will be scheduled for this semester. Agenda items will include a report from Fred Smith on Rapid ILL; the single sign-on issue; and the academic plan for the rest of the year.

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

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. Francesca Norregaard, Finance Major (Women's Tennis), and Dani Casablanca, Interdisciplinary Studies Major (Men's Tennis) were recognized with "Academic Excellence Awards" from the IA Faculty Athletics Representatives.
2. From August 31, 2016 through November 15, 2017 the Georgia Southern Office of Athletics Compliance has self-reported to the NCAA 12 cases of Secondary Level III violations. All have been closed.
3. Below is the link to access NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University:
<http://www.ncaa.org/about/resources/research/graduation-success-rate>
4. Below is the link to access NCAA Academic Progress Rate (APR) for Georgia Southern University:
<https://web3.ncaa.org/aprsearch/aprsearchhttp://www.ncaa.org/about/resources/research/division-i-academic-progress-rate-apr>
5. Below is a link to the "[Knight Commission on Intercollegiate Athletics](http://www.knightcommission.org/)," 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/>
6. Below is a link to "[The Drake Group](http://thedrakegroup.org/)," whose mission "is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports."
<http://thedrakegroup.org/>

Faculty Welfare Committee Meeting, 10-25-17

Attending: Jim LoBue (COSM, Chair), Diana Sturges (CHHS), Tim Cairney (COBA), Samuel Opoku (JCHJOPHO), Billy Glasco (LIB), Fred Smith (LIB), Chris Ludowise (Provost's Office), Shahnam Navaee (CEIT), Alice Hall (CHHS), Michelle Haberland (CLASS), Ron MacKinnon (COBA), Jonathan Hilpert (COE) Hanz Shanz (COSM), Diana Sturges (CHHS).

Tenure and Promotion discussion from OWG

Jim Lobue began the meeting by updating the Georgia Southern FWC on the progress of the Faculty Welfare Committee OWG. Jim is Co-Chair. Jody Langdon, Jon Hilpert, and Kathleen Comerford from Georgia Southern are also on the OWG. This OWG has been assigned to work on common tenure and promotion guidelines. Armstrong representatives include an associate dean, a former chair, and a full professor. They are examining the tenure and promotion language in the two Faculty Handbooks. They are also considering what action to take on the Desired Attributes of Georgia Southern Faculty. It is somewhat out of date. It will either be edited or taken out altogether.

The Armstrong contingent likes our Handbook wording generally. They do not currently use external reviewers. To be equitable, the OWG will include considerations of Armstrong workloads. The final product will likely be introduced gradually.

Discussion of Student Ratings of Instruction

Armstrong uses a commercial product. It is administered online. Its one glaring deficiency is that only about 10 percent of the students fill it out. The sample size is too small to be meaningful.

Armstrong's instrument has no open ended questions, plus the portion evaluating the instructor can only be viewed by the instructor. Some FWC members thought Armstrong's was altogether better. The purchased Armstrong product is likely to provide sound data. But the point was made that ours provides more detail. If faculty are currently using the data to make their best case, they might want to continue using the SRI which provides the most information they can chose from.

On our SRI, number 18 is a kind of summary score and is overemphasized. There was some enthusiasm for dropping it. The point was made that with no overall score, it would be necessary for reviewers to use all the scores rather than focusing on number 18.

The topic of chairs' use of the SRIs in faculty evaluation was raised. It was noted that there is a single statement in the Faculty Handbook concerning how SRIs are to be used in faculty evaluations, but it is not always being adhered to. The revision of the Faculty Handbook for consolidation might afford an opportunity to add more such statements. It was also suggested that this be made a part of workshops for new chairs and deans.

Another possibility was to review the instrument produced by the ad hoc committee of last year. There were glitches in its trial. Their instrument attempted to measure learning, which is a very difficult thing to do.

Chris said she would find out how expensive commercially prepared SRIs are.

Jim noted that no one has charged our Committee with this work. So the question was raised of whether this is a priority with upper administration. Chris said she would ask the Provost. The last possibility discussed was that of leaving the current SRIs at each campus in place for another year. Meanwhile, a new ad hoc committee would be appointed to choose or create an instrument for both campuses. The new committee would have representation from both campuses. This met with the approval of the whole FWC.

A last question was raised about communicating our discussion with the faculty at large. Jim volunteered to report on our discussion at the next Senate meeting.

The next meeting is scheduled for Wednesday, November 15.

Notes submitted by Fred Smith.

UNDERGRADUATE COMMITTEE

MINUTES

SEPTEMBER 19, 2017

3:30 P.M.

INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Ms. Ruth Baker, Dr. Adrian Gardiner, Dr. Amanda Glaze, Mrs. Lori Gwinett, Dr. Chuck Harter, Dr. Barbara Hendry, Dr. Alisa Leckie, Dr. Ed Mondor, Dr. Peggy Mossholder, Mr. Edward Rushton, Dr. Marian Tabi
Non-Voting Members Present: Ms. Tori Brannen, Mrs. Jade Brooks, Ms. Candace Griffith, Dr. Christine Ludowise, Mr. Wayne Smith
Visitors: Dr. Steven Engel, Dr. Ron MacKinnon, Mrs. Cindy Randall, Dr. Curtis Ricker, Dr. Deborah Thomas
Absent: Dr. Moya Alfonso, Dr. Dragos Amarie, Dr. Rami Haddad, Dr. Raymona Lawrence
Dr. Ron MacKinnon called the meeting to order at 3:33PM.

II. APPROVAL OF AGENDA

Dr. Ed Mondor requested a friendly amendment to the agenda – to add Program Review to the Other Business section. A Mossholder/Mondor motion to approve the agenda with the amendment was passed unanimously.

III. WELCOME AND INTRODUCTIONS

Dr. Ron MacKinnon welcomed the committee members and visitors

IV. ELECTION OF UNDERGRADUATE COMMITTEE CHAIR

Dr. Alisa Leckie volunteered for the position of the committee chair and requested the support of other committee members given the unique academic cycle. Dr. MacKinnon declared the vote unanimous per Robert's Rules and Dr. Leckie now officially holds the position of the Undergraduate Curriculum Committee Chair for the 2017-2018 term.

V. APPROVAL OF 2017 – 2018 UNDERGRADUATE COMMITTEE MEETING SCHEDULE

An Aasheim/Gardiner motion to approve the meeting schedule was passed unanimously.

VI. OTHER BUSINESS

➤ Registrar's Update

Mrs. Jade Brooks presented the curriculum update from the Registrar's Office to the committee. She explained the use of the spreadsheet format for submitting curriculum for this academic term due the unique nature of consolidation. By using a spreadsheet, the curriculum updates and information can be compiled in a more streamlined process and it will also provide both departments and the Registrar's Office with a master list of curriculum for the new Georgia Southern University. Mrs. Sara McNure from the Center for Academic Tech Support, created reports that the individual departments can use to identify the inactive courses, active courses, and all courses per subject. Stemming from a discussion concerning those departments that will have no curriculum changes (i.e. Finance, Information Systems, Health and Kinesiology), Dr. Christine Ludowise, Interim Vice Provost, will meet with the Registrar's Office to further discuss the matter and review the spreadsheet process. It was also decided that when submitting program pages, the departments will only need to fill in the requirements starting with Area F and moving forward. For those courses that have not yet been edited in CIM, the decision was made to submit only the information that is needed in Banner (i.e. Learning Outcomes and other Provost required information does not need to be provided on the spreadsheet.) For additional clarification, Mrs. Brooks noted that the curriculum that was previously submitted at the March 2017-April 2017 meetings for the 2018-2019 catalog has already been pushed into Banner and updated on pertinent program pages. There will also be no curriculum submitted at the February 2018-April 2018 curriculum meetings for the 2019-2020 catalog excepting special circumstances when approval is needed from either the University System of Georgia or the Southern Accreditation of Colleges and Schools.

➤ Core Curriculum

The core curriculum will be submitted to the University System of Georgia for approval by Dr. Donna Brooks, Associate Provost at Armstrong State University.

➤ Program Credit Hour Changes

As for the change in total program credit hours from 126 to 124, Dr. Stephen Rossi, Associate Dean from the College of Health and Human Sciences, said that they were still in the process of deciding how to deal with the physical education and healthful living requirements.

➤ Program Reviews

Dr. Ed Mondor brought up the annual program review process and noted that the training and responsibilities of fulfilling this requirement as part of the Undergraduate Curriculum Committee should be examined. Ms. Candace Griffith, Assistant Provost,

mentioned that there would be no program reviews for the 2017-2018 term due to the special nature of consolidation. She also suggested to Dr. Mondor to forward his concerns to the Faculty Senate Welfare Committee in order to amend the current Undergraduate Curriculum Committee bylaws.

VII. ADJOURNMENT

There being no further business to come before the committee, an Aasheim/Leckie motion to adjourn the meeting at 4:08 p.m. was passed unanimously.

Respectfully Submitted,
Jade Brooks
Recording Secretary

UNDERGRADUATE COMMITTEE

MINUTES

OCTOBER 17, 2017

3:30 P.M.

INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Dragos Amarie, Mrs. Dawn Cannon-Rech, Dr. Isaac Fung, Dr. Adrian Gardner, Mr. Billy Glasco, Mrs. Lori Gwinett, Dr. Chuck Harter, Dr. Rami Haddad, Dr. Barbara Hendry, Ms. Jacqueline Hoell, Dr. Seonghoon Kim, Dr. Bob Lake, Dr. Raymona Lawrence, Dr. Alisa Lecki, Dr. Ed Mondor, Dr. Peggy Mossholder, Mr. Edward Rushton, Dr. Marian Tabi

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

Visitors: Dr. Delena Bell Gatch, Dr. Steven Engel, Dr. Stephen Rossi, Dr. Deborah Thomas

Absent: Dr. Moya Alfonso, Miss Ruth Baker, Dr. Amanda Glaze

Dr. Alisa Lecki called the meeting to order at 3:30 p.m.

II. APPROVAL OF AGENDA

An Aasheim/Mondor motion to approve the agenda was passed unanimously.

III. CHAIR'S UPDATE

A. Rule Compliance and Process Review

Dr. Leckie gave the committee an update on the collaboration with Armstrong State University's Undergraduate Curriculum Committee. She had a meeting with Dr. Richard McGrath and they both agreed that they wanted to be on the same foot with each other. She wanted to stress to the committee that they should not be reviewing the programs for content as this would be an impossible task. She wants the committee to focus on whether the programs adhere to the policies set forth by the University System of Georgia. The three main requirements for programs that the committee should focus on are (1) having no more than 124 credit hours (with the exception of those previously approved to have a higher amount), (2) at least 39 credit hours of the total 124 need to be upper division course work, (3) "hidden" prerequisites should be avoided in order to provide a clear path of study for students. Per Dr. Ludowise, as the core curriculum has not yet been approved, the Registrar's Office will adjust the 126 credit hour programs to equal 124 once USG approval has been given. Dr. Ludowise will also send a list of all programs that are exceptions to the 124 credit hour requirement to Mrs. Jade Brooks who will then disperse the list to the committee. Currently, there is a difference in the way that Georgia Southern and Armstrong handle foreign language requirements. Currently, Armstrong requires students to take a CLEP and oral exam in order to be placed in the correct foreign language level. Georgia Southern, however, allocates credit dependent on the amount of foreign language taken during high school (3 years in high school exempts through 2001 and 4 years exempts through 2002.) As of right now, the decision on how to deal with the foreign language requirement will be up the individual departments until a decision is given by USG. Additionally, Ms. Candace Griffith informed the committee that the Provost's Office was successful in submitting the four new proposed courses for the core curriculum and they are still waiting to hear about the approval.

IV. NEW BUSINESS

A. Waters College of Health Professions.....Refer to Curriculum Site for details

Department of Health Sciences and Kinesiology

An Aasheim/Mossholder motion to approve the programs and courses with Dr. Stephen Rossi's friendly amendment to correct the honors course was passed unanimously.

Program(s) – Revisions

Athletic Training, B.S.A.T.

Exercise Science, B.S.K.

Sport Management, B.S.

Nutrition and Food Science, B.S. (Emphasis in Community Nutrition)

Nutrition and Food Science, B.S. (Emphasis in Dietetics)

Nutrition and Food Science, B.S. (Emphasis in Food Science/Food Systems Administration)

Course Prefix(es) – No Revisions

HLTH

KINS

NTFS

SMGT

Course Inactivations

NTFS 2535H

HLTH 3133S

B. Jiann-Ping Hsu College of Public Health.....Refer to Curriculum Site for details

A Fung/Aasheim motion to approve the programs and courses was passed unanimously.

Department of Community Health Program(s) – Revisions Health Education and Promotion, B.S.P.H. (Emphasis in Health Education and Promotion) Health Education and Promotion, B.S.P.H. (Emphasis in Global Health) Course Prefix(es) – Revisions/Inactivations PUBH **Department of Epidemiology and Environmental Health Sciences** Course Prefix(es) – No Revisions PUBH

Department of Health Policy and Management Course Prefix(es) – No Revisions PUBH

Department of Public Health, General Course Prefix(es) – Revisions PUBH

C. College of Science and Mathematics.....Refer to Curriculum Site for details

An Aasheim/Haddad motion to approve the programs and courses was passed unanimously.

Department of Military Science Program(s) – Revisions

Military Science Non-Degree

Military Science Minor Course Prefix(es) – Revisions/New/Inactivations MSC1

Department of Physics and Astronomy Program(s) – Revisions

Physics and Astronomy, B.A.

Physics, B.S.

Physics Minor Course Prefix(es) – Revisions/Inactivations ASTR

PHSC

PHYS

V. OTHER BUSINESS

Dr. Leckie also proposed a process for the review of the submitted curriculum. Dr. Leckie will designate a certain amount of programs per each committee members for their review. She also stated that she would create and send out a checklist of the main requirements that committee members would be looking for: 124 total credit hours, 39 upper division hours, and no hidden prerequisites. Additionally, it was mentioned that if a department will be using electives to complete the required 39 upper division credit hours, they will need to specify the exact number of elective credit hours needed.

VI. ADJOURNMENT

There being no further business to come before the committee, a Haddad/Rushton motion to adjourn the meeting at 4:20 p.m. was passed unanimously.

Respectfully Submitted,

Jade Brooks

Recording Secretary

UNDERGRADUATE COMMITTEE

MINUTES

OCTOBER 31, 2017

3:30 P.M.

INFORMATION TECHNOLOGY BUILDING, ROOM 1005

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Moya Alfonso, Dr. Dragos Amarie, Miss Ruth Baker, Dr. Adrian Gardiner, Mrs. Lori Gwinett, Dr. Rami Haddad, Dr. Chuck Harter, Dr. Barbara Hendry, Dr. Bob Lake, Dr. Alisa Lecki, Dr. Ed Mondor, Dr. Peggy Mossholder, Dr. Edward Rushton

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

Visitors: Dr. Barry Balleck, Dr. Delena Bell Gatch, Dr. Brenda Blackwell, Dr. Stephen Carden, Dr. Trent Davis, Dr. Steve Engel, Dr. Robert Farber, Dr. Karin Fry, Dr. Steven Harper, Dr. Beth Myers, Dr. Johnathan O'Neill, Dr. Mike Nielsen, Dr. Stephen Rossi, Dr. Deborah Thomas, Dr. David Williams, Dr. Marieke Van Willigen, Dr. Rob Yarborough

Absent: Dr. Amanda Glaze, Dr. Raymona Lawrence, Dr. Marian Tabi

Dr. Alisa Lecki called the meeting to order at 3:34 p.m.

II. APPROVAL OF AGENDA

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

III. CHAIR'S UPDATE

Dr. Lecki updated the committee on the current review process for all curriculum that has been submitted. She created a spreadsheet for programs that includes a checklist of the main components that the reviewers (herself, Dr. Ludowise, Mrs. Brooks, and Dr. Richard McGrath of Armstrong State University) have been focusing on. Mrs. Brooks noted that even through the majority of the programs with major issues have already been corrected, there are still many programs that have minor issues that need to be dealt with. Dr. Aasheim suggested that all corrected programs be approved and then all other programs can be grouped together by issue to identify common problems and approve them by college.

IV. NEW BUSINESS – Program Approvals

A. College of Arts and Humanities.....Refer to Curriculum Site for details

An Aasheim/Amarie motion to approve the following programs was passed unanimously.

Betty Foy Sanders Department of Art

Program Revision(s)

B.F.A., Art, Major in Visual Arts (Armstrong Campus)

B.S., Art Education (Armstrong Campus)

Department of Communication Art

Program Revisions

B.S. Communication Studies

Department of Literature

Program Revisions

B.A., English

Department of Foreign Languages

Program Revisions

B.A., Modern Languages, Concentration in Arabic

B.A., Modern Languages, Concentration in Chinese

B.A., Modern Languages, Concentration in French

B.A., Modern Languages, Concentration in German

B.A., Modern Languages, Concentration in Japanese

B.A., Modern Languages, Concentration in Latin

B.A., Modern Languages, Concentration in Spanish

B.A., Modern Languages, Suggested Chronology

B.A., Online French

Department of History

Program Revisions

B.A., History

Department of Music

Program Revisions

B.A., Music

B.M., Music, Concentration in Choral
B.M., Music, Concentration in Instrumental

The following programs and minors were tabled until the November 16, 2017 meeting in order to correct issues by departments before approval. No courses were approved at this meeting.

Betty Foy Sanders Department of Art

Program Revision(s)
Minor, Art (Armstrong Campus)
Minor, Art History (Armstrong Campus)
B.A., Art, Concentration in Visual Arts (Armstrong Campus)
B.F.A., Art, Major in Visual Arts (Armstrong Campus)
B.S., Art Education (Armstrong Campus)
Minor, Graphic Design (Armstrong Campus)
B.F.A., Art, 2D Concentration (Statesboro Campus)
B.F.A., Art, 3D Concentration (Statesboro Campus)
B.F.A., Art, Graphic Design (Statesboro Campus)
B.A., Art, Studio Art (Statesboro Campus)
B.A., Art, Art History (Statesboro Campus)
Minor, Photography and Digital Imagining (Statesboro Campus)
No changes: Minor, Animation and New Media (Statesboro Campus)
Minor, Art History (Statesboro Campus)
Minor, Graphic Communications (Statesboro Campus)
Minor, Studio Art (Statesboro Campus)

Department of Literature

Program Revisions
English Minor

Department of Foreign Languages

Program Revisions
Undergraduate Certification, Latin American Studies
Undergraduate Certification, Spanish for the Professions

Department of Music

Program Revisions
B.M., Music Education, Composition
B.M., Music Education, Instrumental Performance
B.M., Music, Concentration in Piano Performance
B.M., Music, Concentration in Voice Performance

Department of Philosophy & Religious Studies

Program Revisions
B.A., Philosophy
B.A., Philosophy (Religious Studies Concentration)
Minor, Philosophy
Minor, Religious Studies

Dean's Office

Program Revisions
Interdisciplinary Minor, Irish Studies

B. College of Behavioral and Social Sciences...Refer to Curriculum Site for details

A Haddad/Alfonso motion to approve the programs was passed unanimously.

Department of Criminal Justice and Criminology Program Revisions B.S., Criminal Justice and Criminology

Department of Human Ecology Program Revisions B.S., Fashion Merchandising and Apparel Design

Department of Political Science and International Studies Program Revisions B.S., International Trade

Department of Sociology and Anthropology Program Revisions B.S., Sociology

The following programs and minors were tabled until the November 16, 2017 meeting in order to correct issues by departments before approval. No courses were approved at this meeting.

Department of Criminal Justice and Criminology Program Revisions Minor in Criminal Justice and Criminology Minor in Cybercrime Minor in Justice Studies (Being deleted) Minor in Transnational Crime (Being deleted)

Department of Human Ecology Program Revisions Fashion Merchandising and Apparel Design Minor

Department of Political Science and International Studies Program Revisions B.A., International Studies B.A., Political Science International Studies Minor Political Science Minor

Department of Public and Non-Profit Studies Program Revisions Public Administration Minor

Department of Sociology and Anthropology Program Revisions B.A., Anthropology Sociology Minor Anthropology Minor

C. Waters College of Health Professions.....Refer to Curriculum Site for details

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

School of Nursing Program Revisions B.S.N., Nursing Accelerated BS in Nursing (ABSN) Nursing Advanced Placement Track LPN/LVN – BSN R.N.-B.S.N., Nursing **Department of Health Sciences and Kinesiology** Program Revisions B.H.S., General Health Sciences B.H.S., Health Service Administration Programs – No Revisions B.H.S., Human Performance/Fitness Management B.H.S., Health Informatics **Department of Diagnostic and Therapeutic Sciences** Programs – No Revisions B.S.M.L.S, Medical Laboratory Sciences Traditional Track Online Career Ladder Program B.S.R.S., Radiologic Sciences, Cardiovascular/Interventional Science B.S.R.S., Radiologic Sciences, Nuclear Medicine B.S.R.S., Radiologic Sciences, Radiation Therapy B.S.R.S., Radiologic Sciences, Radiography B.S.R.S., Radiologic Sciences, Diagnostic Medical Sonography B.S.R.S., Radiologic Sciences, Special Option B.S.R.S., Radiologic Sciences, Bridge Program B.S., Respiratory Therapy **Department of Rehabilitation Sciences** Programs – No Revisions B.S., Communication Sciences and Disorders

The following programs and minors were tabled until the November 16, 2017 meeting in order to correct issues by departments before approval. No courses were approved at this meeting.

Department of Diagnostic and Therapeutic Sciences Programs – No Revisions Radiology Certificate, Clinical Specialist in Advanced Imaging Radiology Certificate, Nuclear Medicine Radiology Certificate, Radiation Therapy **Department of Rehabilitation Sciences** Programs – No Revisions B.S., Rehabilitation Sciences

D. College of Science and Mathematics.....Refer to Curriculum Site for details

A Mossholder/Aasheim motion to approve the programs was passed unanimously.

Department of Geology and Geography Programs – No Revisions B.A., Geography B.S., Geography B.A., Geology B.S., Geology Geography Minor Geology Minor Geographic Information Science Minor

Department of Mathematical Sciences Programs – No Revisions B.S., Mathematics Mathematics Minor

The following programs and minors were tabled until the November 16, 2017 meeting in order to correct issues by departments before approval. No courses were approved at this meeting.

Department of Geology and Geography Programs – No Revisions B.S., Geography

Geography Minor Geology Minor Geographic Information Science Minor

Department of Mathematical Sciences Programs – No Revisions Mathematics Minor

V. COMMITTEE TASK – Course Review

In order to help expedite the review and correction process, committee members are working within their own colleges to correct course errors and resubmit the department courses for the November 16th meeting. Listed below are the courses that were tabled and will be revised for the November 16th meeting.

(Note: Course Curriculum is still under Registrar Review)

A. College of Arts and Humanities.....Refer to Curriculum Site for details

Betty Foy Sanders Department of Art

Course(s)

All Art Department Course Prefixes

Department of Communication Art

Course(s)

All Communication Art Department Course Prefixes

Department of Literature

Course(s)

All Literature Department Course Prefixes

Department of Foreign Languages

Course(s)

All Foreign Languages Department Course Prefixes

Department of History

Course(s)

All History Department Course Prefixes

Department of Music

Course(s)

All Music Department Course Prefixes

Department of Philosophy & Religious Studies

Course(s)

All Philosophy Course Prefixes

All Religious Studies Course Prefixes

Dean's Office

Course(s)

All Irish Prefixes

B. College of Behavioral and Social Sciences...Refer to Curriculum Site for details Department of Criminal Justice and Criminology Course(s) CRJU Courses Department of Human Ecology Course(s) FMAD Courses Department of Political Science

and International Studies Course(s) International Studies Courses International Trade Courses Political Science Courses **Department of Public and Non-Profit Studies** Course(s) PBAD Courses **Department of Sociology and Anthropology** Course(s) SOCI Courses ANTH Courses

C. Waters College of Health Professions.....Refer to Curriculum Site for details Office of the Dean Course(s) HLPR Courses (no revisions) **School of Nursing** Course(s) All Nursing Courses (new and inactivated) **Department of Health Sciences and Kinesiology** Course(s) – No Revisions GERO HITC HSCG HSCA

HSCC HSCF HSCP SMED Course(s) – Revisions HSCA HSCC MHSA **Department of Diagnostic and Therapeutic Sciences** Course(s) – No Revisions MEDI CVIS DDRS RADR RADS RDSC RTHR NUCM RESP SONO **Department of Rehabilitation Sciences** Course(s) – No Revisions CSDS RHAB

D. College of Science and Mathematics.....Refer to Curriculum Site for details Department of Geology and Geography Course(s) – Revisions, New, Inactivated GEOG GEOL **Department of Mathematical Sciences** Course(s) – Revisions, New, Inactivated MATH STAT

E. University Honors Program.....Refer to Curriculum Site for details Course(s) – Revisions, New, Inactivated UHON HONS

VI. OTHER BUSINESS

As an additional note, Mrs. Brooks addressed the confusion around courses that were still labeled with a 5000U. Armstrong is adopting Georgia Southern's course number system and a "U" will no longer be used to denote an undergraduate 5000-level course. Instead, it will follow the current practice of a SUBJ 5XXX for undergraduate courses and SUBJ 5XXXG for graduate courses. If Georgia Southern currently has the same 5000-level course as Armstrong, the 5000U from Armstrong will be inactivated. If a 5000U from Armstrong does not have a current equivalent at Georgia Southern and will be taught in the new university, the 5000U will need to be renumbered to an available number without the "U."

VII. ADJOURNMENT

There being no further business to come before the committee, a Mossholder/Amarie motion to adjourn the meeting at 4:43 p.m. was passed unanimously.

Respectfully Submitted,
Jade Brooks
Recording Secretary

**UNDERGRADUATE COMMITTEE
AGENDA
NOVEMBER 16, 2017
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, ROOM 3202**

I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Moya Alfonso, Dr. Dragos Amarie, Miss Ruth Baker, Dr. Adrian Gardiner, Dr. Amanda Glaze, Mrs. Lori Gwinett, Dr. Rami Haddad, Dr. Chuck Harter, Dr. Barbara Hendry, Dr. Raymona Lawrence, Dr. Alisa Leckie, Dr. Peggy Mossholder, Dr. Edward Rushton, Dr. Marian Tabi

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

Visitors: Dr. Barry Balleck, Dr. Delena Bell Gatch, Dr. Phillip Christian, Dr. Finbarr Curtis, Dr. Trent Davis, Dr. Robert Farber, Dr. Karin Fry, Dr. Steven Harper, Dr. Brian Koehler, Dr. John Kraft, Dr. Mike Nielsen, Mrs. Cindy Randall, Dr. Craig Roell, Dr. Stephen Rossi, Dr. Marcela Ruiz-Funes, Dr. Joanna Schreiber, Dr. Kathlyn Smith, Mrs. Alicia Spence, Dr. Deborah Thomas, Dr. Janice Walker, Dr. Patrick Wheaton, Dr. David Williams, Dr. Marieke Van Willigen, Mrs. Lisa Wilson, Dr. Brent Wolfe, Dr. Rob Yarborough **Absent:** Dr. Ed Mondor *Dr. Alisa Leckie called the meeting to order at 3:31 p.m.*

II. APPROVAL OF AGENDA

An Aasheim/Haddad motion to approve the agenda was passed unanimously.

III. APPROVAL OF PAST MEETING MINUTES

An Aasheim/Amarie motion to approve the past meeting minutes (September 19, 2017, October 17, 2017 and October 31, 2017) was passed unanimously.

III. CHAIR'S UPDATE *Dr. Alisa Leckie provided the committee with a brief summary of both old and new business items to be approved during the meeting.*

IV. OLD BUSINESS – 10/31 Curriculum Coming Forward

A. College of Arts and Humanities.....Refer to the Curriculum Site for details *An Aasheim/Amarie motion to approve the following programs was passed unanimously.*

Betty Foy Sanders Department of Art Corrected Program(s) Art B.A. (Concentration in Art History)
Art B.A. (Concentration in Studio Art) Art B.A. (Concentration in Visual Arts) Art B.F.A. (Concentration in 2D Studio: Drawing, Painting, Print/Paper/Book Arts)

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

Course(s) Art Department Courses **Department of Communication Arts**
Course(s) COMM COMS

Department of Foreign Languages Course(s) ARAB CHIN FORL FREN GRMN JAPN LATN SPAN **Department of History** Course(s)
History Department Courses

Department of Literature Course(s) Literature Department Courses **Department of Music** Program(s) Music B.M. (Concentration in Composition) Music B.M. (Concentration in Instrumental Performance) Music B.M. (Concentration in Piano Performance) Music B.M. (Concentration in Voice Performance) Course(s) MUSA MUSC MUSE **Department of Philosophy & Religious Studies** Program(s) Philosophy B.A. (Religious Studies Concentration) Philosophy B.A. Course(s) Philosophy Department Course Religious Studies Courses

Dean's Office Course(s) Irish Studies Courses

B. College of Behavioral and Social Sciences...Refer to Curriculum Site for details *An Aasheim/Haddad motion to approve the following programs was passed unanimously.*

Department of Criminal Justice and Criminology Course(s) CRJU Department Courses **Department of Human Ecology** Course(s) FMAD Courses **Department of Political Science and International Studies** Program(s) International Studies B.A. Political Science B.A. Course(s) International Studies Courses International Trade Courses Political Science Courses **Department of Public and Non-Profit Studies** Course(s) PBAD Department Courses **Department of Sociology and Anthropology** Course(s) ANTH Courses SOCI Courses

C. Waters College of Health Professions.....Refer to Curriculum Site for details. *An Aasheim/Haddad motion to approve the following courses was passed unanimously.* **Office of the Dean** Course(s) HLPR Courses **School of Nursing** Course(s) All Nursing Courses **Department of Health Sciences and Kinesiology** Course(s) – No Revisions GERO HITC HSCG HSCA HSCC HSCF HSCP

SMED Course(s) – Revisions HSCA HSCC MHSA **Department of Diagnostic and Therapeutic Sciences** Course(s) – No Revisions MEDI
CVIS DDRS RADR RADS RDSC RTHR NUCM RESP SONO

Course(s) – No Revisions CSDS RHAB

D. College of Science and Mathematics....Refer to Curriculum Site for details *A Haddad/Amarie motion to approve the following program was passed unanimously.*

Department of Geology and Geography Program(s) Geology B.S. Course(s) GEOG GEOL **Department of Mathematical Sciences**
Course(s) MATH STAT

E. University Honors ProgramRefer to Curriculum Site for details *A Hendry/Gwinnett motion to approve the following courses was passed unanimously.*

Course(s) UHON HONS

V. NEW BUSINESS – No Pending Corrections

A. College of Arts and Humanities.....Refer to Curriculum Site for details **Department of Communication Arts**
An Aasheim/Amarie motion to approve the following programs and courses was passed unanimously.

Program(s) Multimedia Film and Production, B.S. Public Relations B.S. Multimedia Journalism B.S. Theatre B.A.

Course(s) MMFP MMJ ENGL FILM PRCA THEA **Department of Interdisciplinary Programs** *A Hendry/Gwinnett motion to approve the following program was passed unanimously.*

Program(s) B.A., Women's, Gender, and Sexuality Studies **Department of Interdisciplinary Studies** *A Haddad/Mossholder motion to approve the following programs and courses was passed unanimously.*

Program(s) Interdisciplinary Studies B.I.S. Interdisciplinary Studies B.I.S. (Online) Course(s) AAST WGSS WGST **Department of Writing and Linguistics**

An Aasheim/Hendry motion to approve the following program and courses was passed unanimously.

Program(s) Writing B.A. Course(s) ENGL ESL WRIT

B. College of Behavioral and Social Sciences...Refer to Curriculum Site for details **Department of Human Ecology**

A Harter/Aasheim motion to approve the following programs was passed unanimously.

Program(s) Interior Design B.S. Recreation B.S.

Department of Psychology

A Harter/Alfonso motion to approve the following programs was passed unanimously.

Program(s) Psychology B.A. Psychology B.S. **Department of Sociology and Anthropology**

A Hendry/Dragos motion to approve the following program was passed unanimously.

Program(s) Anthropology B.A. (Originally submitted to 10/31, but pulled for revisions)

C. College of Engineering and Information TechnologyRefer to Curriculum Site for details

Department of Information Technology

An Aasheim/Haddad motion to approve the following program was passed unanimously.

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

Department of Civil Engineering and Construction

An Alfonso/Haddad motion to approve the following program was passed unanimously.

Program(s) Civil Engineering B.S.C.E.

Department of Electrical and Computer Engineering

A Haddad/Aasheim motion to approve the following programs was passed unanimously.

Program(s) Computer Engineering B.S.Cp.E. Electrical Engineering B.S.E.E.

D. College of Business.....Refer to Curriculum Site for details **Department of Economics** *A*

Harter/Mossholder motion to approve the following programs was passed unanimously.

Program(s) Economics B.A. Economics B.B.A. (International Business Emphasis) Economics B.B.A. **Department of Finance** *A Hendry/Harter motion to approve the following program and courses was passed unanimously.*

Program(s) Finance B.B.A. Course(s) ECON

FINC Department of Information Systems *An Aasheim/Dragos motion to approve the following programs and courses was passed unanimously.*

Program(s) Information Systems B.B.A. Information Systems B.B.A. (Business Intelligence Emphasis) Information Systems B.B.A. (Enterprise Resource Planning Systems Emphasis) Information Systems B.B.A. (Enterprise Security Emphasis) Course(s) CISM **Department of Logistics & Supply Chain Management** *A Hendry/Dragos motion to approve the following programs and courses was passed unanimously.*

Program(s) Management B.B.A. (Emphasis in Operations Management) Logistics and Intermodal Transportation B.B.A. Course(s) BUSA LOGT MGNT

Department of Management *A Haddad/Aasheim motion to approve the following programs and courses was passed unanimously.*

Program(s) Management B.B.A.

Management B.B.A. (Emphasis in Entrepreneurship and Innovation) Management B.B.A. (Emphasis in Hospitality Management) Management B.B.A. (Emphasis in Human Resource Management) Course(s) BUSA HNRM MGNT **Department of Marketing** *A Harter/Amarie motion to approve the following programs and courses was passed unanimously.*

Program(s) Marketing B.B.A. Marketing B.B.A. (Emphasis in Fashion Merchandising) Marketing B.B.A. (Emphasis in Retailing Management) Marketing B.B.A. (Emphasis in Sales and Sales Management) Course(s) MKTG **School of Accounting**

A Hendry/Harter motion to approve the following program and courses was passed unanimously.

Program(s) Accounting B.B.A. Course(s) ACCT LSTD

E. College of Education.....Refer to Curriculum Site for details Department of Curriculum Foundations and Reading *A Haddad/Amarie motion to approve the following courses was passed unanimously.*

Course(s) EDUC EDUF EDUR READ **Department of Elementary & Special Education** *Dr. Deborah Thomas brought to the committee's attention a missing course prefix from the agenda. A friendly amendment was made to add IPSE to the course prefixes presented for approval. An Amarie/Aasheim motion to approve the following programs and courses was passed unanimously.*

Program(s) Elementary Education B.S.Ed. Certification Track Special Education B.S.Ed. Certification Track Professional Studies Elementary Education/Non-Certification B.S.Ed. Professional Studies Special Education/Non-Certification B.S.Ed. Course(s) COED ECED IPSE SPED **Department of Middle Grades and Secondary Education** *An Aasheim/Amarie motion to approve the following programs and courses was passed unanimously.*

Program(s) Health and Physical Education B.S.Ed. Certification Track Middle Grades Education B.S.Ed. Certification Track Secondary Education B.S.Ed. (Concentration in Biology Education) Certification Track Secondary Education B.S.Ed. (Concentration in Chemistry Education) Certification Track Secondary Education B.S.Ed. (Concentration in Mathematics Education) Certification Track Secondary Education B.S.Ed. (Concentration in Physics Education) Certification Track Secondary Education B.S.Ed. (Concentration in English Education) Certification Track Secondary Education B.S.Ed. (Concentration in History Education) Certification Track Professional Studies Health & Physical Education/Non-Certification B.S.Ed. Professional Studies Middle Grades Education/Non-Certification B.S.Ed. Professional Studies Secondary Ed Concentration in Biology Education/Non-Certification B.S.Ed. Professional Studies Secondary Ed Concentration in Chemistry Education/Non-Certification B.S.Ed. Professional Studies Secondary Ed Concentration in English Education/Non-Certification B.S.Ed. Professional Studies Secondary Ed Concentration in History Education/Non-Certification B.S.Ed. Professional Studies Secondary Ed Concentration in Mathematics Ed/Non-Certification B.S.Ed. Professional Studies Secondary Education Concentration in Physics Ed/Non-Certification B.S.Ed. Course(s) COED ECED SPED ESED ISCI MGED SCED **Department of Leadership, Technology & Human Development** *A Hendry/Amarie motion to approve the following courses was passed unanimously.*

Course(s) LTHD Department Courses

F. College of Science and Mathematics....Refer to Curriculum Site for details Department of Biology *An Aasheim/Hendry motion to approve the following courses was passed unanimously.*

Course(s) Biology Department Courses **Department of Chemistry & Biochemistry** *A Haddad/Amarie motion to approve the following program and courses was passed unanimously.*

Program(s) Chemistry B.A. Course(s) Chemistry & Biochemistry Department Courses

G. Waters College of Health Professions.....Refer to Curriculum Site for details Department of Health Science and Kinesiology *An Amarie/Mossholder motion to approve the following courses was passed unanimously.*

Course(s) NTFS PEBC PEHM PEEC

H. First Year Experience *A Mossholder/Hendry motion to approve the following courses was passed unanimously.*

Course(s) FYE FYSE FYSH FYSL FYSS

I. ASSOCIATE DEGREES *An Aasheim/Haddad motion to approve the following programs was passed unanimously.*

Program(s) Associate of Arts (A.A.) Associate of Science (A.S.)

VI. NEW BUSINESS – Pending Corrections

College of Arts and Humanities.....Refer to Curriculum Site for details Department of Interdisciplinary Studies *By the start of the meeting, the Interdisciplinary Studies Courses had been corrected with no pending revisions. A Harter/Haddad motion to approve the following courses was passed unanimously.*

Course(s) Interdisciplinary Studies Courses

A. College of Behavioral and Social Sciences...Refer to Curriculum Site for details Department of Human Ecology *A Mossholder/Amarie motion to approve the following program and courses was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Child and Family Development B.S. Course(s) CHFD Courses INDS Courses RECR Courses **Department of Political Science and International Studies** *An Aasheim/Haddad motion to approve the following program was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Law and Society B.A.

Department of Psychology *It was brought to the committee's attention that the following item was previously left off the agenda. An Aasheim/Amarie motion to approve the following courses was passed unanimously.*

Course(s) PSYC

B. College of Engineering and Information TechnologyRefer to Curriculum Site for details **Department of Information Technology** *A Mossholder/Haddad motion to approve the following program and courses was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Information Technology B.S.I.T. Course(s) IT **Department of Civil Engineering & Construction** *An Aasheim/Dragos motion to approve the following programs and courses was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Construction Management B.S.Cons. Construction Engineering B.S.Con.E. Course(s) CENG TCM **Department of Computer Science** *A Mossholder/Hendry motion to approve the following program and courses was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Computer Science B.S. Course(s) CSCI **Department of Electrical and Computer Engineering** *An Aasheim/Haddad motion to approve the following courses was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Course(s) ENGR EENG **Department of Manufacturing Engineering** *A Harter/Hendry motion to approve the following program and courses was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Manufacturing Engineering B.S.Mfg.E. Course(s) MFGE **Department of Mechanical Engineering** *A Haddad/Harter motion to approve the following program and courses was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Mechanical Engineering B.S.ME. Course(s) ENGR MENG

C. College of Science and Mathematics.....Refer to Curriculum Site for details **Department of Biology** *An Aasheim/Gwinnett motion to approve the following programs was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Biology B.A. Biology B.S. **Department of Chemistry & Biochemistry** *A Harter/Haddad motion to approve the following programs was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Program(s) Biochemistry B.S. Chemistry B.S.

D. Waters College of Health Professions.....Refer to Curriculum Site for details *A Haddad/Amarie motion to approve the following program was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.*

Department of Rehabilitation Services Program(s) Rehabilitation Sciences B.S.

VII. NEW BUSINESS – Minors

A. College of Arts and Humanities.....Refer to the Curriculum Site for details *An Aasheim/Amarie motion to approve the following minors in the College of Arts and Humanities was passed unanimously.*

Betty Foy Sanders Department of Art

Minor, Animation and New Media (Statesboro Campus)

Minor, Art (Armstrong Campus) Minor, Art History (Armstrong Campus) Minor, Art History (Statesboro Campus)

Minor, Graphic Communications (Statesboro Campus)

Minor, Graphic Design (Armstrong Campus) Minor, Photography and Digital Imaging (Statesboro Campus) Minor, Studio Art (Statesboro Campus)

Communication Arts Department Multimedia Journalism Minor Multimedia Film and Production Minor Public Relations Minor Theatre Minor

Department of Literature English Minor **Department of Music** Applied Music Minor Music Minor

Music History and Literature Minor Music Technology Minor

Department of Philosophy & Religious Studies Philosophy Minor **Writing and Linguistics Department** Applied Linguistics Minor

Professional and Technical Writing Minor Writing Minor **Interdisciplinary Programs** Africana Minor Environmental Studies Minor European Union Studies Minor Women's, Gender and Sexuality Studies Minor

B. College of Behavioral and Social Sciences...Refer to Curriculum Site for details *A Haddad/Gardner motion to approve the following minors in the College of Behavioral and Social Sciences was passed unanimously (with the exception of the Asian Studies Minor and the Fashion Merchandising and Apparel Design Minor – see motions below).*

Department of Criminal Justice and Criminology Criminal Justice and Criminology Minor Cybercrime Minor Justice Studies Minor

Transnational Crime Minor **Department of Human Ecology** Recreation and Tourism Management Minor

An Aasheim/Mossholder motion to approve the Fashion Merchandising and Apparel Design Minor was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting. Fashion Merchandising and Apparel Design Minor

Department of Political Science and International Studies International Studies Minor Legal Studies Minor
Political Science Minor

A Hendry/Amarie motion to approve the Asian Studies Minor was passed unanimously under the condition that corrections are submitted to and approved by the Registrar's Office immediately following the meeting.
Asian Studies Minor

Department of Public and Non-Profit Studies Public Administration Minor **Department of Psychology** Applied Behavior Analysis Minor
Mental Health Minor
Neuroscience Minor
Organizational Psychology Minor
Psychology Minor

Department of Sociology and Anthropology Anthropology Minor Sociology Minor

C. College of Science and Mathematics....Refer to Curriculum Site for details *An Aasheim/Haddad motion to approve the following minors in the College of Science and Mathematics was passed unanimously (with the exception of the Chemistry Minor and the Geology Minor which were withdrawn from inclusion in the agenda).*

Department of Biology Biology Minor

Department of Chemistry and Biochemistry Biochemistry Minor Chemistry Minor (Withdrawn)

Department of Geology and Geography Geography Minor Geology Minor (Withdrawn) Geography Information Science Minor **Department of Mathematical Sciences** Mathematical Sciences Minor

Department of Physics and Astronomy Physics Minor

D. College of Business....Refer to Curriculum Site for details

An Aasheim/Harter motion to approve the following minors in the College of Business was passed unanimously.

Department of Economics Economics Minor

Department of Finance Finance Minor

Department of Information Systems Business Analytics Minor

E. College of Education....Refer to Curriculum Site for details

A Mossholder/Aasheim motion to approve the following minor in the College of Education was passed unanimously.

Department of Leadership, Technology & Human Development Instructional Design and Technology Minor

F. College of Engineering & Information TechnologyRefer to Curriculum Site for details

A Haddad/Aasheim motion to approve the following minor in the College Engineering and Information Technology was passed unanimously.

Department of Information Technology Cyber Security Minor

VIII. NEW BUSINESS – Certificates and Other Programs

A. College of Arts and Humanities.....Refer to Curriculum Site for details *It was brought to the committee's attention that the Applied Linguistics Concentration was presented under an incorrect department on the agenda. A friendly amendment was made to move the Applied Linguistics Concentration to the Department of Writing and Linguistics. An Aasheim/Haddad motion to approve the following certificates, interdisciplinary minors, and concentrations in the College of Arts and Humanities was passed unanimously.*

Department of Communication Arts Film Studies Interdisciplinary Minor **Department of Foreign Languages** Latin American Studies Undergraduate Certificate Spanish for thee Professional Undergraduate Certificate **Department of Interdisciplinary Studies** Religious Studies Interdisciplinary Concentration **Department of Philosophy & Religious Studies** Religious Studies Interdisciplinary Minor **Department of Writing and Linguistics** Applied Linguistics Concentration
Linguistics Interdisciplinary Minor

Dean's Office Irish Studies Interdisciplinary Minor

B. College of Behavioral and Social Sciences...Refer to Curriculum Site for details *A Harter/Haddad motion to approve the following certificate in the College of Behavioral and Social Sciences was passed unanimously.*

Department of Psychology Program(s) Undergraduate Certificate in Applied Behavior Analysis

C. College of Education.....Refer to Curriculum Site for details *An Aasheim/Hadda motion to approve the following endorsement in the College of Education was passed unanimously.*

Department of Middle Grades and Secondary Education Program(s) English for Speakers of Other Languages (ESOL) Education Endorsement

D. College of Engineering and Information TechnologyRefer to Curriculum Site for details *A Haddad/Amarie motion to approve the following certificate in the College of Engineering and Information Technology was passed unanimously.*

Department of Information Technology Program(s) Cyber Security Undergraduate Certificate

E. College of Business.....Refer to Curriculum Site for details *An Aasheim/Amarie motion to approve the following interdisciplinary minor in the College of Business was passed unanimously.*

Department of Information Systems Program(s) Business Analytics Interdisciplinary Minor

F. Waters College of Health Professions.....Refer to Curriculum Site for details *An Aasheim/Hendry motion to approve the Health Sciences Certificate was passed unanimously.*

An Aasheim/Amarie motion to approve the Gerontology Certificate was passed unanimously with the condition that corrections are submitted and approved by the Registrar's Office.

Department of Health Science and Kinesiology Program(s) Health Sciences Certificate Gerontology Certificate

G. College of Science and Mathematics.....Refer to Curriculum Site for details

Dr. Brian Koehler brought to the committee's attention that the Environmental Sustainability Interdisciplinary Concentration had been left off the agenda. The friendly amendment was made to add the interdisciplinary concentration to the agenda and to be presented for approval. An Aasheim/Haddad motion to approve the following concentration was passed unanimously.

Department of Biology

Program(s)

Environmental Sustainability Interdisciplinary Concentration

IX. OTHER BUSINESS

Dr. Adrian Gardner proposed a friendly amendment to add the inactivation of the Business Minor in the College of Business. The friendly amendment was made to add the inactivation of the minor to the agenda and to be presented for approval. An Aasheim/Amarie motion to approve the inactivation of the minor was passed unanimously.

It was brought to the committee's attention that the courses in section IV for the following colleges had not been presented for approval: College of Arts and Humanities, College of Behavioral and Social Sciences, and College of Science and Mathematics. An Aasheim/Haddad motion to approve all courses within the colleges listed above in Section IV of the agenda was passed unanimously. Dr. Stephen Rossi presented the committee with two additional curriculum-related friendly amendment proposals on behalf of the Department of Health Sciences and Kinesiology in the Waters College of Health Professions. (1)The addition of a set of Armstrong PE courses to the agenda for inactivation, as they had been inadvertently left off the course inactivation spreadsheet when initially submitted to the Registrar's Office. (2)KINS 1525, a new course to replace HLTH 1520, to be added to the agenda for approval, as it had been submitted for review to the Registrar's Office and was left off the agenda for approval. A Mossholder /Haddad motion to accept the friendly amendments and approve both the inactivation of the PE courses and the new KINS course (with the condition that any necessary corrections are submitted and approved by the Registrar's Office) was passed unanimously.

X. ADJOURNMENT

There being no further business to come before the committee, a Mossholder/Amarie motion to adjourn the meeting at 5:05 p.m. was passed unanimously.

Respectfully Submitted,
Jade Brooks
Recording Secretary

GECC Committee Meeting
September 28, 2017

Members Present: Michelle Cawthorne, Julie Garlen, Curtis Ricker, Alisa Leckie, Ruth Baker, Delena Gatch, Rocio Alba-Flores, Jake Simons, Daniel Czech, Bridget Melton, Heidi Altman, Terri Flatteby, Clint Martin

Meeting called to order at 8:08

After our last meeting Michelle found out that the Registrar left this committee out of the curriculum approval process. Michelle contacted Rob Pirro to let him know. This is a one time situation due to abbreviated timeline for consolidation.

Core Reports

Deadline for the Core Reports is tomorrow. Currently there are 32 of the approximately 75 we can expect.

There are some scattered issues with Chalk and Wire. Some accounts are expired. There is a link in MyGeorgiaSouthern.

Reports are turned into Chalk and Wire. We are making it work for our purposes. Reports are loaded into the system and we can download or view.

The first few questions on the review are “yes” and “no” even though it is a 4 point rubric so there are some “dead” buttons on those

Carefully read the rubric descriptors and align comments with rubric. Alignment of measures and SLOs, how were data collected, targets, findings (presentation of data and interpretation of results) Often programs struggle with the interpretation and tend to do more of a reiteration. The final step is the action plan – use data for action plan in next cycle.

Chalk and Wire “sees” a report as complete once numbers are entered. “Save as Draft” works in the interim to save. The green Save button is the final Save.

Core reports take about an hour or less each.

Our next step is for us to do a practice score and align scores. We will be assigned partners for the alignment practice.

We each have 7 to 8 reports to score. Delena has tried to align our expertise as much as possible for the first reviewer. We are aiming for consistency.

The goal is to get reports back before Christmas Break. We will have norming meetings next week on Thursday at 8 and on Friday at 12:30. We need the initial report scored by Wednesday at noon so Delena can align.

Some challenges from last year’s experience: sometimes when a report has aspects that apply to two descriptors, we need to identify if it is all or nothing, or if most of the criteria meet the

descriptor. Also – with the Target section – is it 70% of my students that need 70% or better. (Our next charge as a committee is to review the rubric, so make notes as we use the rubric)

The goal is to be honest, but merciful. In your comments be constructive. It is useful to use the language of the rubric in the comments. Include both positive and constructive feedback.

The Plan:

Delena will get reports ready to go and send us a link to the report we are all going to score and instructions for Chalk and Wire. We will meet in the IT building.

Each of us will get the review using the initial review rubric and then pull out as a pdf. Then Chalk and Wire autoescalates and sends the reconciliation rubric and then one of us will complete the reconciliation rubric and then Delena puts in the final rubric that goes back to the programs.

Michelle suggests typing the comments into a Word document and copy/pasting into Chalk and Wire. Then it becomes easier to collaborate for reconciliation.

Meeting Adjourned

