

GRADUATE COMMITTEE MINUTES

Chair: Dr. Jill Lockwood

Graduate Committee Meeting Date – January 24, 2008

Present: Dr. Timothy Mack, COGS; Dr. Cindi Chance, Dean COE, [Academic Affairs]; Dr. Jill Lockwood, COBA; Ms. Debra Skinner, Library; Dr. Kari Fitzmorris, JPHCOPH; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Yan Wu, COST; Dr. Hsiang-Jui Kung, CIT; Dr. Robert Fernekes, Library; Dr. Mary Hadley, CLASS; Dr. Bill Yang, COBA; Dr. Maggie LaMontagne, COE; Dr. Hsiang-Jui Kung, CIT; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Ms. Belinda Lucas, COGS

Absent with Notification: Dr. Diana Sturges, CHHS

Absent without Notification: Dr. Robert Vogel, JPHCOPH; Dr. Lixin Li, CIT; Dr. Barry Balleck, CLASS; Dr. Kenneth Clark, COE

Guests: Mr. Wayne Smith, Registrar; Ms. Candace Griffith, VPAA; Dr. Jennie Rakestraw, COE; Dr. John Murray, CLASS; Dr. William McCartney, COBA; Dr. Mike McDonald, COBA; Dr. Shahnam Navaee, COST; Dr. Tim Cairney, COBA; Dr. Deborah Thomas, COE; Dr. Mohammad Davoud, COST

I. CALL TO ORDER

Dr. Jill Lockwood called the meeting to order on Thursday, January 24, 2008 at 9:03 AM.

II. APPROVAL OF AGENDA

The agenda was approved as amended – subcommittee reports wants program review committee to go before academic standards.

III. GRADUATE COMMITTEE CHAIR REMARKS – DR. JILL LOCKWOOD

Dr. Lockwood stated that she had no remarks.

IV. A. OLD BUSINESS – No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES:

- i. **Academic Standards & Policies Committee** – The subcommittee had no news to report as there had been no subcommittee meeting.
- ii. **Curriculum Committee** – The subcommittee had no news to report as there had been no subcommittee meeting.
- iii. **Program Review, Assessment & Strategic Planning Committee** – Dr. Mary Hadley remarked that the sub-committee tweaked the COGS mission statement to its final version, which is now available on the COGS webpage. Dr. Mack stated that he sent the mission statement to the Program Directors for their comments as the Graduate Committee had requested. Dr. Hadley stated that the sub-committee also reviewed the issue of bologna degrees. The sub-committee concluded that we should support this process because most 3 year bachelor's degrees were similar to our 4 year bachelor's degrees. Dr. Lockwood stated that she brought the bologna degree process up in faculty senate and everyone decided that accepting the bologna process was a good idea.

V. NEW BUSINESS

A. PROGRAMS:

i. College of Business Administration

Program Revisions:

MBA – Add BUSA 7130 (International Business) to Program of Study

Justification: Our COBA Graduate faculty has completed an extensive Assurance of Learning self study for our re-accreditation. This self study indicates that our M.B.A. students need to acquire more knowledge of international business. Hence, we are proposing that a required course in international

business be added to the curriculum. This revision will result in students taking nine required courses and one elective instead of the current eight required courses and two electives.

MBA – Delete Accounting area of concentration

Justification: There is no significant demand for this concentration. We currently have only a few students (4 to 6) pursuing this concentration. Most students who want to study graduate level accounting decide to pursue the M.Acc. degree instead of the M.B.A. with a concentration in Accounting.

MBA – Change International Business Concentration

Justification: We want to reduce the number of semester credit hours required for an area concentration in International Business from twelve to nine.

MBA – Change Information Systems Concentration

Justification: We want to reduce the number of semester credit hours required for an area concentration in Information Systems from twelve to nine.

MBA – Change Health Services Administration Concentration

Justification: We want to reduce the number of semester credit hours required for an area concentration in Health Services Administration from twelve to nine.

MBA – Change admission requirements

Justification: This is a proposal to request a change in an admissions requirement. Historically the GMAT (Graduate Management Admissions Test) has always been required of applicants. We propose a waiver of the GMAT under special circumstances as follows: "Applicants may ask that the GMAT be waived under special circumstances. For example, applicants with advanced degrees (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D., etc.) might not be required to present a GMAT score. The applicant's credentials will be presented to the Graduate Curriculum and Programs Committee which will then determine if the GMAT can be waived for the applicant."

MOTION: Dr. Diebolt suggested that the following statement regarding admission appeals statement be added:

“Admission to the MBA or MACC requires a minimum GMAT score of 430. If an applicant does not score 430, he or she may appeal for admission. To appeal for admission, the applicant must follow the College of Graduate Studies appeal procedures. Appeals are considered by the College of Business Administration Graduate Curriculum and Programs Committee (GCPC) which forwards its recommendations to the College of Graduate Studies.

Applicants who have earned an advanced degree (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D., etc.) from a regionally accredited college or university may request a waiver of the GMAT score. An applicant with an advanced degree may request a GMAT waiver through the Graduate Curriculum and Program Committee (GCPC) which will review the applicant’s credentials to determine if the GMAT waiver will be granted. Should the GCPC not meet during an admission cycle, the Dean of the College of Business Administration will appoint a committee of the COBA Graduate Faculty to consider admission and waiver appeals.

Factors that the GCPC may consider for admission will include (but not be limited to) the following:

- 1. Probability of success in the applicants chosen program (MBA or MACC).**
- 2. The diversity the applicant brings to the MBA or MACC degree program.**
- 3. Space availability in the applicant’s chosen program (MBA or MACC).**

The GCPC may make a recommendation it deems to be in the best interest of the MBA or MACC programs, including, but not limited to the following:

- 1. “Regular” admission with no restrictions.”**

Dr. Bill Yang made the motion to approve the Program Revisions as amended. Dr. Vladan Jovanovic provided the second. The Program Revisions submitted by the College of Business Administration were approved as amended.

ii. College of Education

Program Revisions:

Revised policy for enrolling in the Ed.S. before Master's is complete

Justification: The policy allowing a student who has not yet completed a master's degree to enroll in Ed.S. courses is to be limited to only Georgia Southern master's students. The College of Graduate Studies and Ed.S. advisor could not verify that a student was within six hours of completing their master's from any other institution. In the Catalog, the policy needs to clearly state that it is an option only for Georgia Southern master's students so "Georgia Southern University" is being inserted at the beginning of the policy statement.

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revisions:

Disclosure and background check for graduate admissions and graduate internships for all, M.Ed., Ed.S. and Ed.D. degree programs

Justification:

TO: Teacher Education Committee
COE Curriculum Committee
Undergraduate Committee
Graduate Committee

FROM: Dr. Jennie Rakestraw and Dr. Stephanie Kenney

RE: Change to COE Admissions Criteria

DATE: August 22, 2007

1. We would like to propose a change to undergraduate (TEP) and graduate admission criteria to include the requirement of a criminal background check. For graduate admissions, this requirement would be waived for any student who is already employed by a school system and can produce documentation that a criminal background check recently had been conducted by the employer. This change is needed since it is the expectation of public school systems that their personnel have a criminal background check, including those who enter their schools for any length of time for field experiences, student teaching, and internship purposes. Pat Parsons, Director of Field Experiences and Partnerships, discussed this matter with local school system administrators and confirmed that this is their expectation. Currently we require that undergraduate students sign a "Misconduct and Criminal History Disclosure" as part of their application for admission into the Teacher Education Program (TEP) which is now considered inadequate.

The following wording would be added to the catalog in the *Admission into the Teacher Education Program* section. For undergraduate students, it would state: **Completed criminal background check.** Under graduate students, it would state: **Completed criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/ community agency)and that a criminal background check was conducted as part of that employment).** (See attached for full catalog copy for those sections with the statements included.

2. Similarly we propose a change to student teaching and graduate internship criteria to require a recheck of students' criminal background since these capstone experiences occur approximately two years' after initial program admission. When students enter intensive, culminating field experiences in schools during the latter part of their preparation program, it is important that schools are notified of any criminal background issues before agreeing to host the semester-long field experience. This would apply to both initial teacher preparation programs as well as any other graduate program where school-based experience is required as part of the program of study. Individual graduate programs would determine when the recheck would be required based on their practica/internship requirements in the programs of study.

The following wording would be added to the catalog in the *Admission to Student Teaching/Internship* section: **Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment).**

The following wording would be added to the *Internships* section of the catalog: ***Students who are required to participate in internships or other field experiences as part of their graduate program are required to complete a criminal background check on admission to the program and before commencing the internship unless the student is a certified teacher in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment. Students will not be required to undergo a criminal background check more than once every two years.***

3. It is also proposed that graduate program admission require the same disclosures and affirmations that are required for TEP undergraduate and graduate students. That is, all graduate students who apply to enter an M.A.T., M.Ed., Ed.S., Ed.D. or non-degree (TSL) preparation program, must:
- **disclose any previous misconduct;**
 - **acknowledge that the Georgia Professional Standards Commission's (PSC) Code of Ethics for Educators has been reviewed and that the applicant will adhere to those standards; and**
 - **confirm that he/she holds tort liability insurance coverage.**

This change would require that each graduate program would add the following statement to its admission criteria:

Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revision:

Ed.D. in Curriculum Studies – Revise Program of Study

Justification: Current program has been revised to include two distinct program strands and eliminate/update concentration areas. These changes provide more options for students and provide an opportunity for additional COE faculty to be involved in doctoral program.

Wording on the program pages of the Ed.D. in Curriculum Studies was changed to be more clearly stated. Rewording is as follows:

"Admission Requirements:

- 4. Submit completed application for admission, required application fee and office transcripts consistent with the College of Graduate Studies admission requirements.**
- 5. Submit three (3) professional letters of reference."**

MOTION: Dr. Jovanovic expressed concern about the title not matching the content. Dr. Rakestraw stated that they combined two concentration areas. Bob Fernekes made a motion to approve the Program Revision. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed. *Revised program page is as follows:

Georgia Southern University
Proposed New or Revised Programs

To: Undergraduate Committee
 Graduate Committee

(Date Format: 99/99/99) UC/GC Meeting Date: 1/24/08
(Date Format: 99/99/99) Date Submitted: 11/9/07
(Term Format: 200608) Proposed Effective Term: 200805
CIP Code: 130101

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

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

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

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

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

Accreditation College Department State/Regional Needs
 University Strategic Plan

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

OR

Formal Proposal (Attach in Regents' required format)

OR

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

OR

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

3. Proposal for: Graduate Major

Other: Revise to include two distinct program strands and revise/update concentration areas.

4. Degree: EDD

Other:

5. Total Credit Hours Required: 63

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

7. Target Group of Students: Doctoral Students

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

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

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

NOTE: For Revised Catalog Program Pages:

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

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

Current program has been revised to include two distinct program strands and eliminate/update concentration areas. These changes provide more options for students and provide an opportunity for additional COE faculty to be involved in doctoral program.

CURRICULUM STUDIES

Ed.D.

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

Advising: Department of Curriculum, Foundations, and Reading, Dr. William M. Reynolds, P. O. Box 8144, Statesboro, GA 30460, (912) 681-0291, wrey@georgiasouthern.edu, FAX: (912) 681-5382, <http://coe.georgiasouthern.edu/foundations/edd/>

Admission Requirements

The following minimum admission requirements must be met:

Complete the work necessary to be eligible for the minimum of a Master's degree from an accredited graduate institution.

1. Present a minimum grade point average of 3.50 (4.0 scale) in all graduate work attempted (or other appropriate evidence of scholarly aptitude necessary for doctoral study).
2. Present scores from the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). International Students who have not earned a degree at an institution of higher education in the United States must also submit the results of the TOEFL Examination.
3. Complete all College of Graduate Studies admission requirements, including:
 - Application for admission
 - Immunization record
 - Official test scores
 - Official transcripts from all institutions previously attended
 - Three professional reference letters
4. Complete an in-house writing sample.
5. Complete an interview, if requested.

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

Residency: One academic year of continual enrollment.

Time Limit: All course work credited toward the degree and the Candidacy Examination must be completed within seven years after the completion of the first course in the Program of Study following admission to the program. Students must complete and defend the dissertation within five years of admission to candidacy. If the time limits are not met, a student may be required to take additional course work and/or retake the Candidacy Examination. Doctoral students must pass the Candidacy Exam within five years from the first Ed.D. admission registration term and no later than the last semester of Ed.D. course work or the following semester. All degree requirements must be completed within five (5) years of passing the Candidacy Exam. After successful completion of the Candidacy Exam, students have five years to finish program requirements, including the Dissertation; otherwise, the Candidacy Exam must be retaken.

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

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

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

Some students might enter the program carrying course work beyond the Master's degree. Up to 27 semester hours of applicable and appropriate post-Master's work can be applied toward degree requirements with the approval of the student's Candidacy Committee Chair. Once admitted and Candidacy Committee Chair is identified, up to 18 semester hours of applicable and appropriate post-Master's work may apply toward degree requirements with the approval of the student's Candidacy Committee Chair.

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

Research and Inquiry. This portion of the program is designed to create scholars who might apply their knowledge base to the solving of problems encountered in daily education work. Both components of this segment are understood to be essential in the preparation of doctoral students who will engage in meaningful, productive investigations into critical issues in curriculum. The Research component of the segment provides for advanced study into specific methodologies and their appropriate applications. The Inquiry component addresses

theoretical questions of orientation of various research paradigms so that the doctoral student might make an informed decision as to the general approach (i.e. quantitative or qualitative) he/she will wish to pursue in order to effectively address a topic or problem in curriculum.

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

1. ~~*Curriculum Theory*~~ *Cultural Curriculum Studies*

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

2. *Instructional Improvement*

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

3. *Multicultural/International Studies*

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

4. *Teacher Leadership*

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

5. *Teacher Education*

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

6. ~~*Literacy Education*~~

~~Literacy has been largely conceptualized in the nation's schools as the acquisition of reading and writing skills. This Emphasis Area moves beyond the utilitarian definition of the term to invoke a larger sphere which integrates diverse aspects of reading, writing, and language which are usually addressed in separate programs. As such, we offer an interdisciplinary approach utilizing a broad definition of literacy as the construction and organization of experience and its articulation through both written and oral forms of communication. The strength of the Emphasis in Literacy Education lies both in its~~

reflection of modern research and perspectives by integrating diverse aspects of language, reading, and writing, traditionally addressed by distinct programmatic organizational patterns; and its targeting of an array of problems endemic to the region.

~~7. **Mathematics/Science/Computing Technology Education**~~

~~— This area is for mathematics and science teachers, curriculum directors, and others with a high degree of interest and aptitude in any of these areas. This Emphasis is not intended as a set of separate inquiries into discrete content areas, but rather as an interdisciplinary program emphasizing the connections between mathematics in science education, science in mathematics education, and computing technologies in both these fields. Students selecting this Emphasis Area will be better equipped to enhance their own instructional practices as well as provide leadership in interdisciplinary applications of mathematics/science/computing technology education within their constituent schools and school systems.~~

~~8. **Multicultural Education**~~

~~— Originally linked to concerns of racism in schools and schooling, the content of multicultural education has expanded to address inequities based upon gender, class, age, and/or physical ability, as well as wider concerns of cultural diversity. We emphasize both the breadth of analysis inherent in contemporary approaches to multicultural education and the relationship of inquiry to those same analytics. The Emphasis Area will explore new methods for meeting the challenges posed by individual and structural racism, as well as provide for the intense investigation of the needs and problems of the culturally diverse groups found within the region. In addition, this Emphasis facilitates the study of cultural conflicts to determine the roles of family and community in successful multicultural education. Further, the Emphasis Area addresses how schools might be organized to promote creative or non-violent conflict resolution, appreciation of cultural diversity, and the relationship of culture and academic achievement.~~

~~9. **Cultural Curriculum Studies**~~

~~— This emphasis area reflects current major trends in the field of curriculum studies. It centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity. The intersections of popular culture on pedagogy and curriculum theory are complex.~~

~~10. **Arts Education**~~

~~— This area is primarily for art and music teachers, but those theater arts and dance teachers and others with a high degree of interest and aptitude in any of the arts may pursue this Emphasis Area. Students selecting this Emphasis Area will explore curriculum theory and structure in their specific arts discipline and learn new skills in order to develop, implement and revise arts curricula that meet the educational goals and needs of diverse learners. This Emphasis Area will help arts teachers become better equipped to develop and assess curriculum, instruction, programs, and student achievement in their specific fine arts discipline.~~

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

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

Admission to the program

11. Course work
12. Candidacy examinations
13. **Proposal Preprospectus** defense
14. Prospectus defense
15. Dissertation defense

A student will be excluded from the program upon earning grades of “C” or below in two or more courses.

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

The Candidacy Examination. **Following the completion of the prescribed minimum course work and before a student is formally admitted to candidacy for the doctoral degree, the Candidacy Examination must be passed. This examination evaluates both the work to date and the student's qualifications for advanced research.** ~~The content of the examination will cover three blocks: the Core, Research, and an Emphasis area. The administration of the examination consists of two parts: written and oral. The formats for the written portion can be either take home or timed. Students, in concert with their committee chair, will determine which format to employ for the individual blocks of the written examination. The oral portion must be completed within four weeks after the written portion is concluded and the entire examination process must be completed within nine weeks. If a student does not pass all sections of the candidacy examination, the committee may grant one additional examination over the failed section/s to be administered under conditions stipulated by the committee members. These conditions might include additional course work at the committee's discretion. Students may not take the additional examination any earlier than the term following the first examination.~~

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

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

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

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

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

~~The Dissertation Committee. The Proposal Hearing, Prospectus Hearing, and the Dissertation Defense is proctored by at least four members of the Graduate Faculty and conducted in a public forum. The membership is as follows: the Director of the dissertation and three readers, one of whom must be from outside the College of Education. Candidates, in concert with their chair, will choose the individuals of the committee. Three of the four members must approve the dissertation and the final examination in order for the candidate to receive the doctoral degree. If the committee is larger than four (at the candidate's discretion), there may be only one dissenting vote in order for the candidate to pass.~~

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

Program of Study

NOTE: All electives must be approved by committee chair

Doctoral Core	15 Hours
EDUC 9230 - Power and Schooling (3) <i>OR</i> EDUF 7233 – School and Society (3)	
EDUC 9631 - Advanced Seminar in Curriculum Theory (3)	
EDUF 8831 - Philosophies of Education (3)	
EDUF 9131 – Ethical Dimensions of Education (3)	
EDUF 9132 – History of American Curriculum (3) OR EDUF 7234 – History of American Education (3)	
EDUF 9234 – History of American Education (3)	
ESED 9131 – Inquiry and Development of Educational Practice (3)	
Research and Inquiry	12 Hours
EDUC 9232 – Forms of Curriculum Inquiry (3)	
EDUF 9133 – Theories of Educational Inquiry (3)	
EDUR 8131 – Educational Statistics I (3)	
EDUR 9231 – Qualitative Research (3)	
Doctoral Core and Research and Inquiry Combined Electives	12 Hours
Research and Inquiry Core	6 Hours
EDUF 9133 - Theories of Educational Inquiry (3)	
EDUR 9231 - Qualitative Research in Education (3)	
Doctoral Program Strand #1/Curriculum Studies	18 Hours
Specialized Content Requirements	
EDUF 9131 - Ethical Dimensions of Education (3)	
EDUF 9132 - History of American Curriculum (3)	
EDUC 9130 - Contemporary Curriculum Theorists (3) (May be repeated once for emphasis area/elective credit)	
EDUC 9132 - Critical Readings in Curriculum (3) (May be repeated once for emphasis area/elective credit)	
Additional Research and Inquiry Requirements	
EDUC 9232 - Forms of Curriculum Inquiry (3)	
EDUR 8131 - Educational Statistics I (3)	
Doctoral Program Strand #2/Teaching & Learning	18 Hours
Specialized Content Requirements	
ESED 9631 - Advanced Seminar in Teaching and Learning (3)	
ESED 9132 - Critical Analysis of Schools and Educational Practices (3)	
ITEC 8690 - Advanced Seminar in Instructional Technology (3)	
EDUC 8230 - Curriculum Design & Evaluation (3)	
Additional Research and Inquiry Requirements	
EDUR 9131 - Doctoral Research Methods (3)	
EDUR 8132 - Educational Statistics II (3) <i>OR</i> EDUR 9232 Advanced Qualitative Research	
Emphasis in Curriculum Theory	15 Hours
EDUC 9130 – Contemporary Curriculum Theorists (3) (May be repeated for elective credit)	
EDUC 9132 – Critical Reading in Curriculum (3) (May be repeated for elective credit)	
Electives (9)	
Emphasis in Instructional Improvement	15 Hours
Option A – Learning and Instruction	
EDUC 8230 – Curriculum Design and Evaluation (3)	
Select two of the following:	
EDUF 8131 – Theories of Adolescence (3)	
EDUF 8133 – Interaction and Learning (3)	
EDUF 8134 – Models of Motivation (3)	
EDUF 8135 – Thinking and Problem Solving (3)	
EDUF 8136 – Theories of Human Development (3)	
Electives (6)	
Option B – Leadership Certificate (plus field experience)	
EDLD 7132 – General School Administration (3)	
EDLD 7133 – School Law (3)	
EDLD 7234 – Instructional Supervision (3)	
EDLD 7235 – School Business Administration (3)	
EDLD 7236 – School Personnel Administration (3)	
• EDLD 7337 – The Principalship (3), EDLD 7737 – Internship I (3), and EDLD 7738 – Internship II (3) to be completed outside the program.	
Emphasis in Literacy Education	15 Hours
READ 8130 – Advanced Diagnosis and Correction of Reading Difficulties (3)	
Electives (12)	
Emphasis in Mathematics/Science/Computing Technology Education	15 Hours
ESED 8537 – Trends in MSC Education (3)	
ESED 8538 – Applications: Mathematics/Science Education (3)	
ESED 8539 – Computer Technology in Math/Science Education (3)	
Electives (6)	
Emphasis in Multicultural Education	15 Hours
EDUF 7231 – Comparative Educational Thought (3)	
EDUF 9632 – Regional Issues in Multicultural Education (3)	

<i>Electives (9)</i>	
Emphasis in Cultural Curriculum Studies	15 Hours
EDUC 9132 – <i>Critical Readings in Curriculum (3)</i>	
EDUF 9631 – <i>Seminar in Cultural Studies (3)</i>	
<i>Electives (9)</i>	
Emphasis in Arts Education	15 Hours
<i>Electives (15) (determined in consultation with advisor)</i>	
Concentration in Cultural Curriculum Studies	15 Hours
EDUC 9130 - <i>Contemporary Curriculum Theorists (3)</i>	
EDUC 9132 - <i>Critical Readings in Curriculum (3)</i>	
EDUF 9631 – <i>Seminar in Cultural Studies (3)</i>	
<i>Electives (6)</i>	
Concentration in Instructional Improvement	15 Hours
Select three of the following:	
EDUF 8131 - <i>Theories of Adolescence (3)</i>	
EDUF 8133 - <i>Interaction and Learning (3)</i>	
EDUF 8134 - <i>Models of Motivation (3)</i>	
EDUF 8135 - <i>Thinking and Problem Solving (3)</i>	
EDUF 8136 - <i>Theories of Human Development (3)</i>	
<i>Electives (6)</i>	
Concentration in Multicultural/International Studies	15 Hours
EDUF 8231 - <i>Global Education (3)</i>	
EDUF 9632 - <i>Regional Issues in Multicultural Education (3)</i>	
EDUF 8236/8236S - <i>International Study of Educational Practices</i>	
<i>Electives (6)</i>	
Concentration in Teacher Leadership	15 Hours
ESED 8130 – <i>Research on Current Trends & Issues (3)</i>	
ESED 8131 – <i>Teacher Leadership (3)</i>	
ESED 8132 – <i>Curriculum & Instruction (3)</i>	
ITEC 8231 – <i>Transforming Learning with Technology (3)</i>	
<i>Elective (3)</i>	
Concentration in Teacher Education	15 Hours
ESED 9231 – <i>The Teacher Educator (3)</i>	
ESED 9232 – <i>Supervision of Teachers (3)</i>	
ESED 9233 – <i>The Scholarship of Teaching and Learning (3)</i>	
ESED 9799 – <i>Internship in Teaching and Learning (3)</i>	
<i>Elective (3)</i>	
Dissertation	9 Hours
EDUC 9999 - <i>Dissertation (3) (minimum of 9 credit hours)</i>	

OTHER PROGRAM REQUIREMENTS

Must successfully complete assessments identified at each program transition point.

Program Revision:

Ed.S. in Educational Leadership

Justification: The Georgia Board of Regents adopted new Educational Leadership Program Standards, referred to as the BOR Principles, and effective Fall 2008, the additional admission requirement for a passing GACE score is required in all EDS educational leadership certification programs. The revision does not affect the Higher Education Administration concentration.

For consistency, the word "Track" is being changed to "Concentration" in the admission requirements section.

Wording of the Provisional Admission statement was revised to include the following:

“Applicants may be approved for provisional admission based on the quality of the admission materials presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of graduate course work completed after the effective provisional admission term and meet any other stipulations outlined by the department to be changed to “Regular” admission. Only courses completed at Georgia Southern University may be used to satisfy Provisional admission requirements.”

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revisions:

Advisement information in catalog for BA/BS/BBA students interested in teaching and the MAT

Justification: Updating advisement information in the catalog, for BA/BS/BBA students interested in teaching.

During their undergraduate study, students may choose to use their electives to complete prerequisite courses for the MAT or non-degree certification.

Wording was added to the ‘Advisement Information for Those Interested in Teaching’ Addition is as follows:

“REQUIRED COURSES AND TESTS FOR MAT/NONDEGREE ADMISSION:

- **GACE Basic Skills.....or 1030 (sum of GRE V plus GRE Q) or higher on the General Graduate Record Examination (GRE).”**

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revision:

MAT – Revised Program

Justification: A change is being made in the admission requirements for the MAT and non-degree certification programs to reflect the adjusted GPA requirement of a 2.75 in the teaching field course work. This requirement is consistent with the program retention requirement in each of the existing initial teacher preparation programs.

Also, a correction is being made so that "T-5" is the certification level stated in the note at the end of Concentration Three (Special Education) Step Five.

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program

Revision was passed, subject to rewording of the Provisional Admission Statement of the Ed.S. Educational Leadership Program Revision.

Rewording is as follows:

“Consistent Provisional Admission Statement – Applicants may be approved for provisional admission based on the quality of the admission materials presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of graduate course work completed after the effective provisional admission term and meet any other stipulations outlined by the department to be changed to “Regular” admission. Only courses completed at Georgia Southern University may be used to satisfy Provisional admission requirements.”

iii. College of Liberal Arts & Social Sciences

Program Revision:

Psy.D., Clinical Psychology – Program Page

Justification: The revisions on the program page are based on the following:

- 1) a change in the number of semester credit hours of Psychotherapy Skills III (from 2 to 3)
- 2) correcting the total number of credit hours required for the program (from 132 to 108)
- 3) specifying the number of times students need to enroll in PSYC 9735 and 9731
- 4) exchanging COUN 7337 for PSYC 7330 (approved earlier)

MOTION: The Graduate Committee voted unanimously to approve the Program Revision submitted by the College of Liberal Arts and Social Sciences as written. The motion was passed.

iv. College of Science & Technology

Program Revisions:

Master of Technology – Termination of the Engineering Technology concentration

Justification: This is a request to phase out the Engineering Technology concentration in the Master of Technology Degree. There are no students enrolled in this concentration. It has been dormant for several years. No new students will be admitted under this concentration, effective immediately. (Note: This concentration was not reflected in the current catalog so there is no need for a catalog revision page.)

Master of Technology – Deactivation of Environmental Studies concentration

Justification: This is a request to deactivate the Environmental Studies concentration in the Master of Technology Degree. The phase-out of this concentration will be completed in 2009 and no new students will be admitted effective immediately. Since the inception of this concentration (1998) there have been only three graduates. There is one student currently enrolled in the concentration who should be able to complete the program within the phase-out period. No courses will be deleted as a direct result of deactivating this option; therefore, the student should not encounter any difficulty in completing the program. Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Graphic Communications Management concentration

Justification: This is a request to deactivate the Graphic Communications Management concentration in the Master of Technology Degree. The Graphic Communications Management program has been administratively moved to CLASS from COST. The phase-out of this concentration will be completed in 2010 or sooner based on the matriculation of currently admitted students through the program. No new students will

be admitted under this option, effective Fall 2008. The two students currently enrolled in the concentration should be able to complete the program within the phase-out period. (No courses will be deleted as a direct result of deactivating this concentration; therefore, students should not encounter any difficulty in completing the program.) Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Industrial Safety & Environmental Compliance concentration

Justification: This is a request to deactivate the Industrial Safety & Environmental Compliance concentration in the Master of Technology Degree. The phase-out of this concentration will be completed in 2010 or sooner based on the matriculation of currently admitted students through the program. No new students will be admitted under this option, effective Fall 2008. The three students currently enrolled in the concentration should be able to complete the program within the phase-out period. (No courses will be deleted as a direct result of deactivating this concentration; therefore, students should not encounter any difficulty in completing the program.) Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Industrial Management/Manufacturing study concentration

Justification: This is a request to deactivate the Industrial Management/Manufacturing concentration in the Master of Technology Degree. The phase-out of this concentration will be completed in 2010 or sooner based on the matriculation of currently admitted students through the program. No new students will be admitted under this option, effective Fall 2008. The three students currently enrolled in the concentration should be able to complete the program within the phase-out period. (No courses will be deleted as a direct result of deactivating this concentration; therefore, students should not encounter any difficulty in completing the program.) Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Laser Technology concentration

Justification: This is a request to deactivate the Laser Technology concentration in the Master of Technology Degree. There are no students enrolled in this concentration. The most recently enrolled student and graduate from this concentration was May 2000. No new students will be admitted under this concentration, effective immediately. Refer to last page of agenda for catalog correction.

Master of Technology – Changes in offered concentrations

Justification: From a thorough review of peer, aspiration, and regional programs, by the Graduate Program Review Committee in the METEET Department, it is apparent that capitalizing on faculty expertise, resources, and regional needs Georgia Southern should revise the Master of Technology degree program to offer new concentrations in Mechatronics and Engineering Management. Both concentrations are logical evolutions of the existing Master of Technology options (concentrations) in Industrial Management/Manufacturing, Industrial Safety & Environmental Compliance, and Engineering Technology, and contribute significantly to Georgia Southern's regional mission. The revised degree should be attractive to both traditional and non-traditional graduate students. A total of 30-credits should be required for graduation with both thesis and non-thesis (capstone project) tracks offered. There is an identifiable trend across the nation to offer 30 credit hour Masters Degree programs, especially technology related programs and MBA's. Additionally, current concentrations in Environmental Studies and Laser Technology will be deactivated because they have been dormant for several years. Graphic Communications Management has been administratively moved to the Department of Art in CLASS and the concentration in Graphic Communications Management will be phased-out. The Industrial Management/Manufacturing and Industrial Safety and Environmental Compliance concentrations will

also be phased-out as they evolve into the new concentrations. The total credit hours required for the Information Technology concentration will be reduced to 30 for both the thesis and non-thesis tracks. This has been discussed and approved by CIT.

MOTION: Dr. Hsiang-Jui Kung made a motion to approve the Program Revision submitted by the College of Science and Technology. Dr. Vladan Jovanovic provided the second. The motion was approved.

B. COURSES:

i. College of Business Administration

Course Revisions:

BUSA 7130

- Title Change to International Business
- MGNT 7331 – Managerial Decision Analysis
- Prerequisite Change to eliminate high score on GMAT
- ACCT 7130 – Seminar in Financial Accounting
- Prerequisite Change to include accounting prerequisites
- ACCT 7330 – Taxation of Corporations and Partnerships
- Prerequisite Change
- ACCT 7331 – Taxation of Estates, Gifts, and Trusts
- Prerequisite Change
- ACCT 7430 – Seminar in Auditing
- Prerequisite Change
- ACCT 7530– Seminar in Accounting Information Systems
- Prerequisite Change
- ACCT 7634 – Fraudulent Financial Reporting
- Prerequisite Change

MOTION: Dr. Bill Yang made a motion to approve the Course Revisions submitted by the College of Business Administration. Dr. Bob Fernekes provided the second. The motion was passed.

ii. College of Education

Selected Topics Announcement:

READ 7090- Special Topics in Reading: The Role of the Literacy Coach in Today's Schools

New Courses:

ESED 9131 – Inquiry and Development of Educational Practice
ESED 9132 – Critical Analysis of Schools and Educational Practices
ESED 9231 – The Teacher Educator
ESED 9232 – Supervision of Teachers
ESED 9233 – The Scholarship of Teaching and Learning
ESED 9631 – Advanced Seminar in Teaching and Learning
ESED 9799 – Internship in Teacher Education
ITEC 8690 – Advanced Seminar in Instructional Technology
EDUR 9232 – Advanced Qualitative Research

Course Revisions:

EDUF 7231 – Change number (to 8231), title, catalog description
EDUF 7234 – Change number (to 9234)
EDUF 7236 – Change number (to 8234), catalog description
EDUF 7236S – Change number (to 8236S), catalog description
EDUF 9632 – Change prerequisites

MOTION: Dr. Maggie LaMontagne made a motion to approve the New Course Proposals and the Course Revisions submitted by the College of Education. Dr. Bob Fernekes provided the second. The motion to approve was passed subject to revision of the catalog description of EDUR 9232 in

accordance with the verbal agreement entered into by the College of Education and the Curriculum sub-committee of the University Graduate Committee.

For Information only:

Franchise Course Prefixes – FREC 7232 and FRMS 7331
Online Delivery of the Ed.S. in Teaching and Learning

iii. College of Liberal Arts & Social Sciences

Selected Topics Announcement:

ANTH 5091G – Women and Leadership
WRIT 5030G – Teacher Inquiry on Student Writing

New Course:

PSYC7621 – Seminar in Teaching Psychology

Course Deletions:

PSYC 7330 – Multicultural Psychology

Justification: This course is redundant with COUN 7337 (Cross Cultural Counseling). We will be substituting COUN 7337 in the PSY D curriculum.

Course Revisions:

PSYC 7633 – Psychotherapy Skills III

MOTION: Dr. Vladan Jovanovic made a motion to approve the New Course Proposal, the Course Deletion, and the Course Revision submitted by the College of Liberal Arts and Social Sciences. Dr. Hsiang-Jui Kung provided the second. The motion was passed.

iv. College of Science & Technology

Course Revisions:

- BIOL 7521 – Research Computing Skills
 - Title & catalog description change
- TCGT 7230 – Industrial Case Study Analysis
 - Subject and title change
- TCGT 7530 – Research and Technology
 - Subject & title change
- TCGT 7890 – Selected Topics in Technology
 - Subject, title & catalog description change
- TCGT 7891 – Independent Study
 - Subject & catalog description change
- TCGT 7895 – Special Problems in Technology
 - Subject, title & catalog description change
- TCGT 7999 - Thesis
 - Subject change
- TGET 7131 – Advanced Quality Control
 - Subject & number change
- TGET 7132 – Advanced Engineering Economy
 - Subject & number change
- TGET 7133 – Facilities Planning
 - Subject & number change
- TGET 7135 – Manufacturing Systems Analysis
 - Subject & number change

Course Deletions:

BIOL 7522 – Scientific Presentation

Justification: Most of the content of this course is being merged into BIOL 7521. The catalog entry for BIOL 7521 is being changed accordingly. The department is changing a two-course sequence into one course.

GEOG 6630 – Seminar in Regional Geography

Justification: GEOG 6630 was last taught under the quarter system. The course is no longer offered, and the faculty of the Department of Geology and Geography agree that it should be deleted.

GEOG 6631 – Seminar in Systematic Geography

Justification: GEOG 6631 was last taught under the quarter system. The course is no longer offered, and the faculty of the Department of Geology and Geography agree that it should be deleted.

GEOL 5330G – Natural History and Management Issues

Justification: GEOL 5330G is an old distance learning course that is no longer taught. The faculty of the Department of Geology and Geography agree that it should be deleted.

GEOL 6140 – Geology of Georgia

Justification: GEOL 6140 was last taught under the quarter system. The course is no longer offered, and the faculty of the Department of Geology and Geography agree that it should be deleted.

GEOL 6240 – Rocks and Minerals

Justification: GEOL 6240 was last taught under the quarter system. The course is no longer offered, and the faculty of the Department of Geology and Geography agree that it should be deleted.

GEOL 6340 – Principles of Geology

Justification: GEOL 6340 was last taught under the quarter system. The course is no longer offered, and the faculty of the Department of Geology and Geography agree that it should be deleted.

GEOL 6440 – Environmental Geology

Justification: GEOL 6440 was last taught under the quarter system. The course is listed as an elective in the Master of Technology Environmental Studies Option, but this program is being deactivated so the course may be deleted. GEOL 6440 is not listed in any other program pages and is no longer taught.

GEOL 6540 – Paleontology and Evolution

Justification: GEOL 6540 was last taught under the quarter system. The course is no longer offered, and the faculty of the Department of Geology and Geography agree that it should be deleted.

MATH 5133G – Basic Ideas of Problem Solving

Justification: This course has not been offered since semester conversion and will not be offered in future semesters. It is not part of any degree program.

TMFG 5431G – Apparel Manufacturing Production

Justification: The Apparel Manufacturing Program was terminated several years ago. This course was retained during the phase-out period. Laboratories in support of the program were dismantled and faculty responsible for teaching the course have retired. The course is no longer used as a requirement or elective in any program.

TCGT 7131 – History of Technology

Justification: History of Technology (TCGT 7131) is no longer used as a requirement or elective in any graduate level program. This course was last taught under the quarter system as a core requirement in the Master of Technology degree program.

MOTION: Dr. Hsiang Jui-Kung made a motion to approve the Course Revision and Course Deletions submitted by the College of Science and Technology. Dr. Bill Yang provided the second. The motion was passed.

New Courses:

TMAE 5131G – Essentials of Applied Mechanical Engineering

TMAE 5132G – Essentials of Applied Electrical Engineering

TMAE 7136 – Mechatronics I

TMAE 7137 – Mechatronics II

TMAE 5890G – Problems in Applied Engineering

TMET 5133G – Vibration and Preventive Maintenance

TMET 5134G – Intro to Finite Element Analysis

TMET 5136G – Mechanical Controls

TMET 5137G – Mechanical System Design

TMET 5234G – HVAC

TMET 5431G – Mechanical System Design

MOTION: Dr. Vladan Jovanovic made a motion to approve the New Courses submitted by the College of Science and Technology. Dr. Hsiang-Jui Kung provided the second. The motion was passed.

VI. ROUND TABLE DISCUSSION – There was no round table discussion.

VII. DEAN'S UPDATE – Dr. Mack stated his concern about attendance at the Graduate Committee Meetings. He said that the current meeting schedule will be emailed to all members by Belinda Lucas. Dr. Mack hopes that he will be able to make the Blueprint for Graduate Education available soon. He also reiterated to the members that all departments should be removing those courses from the catalog that have not been taught in the last 5 years (false advertisement). Dr. Mack reviewed the Graduate Enrollment Report: Master's enrollment Spring 2007 = 1265, Spring 2008 = 1278; EDS enrollment Spring 2007 = 185, Spring 2008 = 161; Doctoral enrollment Spring 2007 = 480, Spring 2008 = 487. He also asked that all departments review and adhere to the protocol for submitting program items to the Graduate Committee. For instance, if a program revision affects enrollment, money, or faculty loads it will be subject to submission protocol. This information is available on the COGS website as well as through each college dean.

VIII. ANNOUNCEMENTS – Dr. Cindi Chance announced that AMI will begin this semester (mid semester) and should increase enrollment. Dr. Bob Fernekes handed out information on library workshop descriptions. He said the library is moving more to "on-demand" technology workshops. Page 2 of the hand out details the subject specialists in the library; Page 3 indicates the library liaisons for GSU entities. Dr. Lockwood asked that Agenda/Minutes be emailed through VISTA in addition to through regular email. She also asked that if something is posted to VISTA that a notification be sent through regular email so that everyone is aware of the post.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on January 24, 2008 at 10:29 AM.

Respectfully submitted,
Belinda Lucas, Recording Secretary

Minutes were approved on January 29, 2008
by electronic vote of Committee Members