CALL TO ORDER. The meeting was called to order at 3:05 by Rick McGrath.

APPROVAL OF MINUTES. The minutes of December 7, 2016, were approved as presented.

ITEMS

I. College of Education

Items 1-11 from the College of Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:
   EDUC 4800 Internship II Student Teaching 0-V-12
   Prerequisites: Completion of all program of study courses and meeting undergraduate internship admission criteria.
   Description: The internship requires a fall or spring semester long, supervised field experience in a school setting approved and designated by the College of Education.

   Rationale: Providing one prefix and course number for internships from different College of Education programs streamlines registration and data collection procedures.

   Effective Term: Fall 2017

   CURCAT:
   Major Departments: Childhood and Exceptional Student Education Secondary, Adult and Physical Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 12
Grading Mode S/U
Instruction Type: Internship
Undergraduate Course Equivalent: ECUG 4750, PEHM 4750, SCED 4750, SPED 4750

2. Delete the following course:
   **ECUG 4750 INTERNSHIP II - STUDENT TEACHING**

   Rationale: The course is being replaced by EDUC 4800.

   Effective term: Fall 2017

3. Delete the following course:
   **SCED 4750 INTERNSHIP II - STUDENT TEACHING**

   Rationale: The course is being replaced by EDUC 4800.

   Effective Term: Fall 2017

4. Delete the following course:
   **PEHM 4750 INTERNSHIP II - STUDENT TEACHING**

   Rationale: The course is being replaced by EDUC 4800.

   Effective Term: Fall 2017

5. Delete the following course:
   **SPED 4750 INTERNSHIP II - STUDENT TEACHING**

   Rationale: The course is being replaced by EDUC 4800.

   Effective Term: Fall 2017

6. Modify the following Program of Study

   PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
   EDUCATION WITH A MAJOR IN ENGLISH TEACHER EDUCATION

   **B. MAJOR FIELD COURSES 36 HOURS**
   - EDUC 3100 Technology Applications for Teachers
   - EDUC 3200 Curriculum, Planning, and Instruction
   - EDUC 3250 Educational Policy and Professional Standards for Teachers
   - EDUC 3300 Educating Students with Disabilities in the General Education Classroom
EDUC 4800 Internship II Student Teaching  
SCED 3081 Student and Classroom Assessment  
SCED 3400 Classroom Management Strategies  
SCED 3750 Internship I  
SCED 4200 Reading and Writing in the Content Areas  
**SCED 4750 Internship II—Student Teaching**  
SCED 5400U Content Methods in Secondary History and Social Studies

Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

7. Modify the following Program of Study

**Bachelor of Science in Early Childhood Education**

**B. Major Field Courses .......................................... 50 hours**

- ECUG 3040 Childhood Development from Prenatal Period to Adolescence
- ECUG 3060 Language Arts: Oral Language, Writing, Spelling And Grammar
- ECUG 3071 Teaching Children’s Literacy
- ECUG 3072 Teaching of Reading
- ECUG 3250 Curriculum and Assessment
- ECUG 3750 Internship I Pre-Student Teaching
- ECUG 4070 Teaching of Social Studies
- ECUG 4080 Teaching of Science
- ECUG 4085 Teaching of Mathematics
- ECUG 4090 Classroom Management
- ECUG 4300 Language Arts Assessment and Modification
- **ECUG 4750 Internship II Student Teaching**
- EDUC 3100 Technology Applications for Teachers
- EDUC 3300 Educating Students with Disabilities in the General Education Classroom
- **EDUC 4800 Internship II Student Teaching**

Rationale: EDUC 4800 replaces ECUG 4750 to better facilitate student registration and College of Education data collection

Effective Term: Fall 2017

8. Modify the following Program of Study:

**Bachelor of Science in Education in Health and Physical Education**

**B. Major Field Courses  60 hours**

- EDUC 3100 Technology Applications for Teachers
EDUC 3200 Curriculum, Instruction, and Assessment
EDUC 3300 Educating Students with Disabilities in the General Education Classroom

EDUC 4800 Internship II Student Teaching
PEHM 3000 Current Health Education Issues
PEHM 3090 Basic Games, Dance & Rhythmic Activities
PEHM 3283 Kinesiology
PEHM 3300 Techniques in Team Sports Instruction
PEHM 3350 Class Management Practices in Health and Physical Education
PEHM 3500 Exercise Physiology
PEHM 3700 Individual and Dual Sports
PEHM 4000 Measurement and Evaluation in Health and Physical Education
PEHM 4090 Health Education Topics
PEHM 4100 Adaptive Physical Education
PEHM 4333 Principles of Coaching
PEHM 4701 Elementary Physical Education Curriculum and Methods
PEHM 4702 Middle and Secondary Physical Education Curriculum and Methods
PEHM 4703 Health Education Curriculum and Methods

Rationale: EDUC 4800 replace PEHM 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

9. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN SECONDARY HISTORY TEACHER EDUCATION

B. Major Field Courses ............................................. 36 hours
   EDUC 3100 Technology Applications for Teachers
   EDUC 3200 Curriculum, Planning, and Instruction
   EDUC 3250 Educational Policy and Professional Standards for Teachers
   EDUC 3300 Educating Students with Disabilities in the General Education Classroom
   EDUC 4800 Internship II Student Teaching
   SCED 3081 Student and Classroom Assessment
   SCED 3400 Classroom Management Strategies
   SCED 3750 Internship I
   SCED 4200 Reading and Writing in the Content Areas
   SCED 4750 Internship II—Student Teaching
   SCED 5400U Content Methods in Secondary History and Social Studies
Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

10. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN SECONDARY GENERAL SCIENCE TEACHER EDUCATION

B. Major Field Courses 36 hours
   EDUC 3100 Technology Applications for Teachers
   EDUC 3200 Curriculum, Planning, and Instruction
   EDUC 3250 Educational Policy and Professional Standards for Teachers
   EDUC 3300 Educating Students with Disabilities in the General Education Classroom
   EDUC 4800 Internship II Student Teaching
   SCED 3081 Student and Classroom Assessment
   SCED 3400 Classroom Management Strategies
   SCED 3750 Internship I
   SCED 4200 Reading and Writing in the Content Areas
   SCED 4750 Internship II—Student Teaching
   SCED 5500U Content Methods in Secondary Science

Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

11. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN MATHEMATICS TEACHER EDUCATION

B. Major Courses ................................................... 34 hours
   EDUC 3200 Curriculum, Planning, and Instruction
   EDUC 3250 Educational Policy and Professional Standards for Teachers
   EDUC 3300 Educating Students with Disabilities in the General Education Classroom
   EDUC 4800 Internship II Student Teaching
   SCED 3081 Student and Classroom Assessment
   SCED 3400 Classroom Management Strategies
   SCED 3750 Internship I
   SCED 4200 Reading and Writing Across the Curriculum
Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

A. Childhood and Exceptional Student Education

Bachelor of Science in Education in Special Education

Items 1-9 from the Department of Childhood and Exceptional Student Education were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked “For Information Only” for the report to the Senate.

1. Create the following course:

   SPED 5021U/G Assistive Technology  1-0-1
   Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
   Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
   Description: The identification, selection, and appropriate use of assistive and adaptive technology for students with disabilities.

   Rationale: This one-hour course will supplement EDUC 3100/EDUC 6100 with a focus on assistive technology for students with disabilities and be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by the addition of a research project.

   Effective Term: Fall 2017

   CURCAT:
   Major Department: Childhood and Exceptional Student Education
   Can course be repeated for additional credit? No
   Maximum number of credit hours: 1
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: None

2. Create the following course:

   SPED 5320U/G Behavioral Interventions and Support  3-V-3
Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 3300
Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 6300
Description: The theory and application of Positive Behavior Interventions and Support, and an overview of other evidence based behavioral interventions in special education. A field experience is required.

Rationale: This course adds behavioral content that better align the program to state and national standards and will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017

CURCAT:
- Major Department: Childhood and Exceptional Student Education
- Can course be repeated for additional credit? No
- Maximum number of credit hours: 3
- Grading Mode: Normal
- Instruction Type: Lecture
- Course Equivalent: None

3. Create the following course:
SPED 5320L U/G Behavioral Interventions and Support Lab 0-3-1
Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 3300
Undergraduate Corequisite: SPED 5320U
Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 6300
Description: The theory and application of Positive Behavior Interventions and Support, and an overview of other evidence based behavioral interventions in special education.

Rationale: This course adds behavioral content that better align the program to state and national standards and will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017

CURCAT:
- Major Department: Childhood and Exceptional Student Education
- Can course be repeated for additional credit? No
- Maximum number of credit hours: 1
- Grading Mode: Normal
4. Create the following course:
SPED 5430U/G Special Topics in Special Education 3-0-3
Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

Emerging trends in special education: subject announced when course is offered. May be repeated for additional credit when topics change.

Rationale: To allow the inclusion of special topics as deemed necessary by the department. This course will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017

CURCAT:
- Major Department: Childhood and Exceptional Student Education
- Can course be repeated for additional credit? Yes
- Maximum number of credit hours: 6
- Grading Mode: Normal
- Instruction Type: Lecture
- Course Equivalent: None

5. Create the following course:
SPED 5610U/G Inclusion and Transition Practices 3-V-3
Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 3300
Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 6300
Description: The instructional and support practices of special education teachers in inclusive classrooms as well as transition services for students with disabilities. A field experience is required.

Rationale: This course provides focused attention on discrete teacher skills most often targeted for improvement by school principals and state and federal mandates to include students in their own transition planning. This course will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017
CURCAT:
Major Department: Childhood and Exceptional Student Education
Can course be repeated for additional credit? No
Maximum number of credit hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

6. Modify the following course:
SPED 5130U/G Assessment in Special Education 3-V-3
Instruction in formal and informal assessment techniques and instruments appropriate for use in assessing students with disabilities. Demonstrates the use of assessment data to determine eligibility for services and to develop and evaluate individual education plans (IEP). Emphasis on using data from evaluations to write IEPs, curriculum based measures (CBMs) in a multi-tiered system of support, diagnosis of skill deficits, using data to drive instructional decision making, scoring/grading, and effective use of feedback. A field experience is required.
Rationale: Modify course to align with program series of field experiences.
Effective Term: Fall 2017

7. Modify the following course:
SPED 5231U/G TEACHING READING AND DISABILITIES 3-V-3
Undergraduate Prerequisite: Admission to candidacy in the College of Education
Undergraduate Co-requisite: ECU 3072
Graduate Prerequisite: Admission to candidacy in the College of Education
Graduate Co-requisite: ECMT 6000
Research based, multisensory, technology enhanced strategies and techniques for teaching reading and written expression skills in an integrated process. Focus is on research based core instruction, strategies for differentiation, intervention, and diagnosis of skill deficits in a multi-tiered system of support. A field experience is required.
Rationale: To facilitate application of special education practices in content area instruction, including co-teaching opportunities between general and special education candidates.
Effective Term: Fall 2017

8. Modify the following course:
SPED 5232U/G TEACHING MATHEMATICS AND DISABILITIES 3-V-3
Undergraduate Prerequisite: Admission to Candidacy in the College of Education, SPED 5010U, SPED 5130U
Undergraduate Co-requisite: ECU 4085 and SPED 4740
Graduate Prerequisite: SPED 5010G, SPED 5130G. Admission to Candidacy in the College of Education.
Graduate Co-requisite: ECMT 6040
Strategies and techniques for teaching mathematics through research based and technology enhanced approaches. A field experience is required.

Rationale: To facilitate application of special education practices in content area instruction, including co-teaching opportunities between general and special education candidates.

Effective Term: Fall 2017

9. Delete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5010U/G Technology for the Special Educator</td>
<td>3-0-3</td>
</tr>
<tr>
<td>SPED 5400U/G Transition Planning</td>
<td>3-0-3</td>
</tr>
</tbody>
</table>

Rationale: Remove inactive courses from the catalog

Effective Term: Fall 2017

Items 10-11 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

10. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION

*Bachelor of Science in Education in Special Education program is not currently accepting new students.*

A. General Requirements

| Core Areas A, B, C, D.I, and E            | 42 hours |
| Area F                                    | 18 hours  |

EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2120 Exploring Socio-cultural Perspectives in Diversity in Education Contexts
EDUC 2130 Exploring Learning and Teaching
CEUG 2100 Introduction to Students with Disabilities
MATH 2008 Foundations of Numbers and Operations
MATH 2200 Elementary Statistics
SPED 2001 The Field of Special Education: Past and Future
CEUG 3012 Language Acquisition

Physical Education ............................................. 3 hours
First-Year Seminar ............................................. 1 hour

B. Major Field Courses ................................. 5436 hours
ECUG 3040 Childhood Development from Prenatal to Adolescence (3)
ECUG 3060 Developmental Approach to Language and Literacy (3)
ECUG 3071 Teaching Children’s Literature (3)
ECUG 3072 Teaching of Reading (3)
EDUC 3200 Curriculum, Planning and Assessment (3)
ECUG 4085 Teaching of Mathematics (3)
EDUC 3100 Technology Applications for Teachers (2)
EDUC 3250 Educational Policy and Professional Standards for Teachers (2)
EDUC 4800 Internship II Student Teaching (12)
SPED 5021U Assistive Technology (1)
SPED 4004 Curriculum and Instructional Strategies in the Content Areas
SPED 4005 Strategies for Developing Social Skills and Behavioral Controls
SPED 4740 Internship I: Directed Field Based Research (3)
SPED 4750 Internship II: Student Teaching (12)
SPED 5010U Technology for the Special Educator
SPED 5130U Assessment in Special Education (3)
SPED 5232U Teaching Mathematics and Disabilities (3)
SPED 5231U Teaching Reading and Disabilities (3)
SPED 5320U Behavioral Interventions and Support (3)
SPED 5320LU Behavioral Interventions and Support (1)
SPED 5610U Inclusion and Transition Practices (3)
SPED 5400U Transition Planning

C. Additional Hours for Required Concentration ………… 6 hours
Choose a Language Arts OR Mathematics concentration
Language Arts:
   SCED 4200 Reading and Writing in the Content Areas AND
   SCED 5300U Content Methods in Secondary English & Language Arts
OR
Mathematics:
   MATH 3911 Algorithms and Number Systems: A Laboratory Approach AND
   MATH 3912 Geometry and Data Analysis: A Laboratory Approach
   Related Content for Highly Qualified ........................................24
   21 credit hours in one of the following content areas, with major departmental
   approval: English, History, Mathematics, or Science.
D. Program Related Courses ..............................................3
Math 2200 Elementary Statistics
Total Semester Hours ......................................................124

DE. Georgia Assessment for the Certification of Educators (GACE) Program
Admission Assessments or exemption scores; Admission to Candidacy; evidence
of professional tort liability insurance valid for a period no less than three (3)
years from the date of Admission to Candidacy or exemption; GACE content
area examinations passed; admission to Internship II; Georgia Professional
Standards Commission Pre-Service Certificate; content pedagogy assessment.
Rationale: To update program of study to reflect relevant content for effective special teacher preparation and the expressed needs of stakeholders.

Effective Term: Fall 2017

11. Delete the following courses:
   - SPED 2001 The Field of Special Education Past and Future 3-0-3
   - SPED 4004 Curriculum and Instructional Strategies in the Content Areas 3-0-3
   - SPED 4005 Strategies for Developing Social Skills and Behavioral Controls 3-0-3

   Rationale: Remove inactive courses from the catalog

   Effective Term: Fall 2017

Child and Family Studies Program

Items 1-2 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:
   - EDUC 3050 Introduction to Child Life Theory and Practice 3-0-3
   Prerequisites: ECUG 3040
   Description: Course provides students with an understanding of the psychosocial needs of children and families in hospital or pediatric clinical settings. Students will learn assessments and techniques to promote adjustment and coping during stressful medical events. EDUC 3050 does not qualify students to take the Child Life Professional Certification Examination or complete the 480 hours of internship/fellowship to become a Certified Child Life Specialist.

   Rationale: Child life specialists are experts in child development, who promote effective coping through play, preparation, education, and self-expression activities. They provide emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Understanding that a child’s wellbeing depends on the support of the family, child life specialists provide information, support and guidance to parents, siblings, and other family members. They also play a vital role in educating caregivers, administrators, and the general public about the needs of children under stress. This course introduces students to the profession of child life specialist.

   Effective Term: Fall 2017

CURCAT:
Major Department: Child and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

2. Modify the following Program of Study:

Bachelor of Science in Education with a Major in Early Childhood Education

Track 2: Child and Family Studies

B. Major Field Courses

CEUG 3012 Language Acquisition
ECUG 3040 Childhood Development from Prenatal Period to Adolescence
ECUG 3050 Introduction to Child Life Theory and Practice
EDUC 3150 Applied Technology for a Digital World
EDUC 3240 Literature for Children and Adolescents
EDUC 3260 Reading and Writing Personal Narrative
EDUC 3300 Educating Students with Disabilities
EDUC 3450 Creative and Affective Development
EDUC 3750 Community Internship I
EDUC 4500 Working with Families
EDUC 4750 Community Internship II
PEHM 3000 Current Health Education Issues
PEHM 3090 Basic Games, Dance, and Rhythmic Activities
PEHM 3200 Motor Development and Learning
PEHM 4090 Health Education Topics
PUBH 5550U Nutrition
SOCI 3150 Sociology of the Family

C. Related Field Courses

SOCI 1101 Introductory Sociology (if not taken in Core Area E)
3 credit hours from the following list:

COMM 3050 Interpersonal and Small Group Communication
CSDS 4050 Intercultural Communication
ENGL 3720 Business and Technical Communication
HSCP 4010 Health and Human Development
PSYC 2950 Lifespan Developmental Psychology
PSYC 1200 Drugs and Behavior
PUBH 5550U Nutrition
PUBH 5570U Women and Minority Health Issues
SOCI 3200 Racial and Ethnic Minorities
THEA 3030 Creative Dramatics and Children’s Theatre
Rationale: The addition of the course in Child Life Theory and Practice will advance the goals of students who wish to work with families and children. Changing the Health Education course from PEHM 4090 to PEHM 3000 has been recommended by HPE faculty. The PEHM 3000 course provides a broader list of topics and will be more beneficial to students as an overview course. PUBH 5550 has been moved to electives to make room for the new course. PEHM 3000 covers general nutrition topics. Electives below the 3000 level have been eliminated from elective choices to strengthen the program. Electives that have not been offered in the past year have been eliminated as elective choices.

B. Secondary, Adult, and Physical Education

Health and Physical Education

Items 1-2 from the Department of Secondary, Adult, and Physical Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN HEALTH AND PHYSICAL EDUCATION

Track 2: Recreation and Coaching

Core Area F 18 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2110</td>
<td>Investigating Critical and Contemporary Issues in Education</td>
</tr>
<tr>
<td>ACCT 2101</td>
<td>Principles of Financial Accounting</td>
</tr>
<tr>
<td>EDUC 2120</td>
<td>Exploring Socio-Cultural Perspectives on Diversity in Education Contexts</td>
</tr>
<tr>
<td>ECON 2106</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>PEHM 2100</td>
<td>Athletic Health Care: Prevention, Recognition, and Care of Sports Injuries</td>
</tr>
<tr>
<td>PEHM 2500</td>
<td>Foundations of Physical Education</td>
</tr>
<tr>
<td>PSYC 2950</td>
<td>Lifespan Developmental Psychology</td>
</tr>
</tbody>
</table>

Rationale: Faculty members in both Physical Education and Economics believe that the accounting course is better suited to train Coaching and Recreation majors in preparation for jobs in their related field by providing basics of accounting.

Effective Term: Fall 2017.
2. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN HEALTH AND PHYSICAL EDUCATION

Track 2: Recreation and Coaching

B. Major Field Courses  
60 hours
EDUC 3300 Educating Students with Disabilities in the General Education Classroom
PEEC 3010 Intramural and Recreational Programs
PEEC 3100 Outdoor Lifetime Activities
PEEC 3180 Officiating Team Sports
PEHM 3000 Current Health Education Issues
PEHM 3090 Basic Games, Dance, and Rhythmic Activities
PEHM 3200 Motor Development and Learning
PEHM 3283 Kinesiology
PEHM 3300 Techniques in Team Sports Instruction
PEHM 3500 Exercise Physiology
PEHM 3700 Techniques in Individual and Dual Sports
PEHM 4000 Measurement and Evaluation in Health and Physical Education
PEHM 4090 Health Education Topics
PEHM 4100 Adaptive Physical Education
PEHM 4333 Principles of Coaching
MGMT 3220 Management
PSYC 3850 Sport Psychology
PEHM 4900 Internship Recreation and Coaching
Choose two of the following four courses:
PEEC 3120 Coaching Football
PEEC 3130 Coaching Basketball
PEEC 3140 Coaching Baseball
PEEC 3150 Coaching Volleyball

Rationale: Health and Physical Education faculty believe that this course would better prepare students for the work-related jobs in areas such as coaching, recreation, and other related professions.

Effective Term: Fall 2017.

II. College of Health Professions (no items)

III. College of Liberal Arts
A. Art, Music, and Theatre (no items)
B. Criminal Justice, Social, and Political Science

Item 1 from the Department of Criminal Justice, Social, and Political Science was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS WITH A MAJOR IN POLITICAL SCIENCE

A. General Requirements
   Core Areas A, B, C, D.I, and E  42 hours
   Area F  18 hours
      MATH 2200 Elementary Statistics
      POLS 2100 Introduction to Political Science
      POLS 2200 Introduction to American Government
      One of the following:
         POLS 1150 World Politics
         POLS 1200 Ethics in Government
         POLS 2290 Foundations of International Relations
      Six Nine hours of a foreign language sequence-numbered-1002 or above
      Physical Education  3 hours
      First-Year Seminar  1 hour

B. Major Field Courses  36-33 hours

Eleven courses from the following with at least one course from each area:

American Political Institutions
   POLS 3150 American Supreme Court
   POLS 3160 Judicial Politics and Strategies
   POLS 3980 African Americans & the American Political System
   POLS 3990 Special Topics in Political Science
   POLS 4100 Independent Study in American Government
   POLS 4110 American Presidency
   POLS 4160 American Congress
   POLS 4170 Constitutional Law and the Federal System
   POLS 4171 Constitutional Civil Liberties
   POLS 4190 Environmental Laws and Regulations
   POLS 4210 Politics of Public Policy
   POLS/SOCI 4220 Politics of Economic Inequality
   CRJU/POLS 5500U Law and Legal Process

Political Theory
   POLS 3320 American Political Thought
   POLS 3340 Politics and Ideology in Contemporary Europe
   POLS 3350 Classics of Political Thought
   POLS 3360/SOCI 3360 Social Theory
   POLS 3990 Special Topics in Political Science
   POLS 4300 Religion and Political Thought
   POLS 4330 Liberalism and the Modern State
POLS 5100U Politics and the Visual Arts
POLS 5300U Marxism, Socialism, and Democracy
POLS 5700U Perspectives in Feminist Theory

**International Relations**
POLS 3990 Special Topics in Political Science
POLS 4200 Independent Study in International Relations
POLS 4540 International Political Economy
CRJU/POLS 5130U Political Terrorism
POLS 5140U Asian Regional Security
POLS 5210U International Law
POLS 5220U Theory of International Relations
POLS 5250U International Organizations
POLS 5270U Intelligence and National Security Policy
POLS 5280U Seminar in Global Politics
POLS 5290U American Foreign Policy
POLS 5291U Constitutional Law of Foreign Policy
POLS 5510U Third World National Security
POLS 5530U Global Environmental Politics
POLS 5550U Insurgency and Counterinsurgency
POLS 5570U Politics & Security in Southwest Asia
POLS 5580U Violent Non-State Actors (VNSAs)

**Comparative Politics**
POLS 3990 Special Topics in Political Science
POLS 4400 Independent Study in Comparative Government
POLS 5280U Seminar in Global Politics
POLS 5410U Asia and the United States
POLS 5420U Politics of the Middle East
POLS 5430U African Politics
POLS 5440U Latin American Politics
SOCI/POLS 5450U Political Sociology of Nationalism
POLS 5460U Politics of East Asia
POLS 5490U Russian Politics
CRJU/POLS 5520U Comparative Judicial System
POLS 5560U Comparative Foreign Policy

C. **Capstone course**  
3 hours
POLS 4950 Political Research Methods or CRJU 3100 Research Methods

D. **Electives**  
24 hours
Including a minimum of 15 hours of upper division courses

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**Total Semester Hours**  
124 hours

E. **Exit Exam: Area Concentration Achievement Test in Political Science**

C. Economics (no items)
D. Gender Studies (no items)
E. History (no items)
F. Languages, Literature, & Philosophy (no items)
G. Liberal Studies (no items)
H. Honors Program (no items)

IV. College of Science and Technology
A. Biology (no items)
B. Chemistry and Physics (no items)

C. Computer Science and Information Technology

Item 1 from the Department of Computer Science and Information Technology was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Proposal to add ITEC 2010 to Area DI.3. (See Attachment 1)

   Effective date: Pending BOR approval

   D. Engineering Studies (no items)
   E. Mathematics (no items)
   F. Psychology (no items)

OTHER BUSINESS

ADJOURNMENT

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee
To: CST Curriculum Committee  
Re: Minutes for December 7th, 2016 – CCC e-meeting  
From: Brent Feske, Chair, CST Curriculum Committee  

Attended: Brent Feske (chair), Duc Huynh, Leon Jaynes, Chris Williams and Nancy McCarley, Michael Cotrone, and Daniel Liang.

I. Department of Biology  
II. Department of Chemistry and Physics  
III. Department of Computer Science and IT

This form is updated periodically. Please be sure you are using the latest version of this form, which may be downloaded from:  http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx

Core Curriculum Course Proposal Form – Areas A - E

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Areas A-E.
- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)

Requests for inclusion in Areas A – E:
- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions)

There are 4 parts to this form:
- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents’ Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.
Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in Word and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: GCSUPSYC1101.docx

You will then fill out some very brief information and upload the entire document to the USG website at:

http://core.usg.edu/core_forms/course_proposal_form

Please do not delete any pages of this document.

1. Institution:

2. This is a proposal for (mark one box below):

   - [ ] Change in an already-approved course only, no change in Area.
   - [x] Placement of a course into the Areas A – E of the Core Curriculum

Course change information:

   From:
   To:

3. Course Subject (e.g., philosophy): Information Technology, specifically, in Cyber Security

4. Course Prefix and Number (e.g., PSYC 1101): ITEC 2010

5. Course Title as it appears (or will appear) in catalog: Introduction to Cyber Security

6. Lecture Hours-Laboratory Hours-Credit Hours (e.g., 3-0-3): 3-0-3

7. Provide a catalog description of the course in the box below.

This course teaches the fundamental concepts and principles of cyber security techniques. Basic knowledge of computer security, network security, cyber stalking, social networks, fraud and abuse, web security, malware, computer viruses, encryption, security policies, techniques used by hackers and how to combat them. Emphasis is on personal cyber and information security.

Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number as listed in the Academic and Student Affairs Handbook Section 2.4.10? (Please review the list of common course prefixes, numbers and descriptions at Academic and Student Affairs Handbook, section 2.4.10 )

   - [ ] Yes
   - [x] No
If you responded “no,” is a common course prefix and number available for this course?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

If you responded “no” that you are not using a common course prefix and number, and “yes” that a common course prefix and number is available for this course, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

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**CORE AREAS (A-E)**

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution’s Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution’s approved learning outcomes.

- **Area A (English, Mathematics)**
  - State your institution’s approved learning outcome(s) for Area A:
  - Enter text here.
  - Explain how the proposed course satisfies the Area A learning outcome(s) listed above:
  - Enter text here.

- **Area B (Institutional Options)**
  - State your institution’s approved learning outcome(s) for Area B:
  - Enter text here.
  - Explain how the proposed course satisfies the Area B learning outcome(s) listed above:
  - Enter text here.

- **Area C (Humanities, Fine Arts, Ethics)**
  - State your institution’s approved learning outcome(s) for Area C:
  - Enter text here.
  - Explain how the proposed course satisfies the Area C learning outcome(s) listed above:
  - Enter text here.

- **Area D (Natural Sciences, Mathematics, Technology)**
  - State your institution’s approved learning outcome(s) for Area D:
    - Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted, and, students will accurately evaluate data in scientific reasoning problems.
  - Explain how the proposed course satisfies the Area D learning outcome(s) listed above:
    - Students will perform cyber security laboratory exercises, collect data, and analyze and interpret the results to determine their effectiveness in protecting individuals against cyber security threats
  - If Area D, select appropriate major(s):
    - math/science majors
    - health professions majors
    - non-math/science/health professions majors

- **Area E (Social Sciences)**
  - State your institution’s approved learning outcome(s) for Area E:
  - Enter text here.
  - Explain how the proposed course satisfies the Area E learning outcome(s) listed above:
  - Enter text here.
8. In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.
If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses, and orientation courses are not appropriate for Area B of the Core.

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

X None
_____ Exit or exemption from Learning Support English at the Foundations level.
_____ Exit or exemption from Learning Support Mathematics at the Foundations level.
_____ Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations level.
_____ Exit or exemption from Learning Support English at the Corequisite level.
_____ Exit or exemption from Learning Support Mathematics at the Corequisite level.
_____ Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
_____ Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite level.
_____ Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.

Other Prerequisites (enter "none" if not applicable):

Course Co-requisites (enter "none" if not applicable):

Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,
• No course in Area A–E may be a prerequisite for any course outside Areas A–E
• No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)
If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

9. Course approval by institution

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Level or approving body</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2/2016</td>
<td>Department of Computer Science / IT Curriculum Committee</td>
</tr>
<tr>
<td>12/5/2016</td>
<td>Department of Computer Science / IT</td>
</tr>
<tr>
<td></td>
<td>College of Science and Technology Curriculum Committee</td>
</tr>
<tr>
<td></td>
<td>Armstrong State University Curriculum Committee</td>
</tr>
</tbody>
</table>

10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

- Approved
- Denied
- Withdrawn
- Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?
Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents’ Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- Anthropology
- Arts and Sciences (Deans)
- Biological Sciences
- Business Administration, Management & Economics
- Chemistry
- Communication
- Computing Disciplines
- Criminal Justice
- Educator Preparation
- Family and Consumer Sciences
- Fine and Applied Arts
- Foreign Languages
- Geological Sciences and Geography
- Georgia Film Academy Film Production
- History
- Mathematical Subjects
- Nursing
- Philosophy & Religion
- Physical Education, Health Education, Recreation
- Physics and Astronomy
- Political Science
- Psychology
- Social Work
- Sociology

Please provide the following contact information:

| VPAA Name:          | Dr. Robert Smith                  |
| VPAA Email Address: | Robert.smith@armstrong.edu        |
| VPAA Phone Number:  | 912-344-2589                      |
| VPAA Mailing Address: | Armstrong State University, 11935 Abercorn St, Savannah, GA 31419 113 Burnett Hall |
Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

**Course Learning Outcomes**

Provide a bulleted list of the course learning outcomes.

At the conclusion of this course, students shall be able to

- Develop collegiate-level comprehension of common cyber threats faced today, including cyber stalking, fraud and abuse
- Evaluate the relationships among cyber terrorism, information warfare and industrial espionage in cyberspace
- Demonstrate fundamental knowledge in computer and network security policies as well as interpret and analyze threat model data
- Explain and differentiate how cyber defense methods work in practice (e.g. intrusion detection) and techniques used by hackers
- Develop collegiate-level knowledge of malware, computer viruses, DDOS attacks, and web security
- Demonstrate fundamental knowledge in the area of access control, authentication techniques, and user security

**Course Content**

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

- *Introduction to computer security* (Week 1 & Week 2) Chapter 1
  - Fundamental concepts
  - Access control model
  - Cryptographic concepts
- *Physical Security* (Week 3) Chapter 2
  - Physical protections and attacks
  - Locks and safes
  - Authentication technologies
  - Direct attacks against computers
  - Physical intrusion detection
- *Threat Models Analysis* (Week 4) Chapter 4
  - Insider attacks
  - Computer viruses
  - Malware attacks
  - Privacy-invasive software
- *Network Security I* (Week 5 & Week 6) Chapter 5
  - Network concepts
  - Denial of service attacks
- *Network Security II* (Week 7 & Week 8) Chapter 6
  - Firewalls
  - Tunneling
  - Intrusion detection
  - Wireless networking security
- *Vulnerabilities Assessments and Techniques Used by Hackers* (Week 9) Lecture notes
  - Introduction and basic terminology
  - Passive and active scanning techniques
  - Actual attacks
- *Vulnerability Analysis for Web-based Applications* (Week 10) Chapter 7
  - The world wide web
  - Attacks on clients
  - Attacks on servers
• Distributed Application and Industrial Control Systems: Analyze Threats Models and Security Techniques (Week 11 & Week 12) Chapter 10
  ▪ Email security
  ▪ Payment system security
  ▪ Digital rights managements
  ▪ Social networking
  ▪ Voting systems
  ▪ SCADA systems

• Analyze and Assess Security Policies (Week 13) Chapter 9
  ▪ User Policies
  ▪ System administration polices
  ▪ Access control
  ▪ Developmental polices

• Cyber Stalking, Fraud and Abuse (Week 14) Lecture notes
  ▪ How internet fraud works
  ▪ Identity theft
  ▪ Cyber stalking
  ▪ Protecting yourself against cyber crime

• Industrial Espionage in Cyberspace (Week 15) Lecture notes
  ▪ What is industrial espionage
  ▪ Information as an asset
  ▪ How does espionage occur?
  ▪ Phone taps and bugs

• Cyber Terrorism and Information Warfare (Week 16) Lecture notes
  ▪ Actual cases of cyber terrorism
  ▪ Supervisory control and data acquisition
  ▪ Information warfare
  ▪ Future trends

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

• 15% Homework Assignments
• 20% Test 1
• 20% Midterm exam
• 30% Final exam
• 5% Class participation
• 10% Quizzes
**Instructional Strategies**

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

Primarily lecture, although homework assignments will include basic lab exercises in cyber security

**Potential Textbooks**

Part 2. To be filled out by the Chair of the Regents’ Academic Advisory Committee

This part of the form should be completed by the Academic Advisory Committee Chair after the course proposal has been reviewed by the appropriate Regents’ Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu

Please do not delete any pages of this document.

Course Title:__________________________

Institution:__________________________

1. Date the review by the Regents’ Academic Advisory Committee was completed:

2. Did the Regents’ Academic Advisory Committee approve this proposal?

☐ Yes

☐ No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

- Area A (English, Mathematics)
- Area B (Institutional Options)
- Area C (Humanities, Fine Arts, Ethics)
- Area D (Natural Sciences, Mathematics, Technology)
  - math/science majors
  - health professions majors
  - non-math/science/health professions majors
- Area E (Social Sciences)

Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions
Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major’s degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Regents’ Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

☐ Yes
☐ No

Did the advisory committee approve exceptions to the prerequisite rules?

☐ Yes
☐ No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the Chair of the Regents’ Academic Advisory Committee.

<table>
<thead>
<tr>
<th>Academic Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair name:</td>
</tr>
<tr>
<td>Chair institution:</td>
</tr>
<tr>
<td>Chair daytime phone number:</td>
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<tr>
<td>Chair email address:</td>
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</tbody>
</table>

Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.
Part 3. To be filled out by the Regents’ Advisory Committee on Academic Affairs *(if needed).*

<table>
<thead>
<tr>
<th>Course Title:</th>
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<tbody>
<tr>
<td>Institution:</td>
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</table>

**Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions**

Courses in one area (A–E) may be prerequisites for other courses in that area.

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Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major’s degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the *Regents’ Administrative Committee on Academic Affairs (RACAA)*, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

   - [ ] Yes
   - [x] No

3. Did RACAA approve exceptions to the prerequisite rules?

   - [x] Yes
   - [ ] No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A–E and the courses that may be required.

   Text here. Box will expand as needed.

5. Please provide contact information for the *RACAA Chair*.

<table>
<thead>
<tr>
<th>Chair name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair institution:</td>
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<td>Chair daytime phone number:</td>
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</tbody>
</table>
Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.
Part 4: To be filled out by the System Liaison for the Council on General Education.

Course Title:
Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

   - Approved
   - Denied
   - Withdrawn
   - Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

   Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

   - Area A (English, Mathematics)
   - Area B (Institutional Options)
   - Area C (Humanities, Fine Arts, Ethics)
   - Area D (Natural Sciences, Mathematics, Technology)
   - math/science majors
   - health professions majors
   - non-math/science/health professions majors

5. Please provide contact information for the System Liaison to the Council on General Education.

<table>
<thead>
<tr>
<th>Liaison name:</th>
<th>Barbara L. Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaison daytime phone number:</td>
<td>404-962-3107</td>
</tr>
<tr>
<td>Liaison email address:</td>
<td><a href="mailto:Barbara.Brown@usg.edu">Barbara.Brown@usg.edu</a></td>
</tr>
</tbody>
</table>

Form last updated 8/11/16

IV. Engineering Studies
V. Department of Mathematics
VI. Department of Psychology