

Armstrong

UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes, January 11, 2017

PRESENT: Kelly Brooksher, Kathryn Craven, Jose da Cruz (vice chair), Kathleen Fabrikant, Todd Hizer, Kam Lau, Rick McGrath (chair), Andi Beth Mincer, Pamela Sears, Phyllis Fulton (Catalog Editor)

ABSENT: Myka Bussey-Campbell, Katrina Embrey, Jared Schlieper, Julie Swanstrom

GUESTS: Cynthia Bolton, Donna Brooks, Brent Feske, Barb Serianni, Patricia Wachholz, Teresa Winterhalter

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~~ 0 V 12

Rationale: The course is being replaced by EDUC 4800.

Effective Term: Fall 2017

4. Delete the following course:

~~PEHM 4750 INTERNSHIP II—STUDENT TEACHING~~ 0 V 12

Rationale: The course is being replaced by EDUC 4800.

Effective Term: Fall 2017

5. Delete the following course:

~~SPED 4750 INTERNSHIP II—STUDENT TEACHING~~ 0 V 12

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 Courses50 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
[PEHM 4750 Internship II Student Teaching](#)

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 Courses36 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 Courses34 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

~~SCED 4750 Internship II—Student Teaching~~
 SCED 5600U Content Methods Secondary Mathematics

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

Instruction Type: Supervised Laboratory
Course Equivalent: None

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-33-0-3**

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: ECUG 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: ECUG 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:

SPED 5010U/G Technology for the Special Educator	3-0-3
SPED 5400U/G Transition Planning	3-0-3

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 E42 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 Education3 hours

First-Year Seminar 1 hour

B. Major Field Courses5436 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 Concentration6 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 Qualified21~~

~~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 Hours124

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 **54 hours**

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 **6 hours**

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

~~EDUC 2110 Investigating Critical and Contemporary Issues in Education~~

ACCT 2101 Principles of Financial Accounting

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Education
Contexts

ECON 2106 Principles of Microeconomics

PEHM 2100 Athletic Health Care: Prevention, Recognition, and Care of Sports
Injuries

PEHM 2500 Foundations of Physical Education

PSYC 2950 Lifespan Developmental Psychology

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 | |

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):

<input type="checkbox"/>	<p>Change in an already-approved course only, no change in Area. A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)</p>
Course change information:	
From:	
To:	
<input checked="" type="checkbox"/>	Placement of a course into the Areas A – E of the Core Curriculum

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](#))

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If you responded “no,” is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

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.

--

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.

<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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):
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input checked="" type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	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).

- 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.*)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

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.**

Date	Level or approving body
12/2/2016	Department of Computer Science / IT Curriculum Committee
12/5/2016	Department of Computer Science / IT
	College of Science and Technology Curriculum Committee
	Armstrong State University Curriculum Committee

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

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

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

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

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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.)

<input type="checkbox"/>	Anthropology	<input type="checkbox"/>	Geological Sciences and Geography
<input type="checkbox"/>	Arts and Sciences (Deans)	<input type="checkbox"/>	Georgia Film Academy Film Production
<input type="checkbox"/>	Biological Sciences	<input type="checkbox"/>	History
<input type="checkbox"/>	Business Administration, Management & Economics	<input type="checkbox"/>	Mathematical Subjects
<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Nursing
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Philosophy & Religion
<input checked="" type="checkbox"/>	Computing Disciplines	<input type="checkbox"/>	Physical Education, Health Education, Recreation
<input type="checkbox"/>	Criminal Justice	<input type="checkbox"/>	Physics and Astronomy
<input type="checkbox"/>	Educator Preparation	<input type="checkbox"/>	Political Science
<input type="checkbox"/>	Family and Consumer Sciences	<input type="checkbox"/>	Psychology
<input type="checkbox"/>	Fine and Applied Arts	<input type="checkbox"/>	Social Work
<input type="checkbox"/>	Foreign Languages	<input type="checkbox"/>	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 Polices* (**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

- Michael Goodrich, and Roberto Tamassia. *Introduction to Computer Security*, ISBN 978-0321512949 (selected)

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

Academic Committee:	
Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email address:	

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).

Course Title:

Institution:

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.

1. Date the RACAA review was completed:

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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**.

Chair name:	
Chair institution:	
Chair daytime phone number:	

Chair email address:	
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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?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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.

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

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

Liaison name:	Barbara L. Brown
Liaison daytime phone number:	404-962-3107
Liaison email address:	Barbara.Brown@usg.edu

Form last updated 8/11/16

IV. Engineering Studies

- V. **Department of Mathematics**
- VI. **Department of Psychology**