GSW General Faculty Meeting Agenda  
Dec 6, 10:00 AM, Carter I Auditorium

I. Call to Order, Opening Comments: Jeff Waldrop
II. Approval of Minutes, April 26, 2013 Gen Fac Meeting:  
http://gsw.edu/Assets/generalFacultyMeeting/minutes/Minutes04262013.pdf
III. Remarks by the VPAA
IV. SACS Update: Bryan Davis
V. QEP Update: Elizabeth Gurnack
VI. Reports from Committees
   
   COAA-Rhonda Slocumb  
   Bus&Fi- Laurel Robinson  
   Academic Grievances- Susan Bragg  
   Athletics- Jamie MacLennan  
   Faculty Affairs- Nellie Iordanova  
   Graduate Affairs- Anish Dave-he will also have some applications for graduate faculty membership:
   Dr. Phil Szmedra  
   Dr. Chuchu Wu  
   Dr. John Stovall  
   IEC- Lauren DiPaula  
   Institutional Review Board- Olga Godoy  
   Instructional Technology- Gary Fisk  
   Scholarships and Financial Aid- Michele Ragsdale  
   Student Affairs- Elizabeth Uhl  
   University and Alumni Relations- John Stovall

VII. Update on the Faculty Retention Initiative: Sam Peavy
VIII. New Business (Academic Proposals):
    
    Note Well: Academic Affrs Policies as stated in Faculty Handbook:

    A. Some proposals must be submitted to the Faculty Senate and a General Faculty meeting for approval.
       a. Proposals that must go to the Faculty Senate and the Faculty include new programs, substantive program changes, establishment of or substantive revision in policies, and all changes in the Core Curriculum, Physical Education requirements, and UNIV 1000.
       b. Proposals that do not need to go to the Faculty Senate include new courses, course revisions, minor program revisions (as a change in major elective choices), and minor policy changes. For example, the establishment of a policy to allow CLEP credit and the establishment of passing scores for all accepted tests would need approval of the Senate and Faculty, while a proposal to change some passing scores would not.
       c. The Committee may decide to submit other items to the Faculty Senate based on such factors as the nature of the change, or number of students affected.

    B. PROPOSAL FOR A NEW PROGRAM: BS in Mathematics with Option in Actuarial Mathematics

    C. More Proposals from Graduate Affairs Cte:

       1. Grad faculty app: Queen Brown  
       4. TOEFL/IELTS Waiver Policy for students from English speaking countries

IX. Announcements

X. Adjournment
Name: Philip Szmedra

Department: School of Business Administration

Campus phone: 931-2122
Campus email: philip.szmedra@gsw.edu

Highest degree held: PhD

Is this a terminal degree in your teaching discipline? Yes

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

Excellent teaching evaluations; development of graduate courses in Managerial Economics (BUSA 6160) and Health Care Finance (NURS 6240) for the Fall 2013 semester.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

$65,000 grant International Diabetes Federation; three conference presentations during Fall 2013 at: Southern Economic Association meetings, The World Diabetes Congress in Melbourne, and the Association of Third World Studies annual meetings in Chennai.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

[Signature]
Dean

[Signature]
Vice President for Academic Affairs

Nominated by Graduate Affairs on 10/21/13.

Elected by General Faculty on _____________.

[Signature]
Chair, Graduate Affairs
Philip Szmedra
Professor of Economics

Business and Mailing Address
School of Business Administration
Georgia Southwestern State University
800 GSW Drive
Americus, Georgia, USA
Phone: 229-931-2122
Fax: 229-931-2960
Email: philip.szmedra@gsu.edu
Web page: <http://ltc.gsw.edu/faculty/pszmedra/>

Home Address
115 Lake Jennifer Drive
Americus, Georgia, USA 31709
Phone: 229-591-7259

Education
Ph.D. Agricultural Economics University of Georgia
M.S. Agricultural Economics Athens, GA. USA
B.A. Economics University of Georgia

Languages: English – native speaker
French – working knowledge

Professional Experience

Employment

April 2011 to present – Professor of Economics (promotion awarded April 2011)
School of Business Administration, Georgia Southwestern State University, Americus, GA.

August 2007 to April 2011 – Associate Professor of Economics School of Business Administration, Georgia Southwestern State University, Americus, GA.

August 2006 to June 2007 – Visiting Associate Professor, Department of Economics,


August 2000 to January 2001 - Instructor, Department of Economics, Bloomsburg University, Bloomsburg, Pennsylvania. Teaching responsibilities included Principles of Macroeconomics, Principles of Microeconomics, and Labor Economics.

October 1996 to August 2000 - Senior Lecturer, Department of Economics, School of Social and Economic Development, Cross-Appointment with the School of Marine Studies, University of the South Pacific, Suva, Fiji Islands. Teaching experience included senior level Agricultural Development, Environmental and Natural Resource Economics, Intermediate Microeconomic Theory, and Principles of Macroeconomics.
October 1992 to October 1996 - Agricultural Economist, U.S. Department of Agriculture, Economic Research Service, Natural Resources and Environment Division, Production and Management Technologies branch and Resources and Technology Division, Environmental and Health Risk branch, Washington, D.C. Research involved analyzing economic and technical efficiencies in input use; analysis and evaluation of alternative management practices including Integrated Pest Management, Integrated Farm Management, and sustainable agricultural practices; the impact of regulatory changes on input availability; the environmental impact of agricultural production practices in the European Union and the developing world.

June 1990 to September 1992 - U.S. Peace Corps Volunteer, Morocco. Agricultural Economist in the Ministry of Agriculture, Direction of Planning and Economic Affairs, (DPAE) Rabat, Morocco. Worked with Moroccan colleagues in developing econometric models of cereals supply during the first stage of service. During the second stage worked in liaison with USAID project contracted to DAI Inc. providing guidance to the government of Morocco in establishing a free market for cereals in accordance with World Bank and IMF dictates. Co-authored reports including a plan of action for establishing a market information system as well as price and market analyses to aid the Moroccan cereals sector in its transition to a free market.

April 1986 - June 1990 - Agricultural Economist, U.S. Department of Agriculture, Economic Research Service, Resources and Technology Division, Inputs, Technology, and Productivity branch, Pesticide Assessment section. Responsibilities included determining the economic impacts on American agriculture of suspension or cancellation of widely used pesticide products; assessment of region-wide pest eradication programs; analysis of farmer's perceived risk on production planning decisions; evaluating the impact to agriculture of proposed legislative changes in pesticide and food safety regulations; assessing the impact of federal farm programs on input use; issues involving the adoption of sustainable agricultural practices.

January through May, 1989 - Adjunct Associate Professor, University of the District of Columbia, College of Business, Economics, and Finance, Washington, D.C. Instruction of senior level managerial economics course.

1981 - 1986 - Graduate Research and Teaching Assistant, Dept of Agricultural Economics, University of Georgia, Athens, GA. Ph.D. research dealt with determining risk efficient production strategies. Methodologies included developing an analytical optimal control model, employing biophysical simulation to model the crop - pest biosphere, and using risk efficiency criteria to recommend optimal producer strategies. Other research focused on technical relationships in commodity futures price movements; congestion and willingness to pay in recreational pursuits.

1979 - 1981 - Graduate Research Assistant, Dept of Agr. Economics, University of Georgia, Athens, GA. Master's degree research focused on determining the economic feasibility for recreational boating access at the Georgia coast. Methodology included a mail survey of 700 recreational boat owners and coastal marina proprietors.

Special Teaching Venues


Blagoevgrad, Bulgaria, Study Abroad Maymester in Bulgaria 2012 Maymester 2012. The American University in Bulgaria, Principles of Macroeconomics


Ningbo, Zhejiang Province, Peoples Republic of China, June 2010. Visiting Scholar, Ningbo University of Technology

Blagoevgrad, Bulgaria, Study Abroad Maymester in Bulgaria 2009 Maymester 2009. The American University in Bulgaria, Principles of Macroeconomics


2
Principles of Macroeconomics; Intermediate Microeconomics, Environmental Economics, Development Economics

**Mendoza, Argentina, University of Cuyo. Maymester 2006.** Coastal Georgia Community College Study Abroad Program. Principles of Macroeconomics.


**University of the South Pacific Regional Centres:**


**Nuku’alofa, Kingdom of Tonga;** August through October 1997, Agricultural Economics.

**Courses Taught:**

- Principles of Macroeconomics
- Principles of Microeconomics
- Intermediate Microeconomics
- Intermediate Macroeconomics
- Managerial Economics
- Environmental and Resource Economics
- Development Economics
- International Economics
- Money and Banking
- Labor Economics
- Agricultural Economics
- Health Economics
- International Business Management
- International Business Experience
- Health Care Finance

**Publications**


**Presented Papers**


**Szmedra, P.I.** “Self-reported anxiety and depression among diabetics in Samoa: using health behaviour measurements to assess the linkage between mental health and organic illness”. Selected paper for the Australasian Society for Psychiatric Research annual conference, University of Otago, Dunedin, New Zealand, December 5-8, 2011.


Szmedra, P.I., M. Meltzer, and W. Knausenberger. "The Impacts of Policy and Institutional Reform on the Agricultural Sector in Sub-Saharan Africa: The Effects of Market Pressures on Integrated Pest Management Adoption". Selected paper for the International Association of Agricultural Economics Symposium on "Economics of


Szmedra, P.I. "The Economic Impact of Regulatory Action Against 2,4-D and the Phenoxy Herbicides in Food Production". Presented at the Weed Science Society of America annual meetings, February 1995, Seattle, WA.


Szmedra, P.I. "The Effect of Farm Programs on Input Use Intensity: The Case of Pesticides", presented at the Eastern Economic Association annual meetings, Cincinnati, Ohio, April, 1990.


Proceedings


Book Reviews


USDA Publications


**USDA Staff Reports**

Szmedra, P.I. and Daberkow, S. "Karnal Bunt Staff Analysis", June, 1996


Szmedra, P.I., Nehring, R., Frerichs, S. "Low Input Sustainable Agriculture is Receiving Attention from Farmers and Researchers", October, 1989.


**Working Papers and Miscellaneous**


Invited Presentations

Szmedra, P.I., "Using Community Theater to Improve Diabetes Education and Prevention in Fiji" Third World in Perspective seminar series, Georgia Southwestern State
University, September 18, 2013.


Szmedra, P.I., "The Peace Corps Experience" Third World in Perspective seminar series, Georgia Southwestern State University, September 14, 2011.

Szmedra, P.I., "The Challenge From China". Third World in Perspective seminar series, Georgia Southwestern State University, March 16, 2011.

Szmedra, P.I., "Water and Public Health". Third World in Perspective seminar series, Georgia Southwestern State University, September 15, 2010.

Szmedra, P.I., "New Perspectives on Bulgaria", presentation to the Georgia Southwestern State University Faculty Retirees Organization, March, 2010.


Szmedra, P.I. "The Problem of Lifestyle Diseases in the Emerging Economies of the Third World with Special Emphasis on the South Pacific". Third World in Perspective seminar series, Georgia Southwestern State University, October 6, 2005.

Szmedra, P.I., "Rethinking Foreign Policy: Russia and the Third World in the Post-Soviet Era". Respondent. Third World in Perspective seminar series, Georgia Southwestern State University, September 1, 2005.

Szmedra, P.I., "Tsunami: The Economic Consequences" Third World in Perspective seminar series, Georgia Southwestern State University, February 2, 2005.


Szmedra, P.I., "Racial Politics and Democracy in Fiji". Third World in Perspective seminar series, Georgia Southwestern State University, September 13, 2004.

Szmedra, P.I., "Fair Trade and Farmers: Dialogue with Coffee Producers from Latin America and Africa". Third World in Perspective seminar series, Georgia Southwestern State University, April 28, 2004.


Szmedra, P.I., "Democracy and the Free Market in Contemporary Latin America". Third World in Perspective seminar series, Georgia Southwestern State University, September 26, 2002.

Szmedra, P.I., "September 11th: One Year Later; the Economic Impacts". Third World in Perspective seminar series. Georgia Southwestern State University, September 11, 2002.


Szmedra, P.I. "The Economic Impact of Regulatory Action Against 2,4-D and the Phenoxy Herbicides in Agricultural and Non-Agricultural Uses". Presented at the USEPA, Washington, D.C., September 25, 1996.


Szmedra, P.I. "The Enduring Value and Importance of 2,4-D". Presented at 'The Registration of 2,4-D: Where in the World-and the Environment are We?' One Day Status Report and Briefing by The Industry Task Force II on 2,4-D Research Data. U. S. Department of Agriculture. May 3, 1995, Washington, D.C.

Consultancies

January – August 2001 – University Extension, University of the South Pacific, Suva, Fiji. Worked on developing the course study guide and resource book to be used in the senior level agricultural economics course taught in the distance learning mode.

August, 1999 - Fiji Sugar Corporation. "Estimating the financial benefits to the sugar industry of the gradual adoption of cultivar LF82-2122 in the years 2000-2005".


Awards


Vice President's Award for Excellence in Research, Georgia Southwestern State University May 2010.
Name: Chuchu Wu

Department: School of Education--Early Childhood Education

Campus phone: (229) 931-2744

Campus email: chu.wu@gsu.edu

Highest degree held: Ph.D.

Is this a terminal degree in your teaching discipline? Yes

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

I have an University Teaching Certificate awarded from Syracuse University Graduate program. I have 10 years of teaching experiences in early childhood education program and had supervised students teachers' field experiences for more than 5 years. As a Early Childhood Education professor, I also advised 20-25 ECE majors each semester.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

I attend national conferences yearly and present research based papers yearly at state level and/or national level conferences. I advised graduate students' thesis writing and supervise graduate students filed based research projects.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Yours truly,

[Signature]

Vice President for Academic Affairs

Date

Nominated by Graduate Affairs on

Elected by General Faculty on _________.

[Signature] Chair, Graduate Affairs
Curriculum Vitae 2000-2012

Chu-Chu Wu
Associate Professor

Education

Ph.D., Child and Family Studies, Syracuse University, Syracuse, NY
Specialization: Early Childhood Education; GPA: 3.86/4.00;
Research Interest: Parental involvement/beliefs, Emergent Literacy, Teaching Quality
Dissertation title: Reading beliefs and strategies of Taiwanese mothers with preschoolers in relations to the children’s emergent literacy

M.S., Human Development and Family Studies, Iowa State University, Ames, Iowa
Specializations: Early Childhood Education and Child Development
Thesis title: Maternal beliefs and practices and their preschoolers’ emergent writing

BA, English Literature and Language, Fu-Jen Catholic University, Taipei, Taiwan

Awards & Grant

9/6/2013
Near Peer Service Learning Grant $ 8000

10/05/2012
Near Peer Service Learning Grant $ 25,000.00
Federal grant under College Access Challenge Grant
Deploy college students to serve as college coaches to mentor high-need local high school students and help high school seniors with college application processes.

11/12/2012
The Faculty Development Grant Proposal
Georgia Southwestern State University
Grant amount: $606 USD

3/14/2012
The Faculty Development Grant Proposal
Georgia Southwestern State University
Grant amount: $700 USD

2/6/2009
The Faculty Development Grant Proposal
Georgia Southwestern State University
Grant amount: $700 USD

02/26/2008
The Faculty Development Grant Proposal
Georgia Southwestern State University
Grant amount: $ 606 USD

02/26/2007
The Faculty Development Grant Proposal (report turned in)
Georgia Southwestern State University
Grant amount: $558.80 USD

11/6/2006
The Faculty Development Grant Proposal (report turned in)
Curriculum Vitae 2000-2012

Georgia Southwestern State University
Grant amount: $581 USD

10/30/2006
Distinguished Professor Research Grant (report turned in)
Georgia Southwestern State University
Grant amount: $3090 USD

4/15/2005
Award of Annual Graduate Student Competition for Research and Creative Work,
Syracuse University
Grant amount: $300 USD

4/3/2005
Alice Sterling Honig Award, College of Hunan Services and Health Profession,
Syracuse University

• Award of Doctoral Dissertation Fellowship, The Chiang Ching-Kuo Foundation
for International Scholarly Exchange (USA). Grant amount: $15,000 USD/Year

07/2004-05/2005
Graduate scholarship, Child and Family Studies, Syracuse University

Publications

2013

2013

2011

2010

2011

2011

2010

2009

2007
Curriculum Vitae 2000-2012

05/1999
Wu, C. (2007). Reading beliefs and strategies of Taiwanese mothers with preschoolers in relations to the children's emergent literacy. Syracuse University, Syracuse. UMI.


Professional Presentations

11/9/2012
2012 Annual Conference of National Association of Education for Young Children (NAEYC), Atlanta, GA
Title: Exploratory study of Taiwanese preschoolers’ emergent reading behaviors.

6/10-12/2012
Title: Helping teacher candidates enhance self-regulation behaviors through self-reflection and goal setting.

03/25-26/2011
The 9th Annual Teaching Matters Conference, Barnesville, GA
Title: A constructive approach to teach Integrated Curriculum

Title: The case study of SWGWP: Implications for professional development of English teachers in China

04/2-4/2009
2009 Society for Research in Child Development (SRCD) Biennial Meeting, Denver, Colorado, USA

03/11-13/2009
The SoTL Commons: A Conference for the Scholarships of Teaching and Learning, Statesboro, GA, USA
Title: Supervising Student Teachers: Applying Technology to Generate Data-Driven Feedback to Improve Teaching Quality (Oral paper presentation). Paper accepted.

07/15-19/2008
The 66th International Council of Psychologists Annual Conference, ST. PETERSBURG, RUSSIA
Title: Taiwanese mothers' beliefs about reading aloud with preschoolers: Findings from the Parental Reading Beliefs Inventory. (Research poster presentation, won the third place.)

03/28-29/2008
2008 The sixth Annual Interdisciplinary Conference for Teacher of Undergraduates, Gordon College, Barnesville, GA, USA
Title: The importance of routines and procedures for college students. (Paper presentation)

03/23-24/2008
2008 CAERDA (Chinese American Educational Research Development Association) International Conference, New York, NY, USA
Title: How do Taiwanese preschoolers begin reading? The role of gender and age.
Curriculum Vitae 2000-2012

(paper presentation)

04/14/2007
2007 Georgia Psychological Society, Macon, Georgia, USA
Title: Cross cultural perspectives: Taiwanese mothers' interactive strategies with their preschoolers. (Paper presentation)

04/01/2007
2007 SRCD Biennial Meeting, Boston, Massachusetts, USA
Title: Examining a mediation model: Reading beliefs and strategies of Taiwanese mothers in relation to preschoolers' early language abilities. (Poster presentation)

11/10/2006
2006 Annual Conference of National Association of Education for Young Children (NAEYC), Atlanta, GA
Title: Taiwanese maternal beliefs about preschool children language learning through storybook reading. (Poster presentation)

11/09/2006
2006 Annual Conference of National Council on Family and Relations (NCFR), Minneapolis, MN
Title: We are the same and we are different: Taiwanese and American maternal beliefs about preschooler's language learning through storybook reading. (Paper presentation)

9/6/2006
Third World Seminar, Georgia Southwestern State University, Americus, GA
Title: Asian American Immigration: Historical timeline, Asian American today, and Myth.

11/19/2001
National Council on Family and Relations (NCFR), Rochester, NY
Title: What parents know about emergent writing: Parents make a difference.

05/01/2000
Child and Family Studies Research Poster Presentation, College of Human Development, Syracuse University, Syracuse, NY
Title: Parental beliefs, involvement, and young children emergent writing

10/24/1998
Iowa Association for the Education of Young Children (IAEYC) 1998 Fall Conference, Des Moines, Iowa
Topic title: Preschoolers as authors: The role of writing in emergent literacy

Teaching Activities (Courses Developed & Taught)

01/2013-Present
HONS 2000: Near Peer Service Learning Seminar (Undergraduate)
The "Near Peer" program is designed to help ensure that the underrepresented students served, successfully apply to and subsequently enroll in an institution of higher education during their senior year. The "Near Peer" mentoring services will be offered to underrepresented high school students either at partner high schools or in a DFCS region. College coaches will help increase awareness among underrepresented high school students about applying and paying for college; increase awareness among underrepresented high school students about various career opportunities; promote college opportunities in a positive way to the underrepresented students served; provide information about college life and classroom experiences to the underrepresented students served; and develop a sense of community involvement for college students serving as "Near Peer" mentors/coaches.

08/2011-present
EDEC 7050 Theoretical Framework (Graduate)
Master students learned about different learning theories and their classroom applications. Reflection paper requires students to link research to classroom practices. Online discussions posts require students to analyze classroom practices and relate back to research.
Curriculum Vitae 2000-2012

01/2008-present
EDEC 3100 Math for EC
Students learned about a constructivist approach to teach early childhood math. Math concepts were reviewed and creative and interactive teaching methods were introduced to students in this class.

08/2008-present
EDEC 4550 Assessment in Early Childhood Education (Fall2008)
Students learned about different types of classroom assessment, how to construct a standards-based assessment and lesson plan. Students learned how analyze and interpret criterion-and-norm-referenced assessment. A pre-and-post assessment and analysis of the data were carried out.

08/2008-2010
EDEC 8220 Field Based Research (Graduate)
Students learned about field based research method, designed a research project, and collected data in their classrooms, and wrote a professional paper at the completion of the course.

EDEC 8860 EdS Practicum I for EC (Fall 2008)-Graduate
Specialist students carried out their research project in their classroom/school.

EDEC 8120 Qualitative Research Method (Fall 2008)-Graduate
Specialist students learned about different qualitative research methods and conducted a focus group interview to identify research questions derived from their school's improvement plan.

08/2009
Honor Program: Cultural Awareness Project
The course was offered to undergraduate honor students. Students learn about issues related to diversity and design a cultural awareness project as a product of this class.

01/2006-2007
EDUC 7010: Foundations of Public Education (Fall 07)
School of Education, Georgia Southwestern State University, Americus, GA
A study of the historical philosophical, socio-cultural, legal, political, economic, and technological foundations of American Education. (3-0-3)

EDUC/EDMG 7420: Directed Studies (Fall 07)
School of Education, Georgia Southwestern State University, Americus, GA
Supervised 7 graduate students whose majors are in ECE and Middle grades on writing a research proposal for exiting the program.

EDUC 2230: Exploring Teaching and Learning (Fall 07)
School of Education, Georgia Southwestern State University, Americus, GA
A revised course derived from the previous "EDUC 2130: Human Growth and Development." This course is designed to explore key aspects of learning and teaching through examining learning processes with the goal of applying knowledge to enhance the learning of all students in a variety of educational settings and contexts. Field Experience Required. (2-1-3)

EDEC 3100: Math Method for Early Childhood (summer 07)
School of Education, Georgia Southwestern State University, Americus, GA
Curriculum Vitae 2000-2012

Activity oriented course that models the discovery approach of teaching mathematics and alternative assessment measures to monitor individual and class growth. Content will feature investigations of numbers (patterns, operations and properties), statistics-graphing, and elementary geometry. Attention also given to effective teaching practices and materials that will assist students in making the transition from student to teacher. Field experience required. (2-1-3)

EDUC 2030: Human Growth and Development (spring 07)
School of Education, Georgia Southwestern State University, Americus, GA
The purpose of this course is to teach candidate teachers full knowledge of growth and development in children from conception to adolescent years. Candidate teachers will also learn, analyze, and discuss current issues in relation to child development and early childhood education from peer reviewed journal articles. Candidate will also learn and understand basic developmental theories in child development in physical, social/emotional, and cognitive domains. Candidates will learn and practice basic reflective skills, observation skills, lesson planning, basic research methods in their field experience.

EDUC 3650: Integrated Curriculum (spring 07)
School of Education, Georgia Southwestern State University, Americus, GA
The purpose of this course is to teach candidate teachers how to develop a state standard based (GPS) thematic unit across content subjects using children's literature. Current early childhood education issues with respect to curriculum will be examined, analyzed, and discussed in this class. Candidate teachers required 30 hours of field experience and will apply teaching methods using children's literature and developmental appropriate concepts to their field practices. Two sessions are offered. Each session has an enrollment of 20 students.

EDUC 2010: Introduction to Education (Fall 05/06, spring 06)
School Education, Georgia Southwestern State University, Americus, GA
The purpose of this course to provide a comprehensive overview of American Education and the teaching profession. The focus will be placed in the introductory of historical and philosophical basis in relation to education, the relationship between school and society, and the structure of schools including diversity, governance, curriculum, and assessment. Two sessions of classes with 30-35 students attended in each session.

EDEC: Teaching In Early Childhood Education (Fall 05/06, spring 06)
School Education, Georgia Southwestern State University, Americus, GA
The purpose of this course is to prepare candidate teachers in mastery of overall early childhood curriculum planning skills, teaching strategies, and assessment skills. Candidate teachers will be introduced to the reflective action approach of teaching and ideas of developmentally appropriate practices in early childhood education classroom.

Working Experiences

08/01/2012-Present
Associate Professor, Tenured, School of Education, Georgia Southwestern State University, GA
- Promoted to be an Associate Professor and got tenure as of 08/01/2013.
Curriculum Vitae 2000-2012

08/2005 to 7/31/2012
Assistant Professor, School of Education, Georgia Southwestern State University, GA
- Responsible for teaching 3 undergraduate courses in the Department of Early Childhood Education, School of Education
- Advising assigned undergraduate students in Early Childhood Education majors
- Responsible for administrative work related to students, faculty and community services.

01/2003 to 05/2003
Adjunct instructor, Child and Family Studies, Syracuse University, New York
- Class Title: CFS 365: Language Development in Young Children and Families
- Responsible for teaching, grading, designing syllabus, and assignments. 38 students attended.

01/2001 to 08/2003
Administrative Assistant, Child and Family Studies, Syracuse University, New York
- Working for Dr. Alice Honig, Professor Emerita of Child Development, for the Annual National Infant/Toddler Caregiving Workshop.
- Responsible for workshop related correspondences, equipment reservation and activity coordination.
- Creation of PowerPoint presentation slides.
- Sending advisement letters to varied early childhood and childhood publisher editors

09/2001 to 08/2003
Research Assistant, Social Work, Syracuse University, New York
- Working with Dr. Kim Jaffee for the Healthy Start Project: Eliminating racial disparity in perinatal care. This project is served to help pregnant mothers who is registered in the health start in Syracuse area by regular home visit services, performing social risk assessment to decrease infant mortality and racial disparity in perinatal care.
- Responsible for data entry, data analyses, and table creation.
- Helping to create the annual evaluation report to assess the effectiveness of Healthy Start Project.

01/2002 to 05/2002
Adjunct instructor, Child and Family Studies, Syracuse University, New York
- Class title: CFS181: Observation and Recording
- Responsible for designing syllabus and assignments, teaching, grading, and contacting local facility for student observation. 7 students attended

08/2001 to 12/2001
Adjunct instructor, Child and Family Studies, Syracuse University, New York
- Class title: CFS 202: Development of the Young Children within the Family
- Responsible for designing syllabus and assignments, teaching, grading and arranging observation allocation. 21 students attended

08/2002 to 12/2002
Toddler Room Head Teacher, Bernice M. Wright Child Development Laboratory School, Syracuse University, Syracuse, New York
- Supervising Education and CFS majors undergraduate students for practicum experiences in early childhood education with respect to curriculum development, activity implementing, and child development observation.
- Taking charge of 12 children aged from 2 to 3 in a half day morning program
Curriculum Vitae 2000-2012

- Planning daily curriculum and leading classroom activities

08/1999 to 05/2001

Preschool Head Teacher, Bernice M. Wright Child Development Laboratory School, Syracuse University, Syracuse, New York
- Supervising Education and CFS majors undergraduate students for practicum experiences in early childhood education with respect to curriculum development, activity implementing, and child development observation
- Taking charge of 16-20 children aged from 3 to 5 in a half day morning and afternoon program
- Curriculum planning and leading classroom activities

Service
School Level

2013-present
Graduate Affair, SACS on-site planning committee,

2013-present
Faculty Senate

2013-present
Near Peer Service Learning Program

2011-2013
QEP Planning Committee

2011-2012
Institutional Review Board

2005-present
Storm-Day Registration; Preview Day

2008-2012
Human Relation Council Committee

2008-2012
Teacher Recruitment Committee (SOE)

2008-present
Early Childhood Education Committee (SOE) & Standard committee, University liaisons

2009-2010
Faculty affairs committee

2009-2010
Prior Learning Assessment Committee

2009-2010
Honor Program Committee

06/22/09-07/2/2009
Served as AFT (Academy of Future Teachers) planning committee and helped two sessions of learning during AFT Summer Camp.

2007-2009
Institutional Research

01/2008
Faculty Search Committee

11/2008
Helped to oversee the Behavior Management Workshop presented by the Professional Development Schools Network (PDS) teachers and staff.

10/2008
Served as a Southwestern Regional Representative for Georgia Council of Teachers of Mathematics (GCTM) for Academic Year 2008-2009.

9/16/2008
Professional Development Schools (PDS) Network meeting, SOE, GSW

09/2007
Distinguished Professor Grant Review Committee

2005-2007
Alumni Relations

Community Level

01/2006-present
Sumter County Mentor Program

11/25/2009
Participated in GSW Thanksgiving Meal for students on campus

11/23/2009
Participated in GSW Faculty and Staff Thanksgiving Luncheon

11/26/2008
Participated in GSW Thanksgiving Meal for students on campus
Curriculum Vitae 2000-2012

11/24/2008  Participated in GSW Faculty and Staff Thanksgiving Meal
10/31/2008  Helped to supervise Education Center Pre-K program for on-campus “Halloween Trick or Treat” trip
10/20/2008  Donated approximately 55 books to the James Earl Carter Library.
10/2008  Provided students with professional development opportunity in GCTM.
2/9/2008  Participated in fund raising at the Chinese New Year Celebration Fair, Atlanta, GA.
12/01/2007  Christmas caroling at Magnolia Manor
4/19/2007  International Week at Georgia Southwestern State University
           Assist and coordinate culture-related activities for the university community to participate.
03/2006  Farm fair/science fair, Georgia Youth Science and Technology Center, Plains, GA
                  • Invited as a guest speaker to give speeches in elementary schools. Topic: “Parent-Child Storybook Joint Reading: What parents can bring to the child?” Elementary schools, Tainan, Taiwan
07/27/01-08/15/01  Teacher training workshops, Buddha Light Temple, Denver, CO
                  • Invited as a guest speaker to present topics on Child Development and Early Childhood Education for prospective teachers. Three training classes were provided.
03/2001-05/2001  Adopt a Culture, Office of International Students, Syracuse, NY
                  • Volunteered as a presenter to introduce Taiwanese culture to elementary school students.
09/2000-12/2000  Bridge to Success, Office of International Students, Syracuse NY
                  Volunteered as a Discussion Leader to help new students to adjust to American cultures and school life by sharing various cultural experiences with each other and introducing campus activities.

Professional Level
12/1/2008-present  Served as a reviewer of Children Book for the Southern Early Childhood Association (SECA).
05/25/2007-06/05/2007  Volunteer to review the 21st Century Community Learning Centers (21st CLCC) competitive grant proposal for the 2007-2008.

Professional Membership
1996-present  NAEYC (National Association for the Education of Young Children)
2006-present  South East Asian Chinese American Professional and Academic Association
2000-present  SRCD (Society for Research in Child Development)
2008-Present  GCTM (Georgia Council of Teachers of Mathematics)
Curriculum Vitae 2000-2012

2007-2010
AERA (American Educational Research Association)

2008-2010
CAERDA (Chinese American Educational Research Development Association)

2000-2007
IRA (International Reading Association)

2002-2007
NCFR (National Council on Family and Relations)

References

Primary:
Dr. Alice Honig, Professor Emerita of Child Development in CFS
202 Slocum Hall, Syracuse University, Syracuse NY 13244
(O) 315-443-4296  Email: ahonig@syr.edu
* Dr. Honig was my academic major advisor. She has taught me Child Development courses. I worked for her as a TA for her National Infant/Toddler Quality Care Workshop for 2 summers.

Julia Dorminey, Ph.D., Retired Associate Professor, SOE
Email: Julia.dorminey@gsw.edu
Phone: 229-560-5928

Doyin Coker-Kolo, PhD, Associate Dean, School of Education
Millersville University, PA, 17551
(o) 717-872-3189; 717-872-3856 (Fax)
Email: dcokerkolo@millersville.edu
*Dr. Kolo was my academic mentor at Georgia Southwestern State University.

updated 1/13/2013
APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: John Stovall

Department: School of Business Administration

Campus phone: 931-2107  Campus email: john.stovall@gsu.edu

Highest degree held: PhD in Business Admin

Is this a terminal degree in your teaching discipline?  Yes  No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

According to the handbook, my PhD in Business Administration (Concentration in Marketing and Entrepreneurship) from the University of Illinois at Chicago satisfies Section II in the handbook.

How have you demonstrated exemplary competence in teaching and mentoring of students?
Consistently received high marks from supervisors in teaching on annual evaluations. Headed the business organizations "SIFE" (Students in Free Enterprise) and the "GSW Marketing Club."

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.
Am fully qualified to teach graduate courses according to our internal requirements and those of the AACSB. (See Current CV)

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

[Signature] 17/3/13
Dean

[Signature] 12/5/13
Vice President for Academic Affairs

Nominated by Graduate Affairs on ____________  Chair, Graduate Affairs

Elected by General Faculty on ____________
John S. Stovall
1306 Rose Ave.
Americus, GA 31709
Phone: 229-591-1326
Email: stovall@gsu.edu

EDUCATION
University of Illinois, Chicago, Illinois
Doctor of Philosophy, Managerial Studies (Marketing) December, 2004
Master of Business Administration, 1993
Bachelor of Business Administration (Marketing), 1990

RESEARCH INTERESTS
New Product Development, Innovations, and Marketing
Opportunity Recognition and Execution for Entrepreneurs
Global Management & Marketing
Services Marketing
Marketing Management

PUBLICATIONS AND CONFERENCES


Robert Ledman and Stovall, John, “Comparing On-line Learning to In-class Learning”, Lilly-East Conference on College and University Teaching, April 2007
Dissertation: "Opportunity Recognition and New Product Development" (Dissertation Chairman: Gerald Hills); Defended August 2004; Published November 2004.


TEACHING EXPERIENCE

Assistant Professor, Marketing, Georgia Southwestern State University, Americus, GA

Small Business Management (MBA)                      International Business
Marketing Management (MBA)                           Marketing Channels
Principals of Marketing                                Business to Business Marketing
Strategic Management                                   Sales Force Management

Teaching/Service Highlights:
Leader, WebCT Teaching Circle
Designer, Georgia ONLINE WebCT Course
Adviser, Sigma Chi Fraternity
Adviser, Marketing Club
Chairman, Scholarship Committee (2006 – 2007)

University of Illinois, Chicago, Illinois

Primary Instructor:
Principals of Marketing (8 Semesters)                  Consumer Behavior (9 Semesters)
Marketing Management (4 Semesters)                    Personal Selling (1 Semester)
Marketing Channels (1 Semester)                       Services Marketing (1 Semester)
New Venture Development (4 Semesters)                 Global Environment of Business (5 Semesters)
Strategic Management (2 Semesters)                    Managing Diversity (1 Semester)
Marketing Research (1 Semester)                       MBA Marketing Online (1 Semester)

Secondary Instructor:
Principals of Marketing (4 semesters)                  Marketing Management (4 semesters)

Teaching Highlights:
Winner of Dean's Commendation for Teaching Excellence (Summer, 1997 & Fall 2002)
1st PhD student to teach lecture section of Principals of Marketing (250+ students)
1st PhD student to teach Marketing Management (Capstone course)
Advisor, Marketing Club

KAIST Graduate School of Management, Seoul, Korea,

Instructor, Executive MBA Program, San Francisco Immersion Program, 1999 – 2002
(Continuing Consultant Relationship)
WORK EXPERIENCE

Assistant Professor of Marketing, Georgia Southwestern State University, Fall 2005 to Present
MBA Director, Fall 2005 to Spring 2007

Results as MBA Director for Georgia Southwestern State University:
• Raised total enrollment 28% from Fall 2005 to Fall 2006
• Raised Fall Class numbers 50% from Summer/Fall 2005 to Summer/Fall 2006

Graduate Assistant, College of Business Administration, University of Illinois at Chicago
Teaching Assistant/Instructor, Fall 1992 – Spring 1998; Spring 2002 – Present

Consultant, Applied Telecom, Lisle, IL
1995 – 1999

Graduate Assistant, University of Illinois at Chicago Campus Housing
Diversity & Education Training, Live-in Position, Fall 1994 – Spring 1999

United Cotton Goods Company, Inc., Griffin, GA.
Sales Manager for Midwest Territory 1987 – 1989

United States Intelligence and Security Command, US Army, Arlington, VA.
Purchasing Agent for Local Purchases, 1982 – 1985

SERVICE HIGHLIGHTS

Board Member, Sumter Historic Trust, Americus, GA 2006 – Present
Member, Sumter County Revolving Fund, Americus, GA 2006 – Present
Member, Americus Rotary Club, Americus, GA 2006 – Present
Member, American Marketing Association, Chicago, IL 2001 – 2004; 2006 – Present
Member, The Archway Partnership Project, Americus, GA 2008
Member, USABE (United States Association for Small Business and Entrepreneurship), 2008 – Present
Leader, GSW WebCT Teaching Circle, 2007 – 2008
Participated, GSW New Recruitment Marketing Committee, Summer 2007
Director, GSW MBA, 2005 – 2007
Chairperson, GSW Scholarship Committee, 2005 – 2006
Member, Alumni Committee, 2008 – Present
Member, IRB Committee, 2007 – 2008
Faculty Advisor, GSW Sigma Chi Fraternity, 2005 – Present
Faculty Advisor, GSW Marketing Club
Board Member/President, Computers for Kids, 1994 – 1999
President, University of Illinois at Chicago MBA Alumni, 1994 – 1998
President, University of Illinois at Chicago MBA Association, 1992 – 1993
References:

Gerald E. Hills, PhD
Director, Institute for Entrepreneurial Studies & Professor of Marketing
University of Illinois at Chicago
Department of Managerial Studies (M/C 244)
601 South Morgan Street
Chicago, IL 60607-7123
Phone: 312-996-9130; Fax: 312-413-1265
Email: gehills@uic.edu

Charles W. King, PhD
Professor of Marketing
University of Illinois at Chicago
1995 Spring Green Dr
Wheaton, IL 60187
Ph: (630) 668-1251; Fax: 312-413-1265
Email: thekings1976@yahoo.com

Roger Gale
Former: Principal, Applied Telecom (Bought by Conexant)
Current: Consultant
848 Boyd Ct.
Batavia, IL 60510
Phone: 630-799-9309
Email: roger.gale@mindspeed.com

Brian Heshizer, PhD
Associate Professor of Marketing
Georgia Southwestern State University
800 GSW State University Dr.
Americus, GA 31709-4376
Email: bph@canes.gsw.edu
APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Academic Affairs

Name: Dr. Queen H. Brown

Department: Education, Middle Grades/Secondary Education

Campus phone: (229) 931-2160             Campus email: queen.brown@gsu.edu

Highest degree held: Doctor in Education

Is this a terminal degree in your teaching discipline? √ Yes  No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

Annual evaluations, student evaluations and peer evaluations are positive in the two areas of teaching and advisement. Maintain current teaching innovations using technology and best practices recommendations. Mentor high school seniors weekly at Americus High School through Near Peer College Access Grant Program.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

Yearly evaluations and Faculty Activity Reports in Live text show strength in Scholarship and professional activities. Vita and Faculty Activity Reports document evidence of scholarship and presentations in field.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Yvette M. Howard  12-04-13
Dean

Date

12-4-13

Vice President for Academic Affairs

Date

Nominated by Graduate Affairs on 12/5/13  Chair, Graduate Affairs

Elected by General Faculty on
Queen Herring Brown

Associate Professor of Middle Grades and Secondary Education (Curriculum & Instruction: Teaching & Learning, Educational Leadership and Social Studies Education)

GENERAL INFORMATION
Georgia Southwestern State University
School of Education
800 Georgia Southwestern State University Drive,
Education Center, Room 214
229.931.2160
QueenBrow@gsu.edu
Americus, GA 31709

EDUCATION

2004  Ed.D.  Georgia Southern University, Statesboro, Georgia, Curriculum and Instruction, Specialization: Teaching and Learning, Educational Administration and Supervision

2000  Ed.S.  Albany State University, Albany, Georgia, Educational Administration and Supervision

1978  M.Ed.  Georgia Southwestern State University, Americus, Georgia, Social Science Education

1977  B.S. /Teacher Certification Georgia Southwestern State University, Americus, Georgia, Political Science with Teacher Certification/History

PROFESSIONAL EXPERIENCE

2002-present  Georgia Southwestern State University, Americus, Georgia. Associate Professor of Middle Grades and Secondary Social Science Education, School of Education, Secondary and Middle Grades Social Science Education, Curriculum and Instruction, Research, Legal Aspects of Education, Middle Grades Education Coordinator (2006-Present) Near Peer College Access Grant Coordinator, 2012-Present)

1999-2002  Albany State University, Albany, Georgia. Assistant Professor of Middle Grades and Secondary Social Science Education, College of Education, Secondary and Middle Grades Social Science Education, Curriculum and Instruction.


TEACHER CERTIFICATION (GEORGIA) (#246629)

Behavioral Science, 6-12 (T-7)
Economics, 6-12 (T-7)
Educational Leadership, P-12 (L-7)
Geography, 6-12 (T-7)
History, 6-12 (T-7)
Political Science, 6-12 (T-7)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

2002-present Georgia Educational Research Association
2000- present National Council for the Social Studies (NCSS)
2008-present Association for Middle Level Education

SCHOLARSHIP OF TEACHING; RESEARCH AND CREATIVE ACTIVITY; PROFESSIONAL SERVICE; AND/OR ADMINISTRATION & LEADERSHIP

PUBLICATIONS


PRESENTATIONS

Conference Presentations
National and International:


Conference Presentations
State:

Taylor, C. and Brown, Q. (Summer, 2012). Education Summit, Albany State University, At-Risk factors associated with the African Male Student: A call to action.


Venable, S. and Brown, Q. (March 2009). Seventh Annual Teaching Matters Conference, Barnesville College, "Social studies is fun”.


Brown, Q. H. and Paschal, J. Technology Leadership Conference, Albany State University, Fall, 2001 “Technology Connected Lesson Plans”

Brown, Q. H. and Taylor, C. Technology Leadership Conference, Albany State University, Fall, 1999 “What Beginning Teachers Need to Know”

Brown, Q. H. and Taylor, C. Technology Leadership Conference, Albany State University, Fall, 1999 “Stress Management”

Presentations (Local):


Brown, Q. H. Spring 2008-Present. Choosing a Career in Middle Grades Education. Sumter County Middle School end of year Career Day.


Brown, Q. H. and Taylor, C. Fall 2001 Graduate Students Organization, “Integrating Technology in Learning Programs”. Georgia Southern University.

Brown, Q. H., Paschal, J., & Fields, K. S. Fall 2001 College of Education Recruitment (Dougherty Middle and High School, Monroe High School, Westover High School, Terrell County High School),


GRANTS AND CONTRACTS

Funded Projects:

2013 The College Access Challenge Grant (CACG), Near Peer Service Learning Program (August, 2013), ($ 16,000.00)

2012 The College Access Challenge Grant (CACG), Near Peer Service Learning Program (January, 2013), ($25,000.00)

2012 Faculty Instructional Grant, Apple iPads in Instructional Technology ($2,000)

2012 Faculty Instructional Grant, Integrating SMART Board technology into Social Studies teaching ($2,000.00)

2012 Faculty Development Grant, Teaching Matters: Ten Years Later, At-Risk factors Associated with the African American Male ($300.00)

2006 Department of Juvenile Justice Mentoring Program, Crisp County Department of Juvenile Justice ($5,000/$15,000)

2004-2005 Faculty Research Grant ($750), School of Education, Georgia Southwestern State University, Developing culturally relevant inquiries into the life in schools, families, and communities in Georgia.

2000-2001Sowega Project Grant [Principle Investigator ((collaborate with U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology Program, Albany State University and PT3 Initiatives) ($6,000)].

DESCRIPTION OF TEACHING RESPONSIBILITIES


Undergraduate:

EDUC 2201 Foundations of Education (20-80 students)

EDUC 2205 Human Growth and Development (30 students)

EDUC 2210 Technology and Media for Teachers (20 students)

EDUC 3309 Secondary School Curriculum (10-20 students)

EDUC 3370 Classroom Management/Conflict Resolution (20-55 students)

ECEC 4400 Social Studies and Cultural Diversity/Elementary Education (15-25 students)

EDUC 4422 Social Studies for Middle Grades Teachers (15-25 students)

Serve as College Supervising Teacher for Middle Grades Student Teachers

(6-14 students per semester)

Faculty Advisor (25-50 students per semester)

EDSC 4100/4600 Secondary School Methods in History and Language Arts (20-25 students)

EDMG 2300 Child Growth and Development (20-25 students)

EDUC 2010 Foundations of Education (20-30 students)

EDMG 2300 Middle School and Middle School Learner (5-25 students)
EDMG 4800 Middle Grades Senior Seminar (5-25 students)
EDUC 3300 The Learner and the Learning Process (20-35 students)
EDMG 4050 Middle Grades Social Studies (5-25 students)
EDMG 4400 Middle Grades Materials and Methods (5-25 students)
EDUC 3200 Instructional Technology and Media (20 students)
EDEC 4250 Social Studies for Early Childhood Teachers
EDMG 4960, 4970, 4980, 4990 Middle Grades Practicum and Student Teaching (5-10 students)
EDSC 4960, 4970, 4980, 4990 High School Practicum and Student Teaching (5-10 students)

Graduate:
EDUC 7300 Learning Dynamics (15-125 students)
EDUC 7040 Teacher and the Law (15-20 students)
EDEC 8120 Qualitative Research and Case Study (15 students)
EDMG/EDSC 7420 Directed Study (5 students)
EDMG 8300 The Adolescent Learner (5 students)
EDEC/EDMG 6500 Social Studies (15 students)
EDEC/EDMG 8500 Social Studies (10 students)
EDUC 7300 Conditions and Processes of Learning (15-25 students)
EDUC 7010 Foundations of Public Education (5-10 students)
EDMG 8110 Advanced Research Methods (5 students)
EDUC 8720 Legal Aspects of Education
EDUC 8300 Supervising Instruction (66-120 students)

DESCRIPTION OF SERVICE

- Middle Grades Coordinator 2006-Present
  Near Peer College Access Grant Coordinator 2012-13
  Advisor – KDP 20012-present
  Advisor – Collegiate Middle Level Association -2006
  Accreditation – Middle Grades Program Report Writer
  Assessment – Middle Grades PAAR Writer

- Conducted GACE II Workshop – Fall 2006-2008, Summer 2011-12, Fall 2013
• Secretary – Teacher Education Council 2003-6
• Co-advisor – Circle K Club (28 members) Albany, GA 2000-2002
• Redesign of EDUC 3400 Multicultural Education and the Diverse Learner- Spring 2004
• Proposal – B. S. Ed. In Broad Field Social Science Education, Fall 2000
• Redesign of EDUC 2201 Foundations of Education, Spring 2000
• Redesign of EDUC 3370 Classroom Management/ Creative Response to Conflict
• Redesign of ECEC 4400 Social Studies and Cultural Diversity
• Redesign of MGED 4422 Social Studies in the Middle Grades
• Committee Membership – College Life Skills and Leadership Development
  Founder’s Day 2001-2

GSTEP – 2001

Student Services 1999

CDC 1999-2002

Exercise Science Search Committee 2008-2012

Middle Grades Faculty Search Committee 2000-2001

Reading Faculty Search Committee 2001

Educational Leadership Faculty Search Committee 2001

Special Education Faculty Search Committee 2000-2001

College Recruitment 2001-2002

Grievance/Grade Change 2000-2002

Teacher Education Council 2003-Present

Institutional Research Committee 2004-6

Faculty Senate 2005-6

Technology Search Committee – Chair – 2005-6

Graduate Affairs 2006

Student Affairs 2006

Grievance Committee

Faculty Affairs 20012-present
# PROPOSAL FOR A NEW PROGRAM

**Georgia Southwestern State University**

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

<table>
<thead>
<tr>
<th>Date of Submission:</th>
<th>10/15/2013</th>
</tr>
</thead>
</table>

**Proposed Effective Date:**

Spring 2014

**Degree/Program Name:**

Healthcare Informatics Certificate

**Requirements:** (Attach new or revised course proposal(s) separately.) This Healthcare Informatics Certificate utilizes five of the existing courses recently approved for the new Nursing Informatics Track in the online MSN Program. Certificate students will enroll in the same sections as students admitted to the Nursing Informatics Track.

- NURS 6720 Applied Statistics and Data Mining (3-0-3)
- NURS 6730 Process Improvement for Healthcare (3-0-3)
- NURS 6740 Health Information Exchange Standards and Models (3-0-3)
- NURS 6750 Health Systems Project Management (3-0-3)
- NURS 6760 Clinical Decision Support Systems (3-0-3)

**Justification:** Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data.

- [x] Improving student learning outcomes: The primary goal of this Informatics Certificate Program is to provide professional growth opportunities for persons wishing to take new positions or to enhance existing positions in healthcare informatics. In addition, depending on current and prior experience of the student, this program may lay the foundation for focused training for these professional certifications: Registered Health Information Administrator, Registered Health Information Technician, or Certified Health Data Analyst.

- [ ] Adopting current best practice(s) in field:

- [ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:

- [ ] Other:

**Source of Data to Support Suggested Change:**

- [x] Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc
- Employer and student surveys

- [ ] Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Assessment Plan for the proposed program:

**Student Learning Outcomes for the proposed program:** Graduates will:

1. Implement the selected advanced nurse role – leader, educator, or informaticist – within health care.
2. Develop and nurture interprofessional collaborations by communicating and consulting with other health care professionals, including administrators, community leaders and regulators.
3. Evaluate the influence of ethical principles on personal and organizational decision-making.
4. Utilize nursing research for the promotion of quality nursing education, safe client-centered health care, and evidence based practice.
5. Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.
6. Exemplify cultural competence and sensitivity to diversity in dynamic academic and health care environments.
7. Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective client-centered health care and the advancement of nursing practice.
8. Utilize informatics to improve client outcomes and to promote the health and safety of individuals, groups and communities.

**Data Sources:**

- Indirect measures: Student Opinionnaires, student and employer surveys
- Direct measures: Materials collected and evaluated for program assessment purpose such as tests, specific assignments

**Other:**

**Attach a curriculum sheet for proposed program.**
<table>
<thead>
<tr>
<th><strong>Reviewed By:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GSW SACSCOC Liaison</td>
<td>Date:</td>
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<tr>
<td>Unit Head:</td>
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<td>Date:</td>
</tr>
<tr>
<td>Committee on Graduate Affairs Chair:</td>
<td>Date:</td>
</tr>
<tr>
<td>Secretary of the Faculty Senate:</td>
<td>Date:</td>
</tr>
<tr>
<td>Dean of the Faculty:</td>
<td>Date:</td>
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</tbody>
</table>
PROPOSAL FOR A NEW PROGRAM
Georgia Southwestern State University

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

**Date of Submission:** 10/14/2013

<table>
<thead>
<tr>
<th>Proposed Effective Date:</th>
<th>Degree/Program Name:</th>
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</thead>
<tbody>
<tr>
<td>Spring 2014 (semester/year)</td>
<td>Nurse Educator Certificate</td>
</tr>
</tbody>
</table>

**Requirements:** (Attach new or revised course proposal(s) separately.) All of the courses listed below currently exist in the Masters of Nursing Educator Track in the MSN program:
- NURS 6110 Principles of Education in Nursing (3-0-3)
- NURS 6220 Effective Teaching/Learning Strategies (3-0-3)
- NURS 6440 Curriculum Development (3-0-3)
- NURS 6330 Evaluation of Learning (3-0-3)
- NURS 6550 Transitioning/Nurse Educator Role (0-9-3)

**Justification:** Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data.

- [x] Improving student learning outcomes: The Nurse Educator Certificate program will provide additional graduate education in nursing to help meet the critical need for nursing faculty in Georgia.
- [ ] Adopting current best practice(s) in field:
- [ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- [ ] Other:

**Source of Data to Support Suggested Change:**

- [x] Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys. According to the National League for Nursing (2010), there are over 2000 unfilled faculty vacancies affecting over 36% of all School of Nursing in the US. The Nurse Educator Certificate program will prepare advanced practice nurses to be competent nurse educators and potential nursing faculty as well as function as educators in other environments.
- [ ] Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Assessment Plan for the proposed program:**

**Student Learning Outcomes for the proposed program:** After completion of this certificate program, the student will be able to:

1. Successfully complete the NLN Nurse Educator Certificate exam.
2. Use knowledge gained from the NEC program to obtain a faculty/nurse educator position.
3. Improve teaching strategies to improve learner outcomes.
4. Promote principles of education to improve nurse educator role in nursing programs and hospital/community environments.

**Data Sources:**
- [x] Indirect measures: Student Opinionnaires, student, employer, or alumni surveys
- [x] Direct measures: Materials collected and evaluated for program assessment purposes - tests, portfolios, specific assignments
- [ ] Other:

**Attach a curriculum sheet for proposed program.**
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<td>Dean of the Faculty:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Georgia Southwestern State University

TOEFL/IELTS Waiver Policy for Graduate Students

International Applicants for GSW Graduate Programs

In addition to meeting the specific requirements for each degree program at GSW, international students must meet the following requirements in order to receive full acceptance into the programs:

English Proficiency Tests – International students must have earned the following score on the Test of English as a Foreign Language (TOEFL): Paper based (PBT) – 523; Computer Based (CBT) – 193; Internet Based (IBT) 69; or a score of 6.5 on the International English Language Testing System (IELTS) test.

The TOEFL/IELTS is not required for applicants who:

- Are from one of the following countries: Australia, Canada (English-speaking provinces), Ireland, New Zealand, United Kingdom, or the United States.

Under certain circumstances, international applicants to GSW graduate programs may request a waiver for the TOEFL/IELTS when they are applying for admission. GSW will consider waiver applicants who fall into one of the following categories on a case-by-case basis.

A TOEFL/IELTS waiver is not automatic for any applicant. To request a waiver, the applicant must submit the Request for TOEFL/IELTS Waiver form to the GSW Office of Graduate Admission. This form is available on the GSW website. Waiver applicants must have a GSW Graduate program application on file prior to requesting the waiver.

Applicants to GSW graduate programs may also be required to provide additional evidence of English proficiency in support of a waiver including, but not limited to:

- In-person interviews with GSW English Language Institute (ELI) staff members
- A writing assessment by the ELI staff
Request for Waiver of TOEFL/IELTS

Name __________________________________________ Date __________________

Mailing Address ________________________________________________________

E-mail Address __________________________________________________________

Telephone Number ________________________________________________________

GSW Graduate Program You Are Applying For ________________________________

I am requesting a waiver of the TOEFL/IELTS requirement for the following reason(s): (Please check all categories that apply and provide supporting documentation.)

_____ I have graduated from a recognized college or university in the United States, accredited by the regional Association of Colleges and Schools, with two years (60 credits) or more at the U.S. institution. The applicant must have had a GPA of 2.50 or higher at the U.S. institution. The graduation must have occurred no more than two years prior to the date of application to GSW.

Please provide official transcripts and documentation.

_____ I have five or more years of continuous residency in the USA.

Please provide passport copies, including travel stamps. Also, include other documentation such as copies of permanent residence cards, notarized letters from employers, and a personal statement.

_____ Other

Please provide a detailed explanation and supporting documentation.

Please provide any other information which can be used to support your request.

Reminder: You must have a Graduate Application for admission on file at GSW in order to submit a waiver request.
### PROPOSAL FOR A NEW PROGRAM BS in Mathematics with Option in Actuarial Mathematics
Georgia Southwestern State University

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

<table>
<thead>
<tr>
<th>Date of Submission:</th>
<th>06/04/2013</th>
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<table>
<thead>
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<tbody>
<tr>
<td>Fall/2014</td>
<td>BS in Mathematics with Option in Actuarial Mathematics</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Requirements:</th>
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<tbody>
<tr>
<td>(Attach new or revised course proposal(s) separately.) This new option will require the addition of two new courses: MATH 4452 Actuarial Mathematics I and MATH 4453 Actuarial Mathematics II. The Option will have the same format as the existing options in Financial Engineering and Computational Science and Engineering.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Justification:</th>
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<tbody>
<tr>
<td>Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
</tr>
</tbody>
</table>

- [ ] Improving student learning outcomes:
- [ ] Adopting current best practice(s) in field:
- [ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- [x] Other: The new option will give students access to knowledge and skills which will enhance their employability.

<table>
<thead>
<tr>
<th>Source of Data to Support Suggested Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X  Indirect Measures: Students have indicated an interested in pursuing careers in actuarial science.</td>
</tr>
<tr>
<td>[ ] Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Plan for the proposed program:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes for the proposed program:</strong> SLOs will follow those used for the existing Mathematics program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Sources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.</td>
</tr>
<tr>
<td>[x] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</td>
</tr>
<tr>
<td>[ ] Other:</td>
</tr>
</tbody>
</table>
**Attach a curriculum sheet for proposed program.**
<table>
<thead>
<tr>
<th>Reviewed By:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GSW SACSCOC Liaison</td>
<td>Date:</td>
</tr>
<tr>
<td><strong>Approvals:</strong></td>
<td>Date:</td>
</tr>
<tr>
<td>Unit Head: Dr. Boris Peltsverger</td>
<td>06/04/2013</td>
</tr>
<tr>
<td>Teacher Education Committee Chair:</td>
<td>Date:</td>
</tr>
<tr>
<td>NA</td>
<td>Date:</td>
</tr>
<tr>
<td>Committee on Academic Affairs Chair:</td>
<td>Date:</td>
</tr>
<tr>
<td>Committee on Graduate Affairs Chair:</td>
<td>NA</td>
</tr>
<tr>
<td>Secretary of the Faculty Senate:</td>
<td>Date:</td>
</tr>
<tr>
<td>Dean of the Faculty:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
### B.S. in MATHEMATICS

#### CORE: 61 HOURS

<table>
<thead>
<tr>
<th>Area A (9 hrs)</th>
<th>Required Courses (31 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>MATH 2222 Calculus III</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1102 Composition II</td>
<td>MATH 3325 Mathematical Statistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1113</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B (4 hrs min)</th>
<th>Select two sequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 4 hours from list below:</td>
<td></td>
</tr>
<tr>
<td>LIBR 1101(1), SOCI 2295(2), SOSC 1000(2),</td>
<td></td>
</tr>
<tr>
<td>CIS 1000(3), THEA 1110(3), WMST 2001(3)</td>
<td>Analysis I and II</td>
</tr>
<tr>
<td>COMM 1110(3), SOSC 1101(3), ENGL 2200(3)</td>
<td>MATH 3316</td>
</tr>
<tr>
<td>POLS 2401(3), Foreign Lang. (2000 or higher)</td>
<td>MATH 3317</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C (6 hrs)</th>
<th>Select four courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL: 2110, 2120, 2130</td>
<td>MATH 3313 Differential Equations</td>
</tr>
<tr>
<td>Select one:</td>
<td></td>
</tr>
<tr>
<td>ARTC 1100, MUSC 1100 or THEA 1100</td>
<td>MATH 3320 Scientific Computation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area D (12 hrs min)</th>
<th>Minor (18 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area D Lists</td>
<td></td>
</tr>
</tbody>
</table>

Choose a science sequence:

- Lab Science I
  - Lab
- Lab Science II
  - Lab

**MATH 1120** (Calc I)

* Recommended Lab Science sequence:
  - PHYS 1111/1112 with Lab or PHYS 2211/2212 with Lab

<table>
<thead>
<tr>
<th>Area E (12 hrs)</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1101 American Government</td>
<td>GA HISTORY</td>
</tr>
<tr>
<td>HIST 1111 or 1112 Wld Civ I or II</td>
<td>US HISTORY</td>
</tr>
<tr>
<td>HIST 2111 or 2112 US Hist I or II</td>
<td></td>
</tr>
</tbody>
</table>

Select one:

- ECON 2105, SOCI 1101, PSYC 1101
- ANTH 1102, HIST 1111 OR 1112

<table>
<thead>
<tr>
<th>Area F (18 hrs)</th>
<th>Degree Checklist:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 1301 Intro Programming I</td>
<td>Application for graduation</td>
</tr>
<tr>
<td>CSCI 1302 Intro Programming II</td>
<td>Exit Interview</td>
</tr>
<tr>
<td>MATH 2221 (min grade D)</td>
<td>GRE or dept approved graduate level exam</td>
</tr>
<tr>
<td>MATH 2223 Discrete Systems I</td>
<td></td>
</tr>
<tr>
<td>MATH 2224 Discrete Systems II</td>
<td></td>
</tr>
</tbody>
</table>

**Physical Education (4 hrs)**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDS 1010 Lifetime Fitness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PEDS 2000 CPR/First Aid</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PEDS (Activity)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**UNIVERSITY REQUIREMENTS**

- Minimum grade of C required in Area A and all major courses, unless otherwise noted.
- Registration for this class is by department invitation.
- A minimum of 120 semester hours must be completed for graduation.
- 39 semester hours must be upper division work at the 3000-4000 level.
- Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

**Prior Degree/ Major:**

**Earned at:**

**Comments:**

**Completed by:** ______________________ Date: ____________
COURSE OUTLINE MATH 4452
Department of Mathematics
Georgia Southwestern State University

Subject Code (MATH) Course Number (4452)
Course Title Actuarial Mathematics I
Credit: Number (3) semester hours

Catalog description:

MATH 4452 Actuarial Mathematics I. This course introduces students to actuarial mathematics in a deterministic setting and covers such topics as life tables, annuities, life insurance, multiple-life contracts, multiple-decrement theory, and expenses. (3-0-3)

Prerequisites: MATH 3317, 3325, and 4440.

Course Learning Outcomes:

Students completing this course should be able to:

1. Understand and apply the basic deterministic model.
2. Select and use life tables.
3. Do calculations involving life insurance and annuities
4. Deal with fractional durations and continuous payments
5. Work with multiple-life contracts and multiple-decrement theory.

REQUIREMENTS:

Students will do daily homework, read ancillary materials in actuarial science, take periodic tests, participate in class discussions, give presentations on assigned topics, and offer verbal and written presentations on independent research.

INSTRUCTIONAL STRATEGIES:

Students will attend lectures, watch videos which provide additional instruction in actuarial topics, attend seminars conducted by practicing actuaries, and have instruction in computing labs on the rudiments of numerical modeling as it applies to annuities, insurance, and risk.
GRADES:

Grades will be determined by performance on tests, presentations and research projects, with particular attention to the SLOs listed above. All presentations will be graded using the common department rubrics for oral and written presentations.

Textbooks and Other Required Materials:

The principal text for MATH 4452 is:


Ancillary Readings:


American Society of Actuaries (ASA) and Casualty Actuarial Society (CAS) examinations.

Notes on Spreadsheet Actuarial Computations.

COURSE OUTLINE MATH 4453
Department of Mathematics
Georgia Southwestern State University

Subject Code (MATH) Course Number (4453)
Course Title Actuarial Mathematics II
Credit: Number (3) semester hours

Catalog description:

MATH 4453 Actuarial Mathematics II. This course develops the stochastic model in actuarial mathematics and covers such topics as survival distributions and failure times, simplifications under level benefit contracts, risk theory and assessment, ruin models, credibility theory, and multi-state models. (3-0-3)

Prerequisite: MATH 4452.

Course Learning Outcomes:

Students completing this course should be able to:

1. Should be able to apply stochastic modeling processes to life tables, annuity benefits and premiums.
2. Understand and apply collective risk models.
3. Do risk assessments.
4. Apply the conditions of credibility theory.
5. Understand the benefit of using multi-state models to unify actuarial theory.

REQUIREMENTS:

Students will do daily homework, read ancillary materials in actuarial science, take periodic tests, participate in class discussions, give presentations on assigned topics, and offer verbal and written presentations on independent research.

INSTRUCTIONAL STRATEGIES:

Students will attend lectures, watch videos which provide additional instruction in actuarial topics, attend seminars conducted by practicing actuaries, and have instruction
in computing labs on the rudiments of numerical modeling as it applies to annuities, insurance, and risk.

**GRADES:**

Grades will be determined by performance on tests, presentations and research projects, with particular attention to the SLOs listed above. All presentations will be graded using the common department rubrics for oral and written presentations.

**Textbooks and Other Required Materials:**

The principal text for MATH 4453 is:


Ancillary Readings:


Actex Resources.