

## Academic Affairs Midwestern State University

The Academic Council met Wednesday, April 17, 2013, in the Clark Student Center Kiowa Room. Voting members in attendance were:

Dr. Matthew Capps, Dean, West College of Education  
 Dr. Ron Fischli, Dean, Lamar D. Fain College of Fine Arts  
 Dr. James Johnston, Interim Dean, College of Health Sciences and Human Services  
 Dr. Lynn Little, Dean, College of Science and Mathematics  
 Dr. Jane Owen, Interim Dean, Graduate School  
 Dr. Terry Patton, Dean, Dillard College of Business Administration  
 Dr. Kathleen Roberts, Faculty Senate Vice President  
 Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

Voting members not in attendance:

Ms. Melody Coffee, Student Government Association Vice-President

Other attendees:

Ms. Naoma Clark, Director, Academic Support Center  
 Ms. Reagan Foster, Staff Senate Representative  
 Ms. Linda Knox, Assistant Registrar  
 Dr. Clara Latham, University Librarian  
 Dr. Larry Williams, Director, International Programs  
 Ms. Jamie Wilson, Associate Registrar; substituting for Ms. Darla English, Registrar  
 Core Curriculum Committee (CCC) members:  
     Dr. Chris Shao, Associate Professor of Marketing  
     Dr. Dawn Slavens, Professor of Mathematics  
     Dr. Julie Wood, Assistant Professor of Kinesiology; CCC Chair

Dr. Betty Hill Stewart, Provost and Vice President for Academic Affairs, presided and the meeting began at 2:00 p.m.

### **Approval of Minutes**

Dr. Stewart called for a motion to approve the March minutes of the Academic Council meeting. *Dr. Little made a motion that the minutes be adopted; Dr. Owen seconded and the motion was unanimously adopted. (closed)*

### **Old Business**

There being no Old Business to discuss, the Council moved on to New Business.

### **New Business**

1. Dr. Stewart introduced Dr. Julie Wood, Chair of the Core Curriculum Committee, and asked her to present the proposal for the course recommendations for the new 42 hour Core Curriculum. Dr. Fischli made a motion to adopt the proposed 42 hour Core Curriculum; *Dr. Watson seconded and the motion was adopted (closed).*

The Core Curriculum Committee would like to recommend the following for approval: summarized course recommendations for the 42-hour core that is to be implemented fall 2014 as mandated by the THECB. The proposed core was developed collaboratively across colleges with the understanding that additional courses may be recommended for inclusion in the future. The Core Curriculum Committee would like to emphasize the need for additional course options, designed from an interdisciplinary perspective, for inclusion in the Component Area Option of Undergraduate Inquiry and Creativity.

Recommended 42 hour core curriculum, effective Fall 2014

Component Areas	Course	Title	Status	Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork
Communication (6 hrs)	ENGL/SPCH Hybrid	Introduction to Communication	Recommended	x	x	x	x		x		x
	ENGL 1123	Academic Research & Writing	Recommended	x			x		x		x
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork
Mathematics (3 hrs)	MATH 1053	Contemporary Mathematics	Recommended	x			x	x			
	MATH 1203	Mathematical Analysis for Business	Recommended	x			x	x			
	MATH 1233	College Algebra	Recommended	x			x	x			
	MATH 1534	Precalculus	Recommended	x			x	x			
	MATH 1634	Calculus I	Recommended	x			x	x			
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork
Life/Physical Sciences (6 hrs)	BIOL New Intro	Introduction to Biology	Recommended	x	x		x	x			x
	BIOL 1133	Anatomy & Physiology I	Recommended	x	x		x	x			x
	BIOL 1134	Anatomy & Physiology I	Recommended	x	x		x	x			x
	BIOL 1144	General Zoology	Recommended	x	x		x	x			x
	BIOL 1233	Anatomy & Physiology II	Recommended	x	x		x	x			x
	BIOL 1234	Anatomy & Physiology II	Recommended	x	x		x	x			x
	BIOL 1544	General Botany	Recommended	x	x		x	x			x
	CHEM 1103	Introductory Chemistry	Recommended	x	x		x	x			x



	HUMN 2033	Humanities: Renaissance through Realism	Pending Review									
	PHIL 1033	The Primary Concerns of Philosophy	Recommended	x			x		x	x		
	PHIL 2033	Ethics	Recommended	x			x		x	x		
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork	
Creative Arts (3 hrs)	ART 1413	Art Appreciation	Recommended	x	x		x			x	x	
	MCOM 2213	Appreciation of Film	Recommended	x			x			x	x	
	MUSC 1033	Music Appreciation	Recommended	x	x		x			x	x	
	THEA 1503	Appreciation of Theater	Recommended	x			x			x	x	
	THEA 2423	Dramatic Analysis	Recommended	x			x			x	x	
	MUSC New	Introduction to Western & World Music	Recommended	x			x			x	x	
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork	
American History (6 hrs)	HIST 1133	Survey of American History to 1865	Recommended	x			x		x	x		
	HIST 1233	Survey of American History since 1865	Recommended	x			x		x	x		
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork	
Government/ Political Science (6 hrs)	POLS 1333	American Government I	Recommended		x		x		x	x		
	POLS 1433	American Government II	Recommended		x		x		x	x		
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork	

Social/ Behavioral Sciences (3 hrs)	PSYC 1103	General Psychology	Recommended	x			x	x		x	
	SOCL 1133	Introductory Sociology	Recommended	x			x	x		x	
	ECON 1333	General Economics	Recommended	x			x	x		x	
	ECON 2333	Principles of Macroeconomics	Recommended	x			x	x		x	
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork
CAO Cultural & Global Understanding (3 hrs)	FREN 1234	Elementary French II	Pending Review								
	GERM 1234	Elementary German II	Pending Review								
	SPAN 1234	Elementary Spanish II	Pending Review								
	EDUC 2013	School & Society	Pending Review								
	LAST 2503	Introduction to Latin American Studies	Recommended	x			x		x	x	
	MCOM 1233	Introduction to Mass Communication	Recommended	x	x	x	x		x		x
	MCOM (New 2)	The Internet & Society	Recommended	x			x		x		x
	MUSC New	Introduction to Western & World Music	Recommended	x			x			x	x
	POLS 2523	Foundations of Government & Politics	Recommended	x			x		x	x	
	POLS/WGST 2503	Intro to Women's & Gender Studies	Recommended	x			x		x	x	
	SOCL 2233	Social Problems	Recommended	x			x		x	x	
				Written Com	Oral Com	Visual Com	Critical Think	Quantitative	Personal Resp	Social Resp	Teamwork
CAO Undergraduate Inquiry & Creativity (3 hrs)	ENGL 2123	Rhetoric of Visuals & Infographics	Recommended	x	x	x	x		x		x
	MCOM Web	Web Site Design	Recommended	x			x		x		x

	MUSC 1021, 2021, 1041, 2041	Symphonic Band/Marching Band Combination	Pending Review								
	SCIE 2103	Interdisciplinary Science Research	Recommended	x			x	x			x
	SOCL 1133	Introductory Sociology	Pending Review								
	THEA 1103	Acting for Non- Majors	Recommended		x		x			x	x

2. Dr. Patton made a motion to adopt the following undergraduate catalog changes to the requirements for the BBA; *Dr. Capps seconded and the motion was adopted (closed).*

**Effective Fall 2013**

**From: REQUIREMENTS FOR THE B.B.A. WITH A MAJOR IN GENERAL BUSINESS AND TEACHING CERTIFICATION**

Students seeking a major in general business and teaching certification should check with the West College of Education concerning specific requirements for teaching certification, and then the students should work closely with their respective advisors in the Colleges of Business Administration and Education. Program requirements for the B.B.A. with teaching certification will total 121 semester hours including exercise physiology requirements, if applicable. (See page 151.)

**To: REQUIREMENTS FOR THE POST-BACCALAUREATE WITH SECONDARY CERTIFICATION IN BUSINESS**

Students who have completed a degree in business and who are pursuing teacher certification should consult with advisors in the West College of Education regarding additional requirements for teacher certification.

3. Dr. Patton made a motion to adopt the following undergraduate catalog and course changes to Economics; *Dr. Johnston seconded and the motion was adopted (closed).*

**Under Courses for Major in Economics: (27 semester hours)**

From: ECON 3323, 3333, 3543, 3703, and FINC 3353, plus 12 semester hours . . .

To: ECON 3323, 3333, 3543, and 3703, plus 15 semester hours . . .

*FINC 3353 was listed erroneously and should not have been listed as a required course for economics majors. Change should be made effective immediately.*

4. Dr. Patton made a motion to adopt the following department changes; *Dr. Little seconded and the motion was adopted (closed).*

**Realignment of Departments, effective Fall 2013**

From: ECONOMICS, FINANCE, GENERAL BUSINESS, and LEGAL STUDIES

To: ECONOMICS, FINANCE, and GENERAL BUSINESS

From: MANAGEMENT AND MARKETING  
 To: MANAGEMENT, MARKETING, and LEGAL STUDIES

5. Dr. Johnston made a motion to adopt the following undergraduate catalog and course changes to Nursing; *Dr. Little seconded and the motion was adopted (closed).*

**Pre-Licensure BSN Program Course and Catalog changes, effective Fall 2013**

*Rationale: The requested changes in pre-/co-requisites reflect the current curriculum degree plan and progression policy for the Wilson School of Nursing.*

NURS 3412. Mental Health Nursing Clinical

Prerequisites: NURS 3313, **3243**, ~~3244~~ and 3253

Co-requisite: NURS 3413. This is the clinical portion of NURS 3413.

NURS 3413. Mental Health Nursing (formerly 3406)

Prerequisites: NURS 3313, **3243**, ~~3244~~, and 3253

Co-requisite: NURS 3412

NURS 3243. Basic Nursing Care

Prerequisites: NURS 3103, 3203, 3211, 3212, ~~ENGL 1113, 1123, MATH 1053 or 1233, PSYC 1103, 3233, and SOCL 1133,~~

Co-requisite: NURS 3253

NURS 3253. Basic Nursing Clinical (formerly 3242)

Prerequisites: NURS **3103**, 3203, 3211, 3212, ~~ENGL 1113, 1123, MATH 1053 or 1233, PSYC 1103, 3233, and SOCL 1133. Pre- or co-requisite: NURS 3313.~~

Co-requisite: NURS **3243** ~~3244~~. This is the clinical portion of NURS **3243** ~~3244~~.

NURS 4022. Family Health Nursing Care II Clinical

Prerequisites: NURS ~~3411~~, 3412, 3413, 3422, and 3423.

Co-requisite: NURS 4023. This is the clinical portion of NURS 4023.

NURS 4023. Family Health Nursing Care II

Prerequisites: NURS ~~3411~~, 3412, 3413, 3422, and 3423.

Co-requisite: NURS 4022

NURS 4304. Leadership in Nursing

Prerequisite: Senior standing in nursing, **NURS 3412, 3413, 3422, 3423**

NURS 4612. Clinical Decision Making Clinical

Prerequisite: Must be taken in final semester, **NURS 4022, 4023, 4042, 4053, 4304**

Co-requisite: **NURS 4613**. This is the clinical portion of NURS 4613.

NURS 4613. Clinical Decision Making

Prerequisite: Must be taken in final semester, **NURS 4022, 4023, 4042, 4053, 4304**

Co-requisite: **NURS 4612**.

6. Dr. Capps made a motion to adopt the following undergraduate catalog and course change; *Dr. Owen seconded and the motion was adopted (closed)*.

Change of Lecture/Lab Hours, effective Fall 2014

**COUN 3143. Human Diversity**

From: 3(2-2)

To: 3(3-0)

7. Dr. Capps made a motion to adopt the following undergraduate catalog and course change; *Dr. Capps seconded and the motion was adopted (closed)*.

New Course Addition, effective Fall 2014

**EDUC 4023. Methods of Middle and Secondary Teaching**

Description: Models of instructional planning and assessment strategies for teaching in the middle and secondary schools with emphasis on content specific strategies and learning with technology.

Lecture 3(2-1)

Course Objectives:

1. Use a variety of research based strategies to plan units, lessons, and activities.
  2. Use a variety of research based strategies to assess student achievement.
  3. Integrate assessment with planning and reform of curriculum.
  4. Implement a variety of research based strategies to address a variety of learning styles and diverse student populations.
  5. Implement a variety of research based strategies to address different kinds of knowledge and levels of understanding.
  6. Use state adopted standards to guide planning and assessment.
  7. Perform day-to-day classroom duties, assuming the role and decorum of professional educators.
  8. Use a variety of contemporary technology to prepare, present, and deliver instruction to students and to enhance students' technology skills.
  9. Conduct classroom action research.
  10. Implement "best practice" models to guide planning and assessment.
  11. Apply concern for diversity to the learning process
  12. Develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including but not limited to an understanding of the diversity of learners and learners' needs, and schools as interactive, social and cultural systems
8. Dr. Owen made a motion to adopt the following graduate catalog change; *Dr. Little seconded and the motion was adopted (closed)*.

**Effective Spring 2014**

Currently, standardized test scores (either GRE or GMAT) are required by the university for admission to the Graduate School. The Graduate Council is recommending that **the decision to require or not require standardized test scores should be delegated to the individual colleges.**



Other considerations: Because the vote at Graduate Council did not provide a clear mandate (7 in favor of decentralizing the standardized testing requirement, 5 opposed), the two viewpoints are listed below for the Academic Council member's consideration:

<b>Opposed to Decentralization: Remain as is, with the university requiring Standardized Test scores.</b>	<b>In Favor of Decentralization: Programs Decide Whether or not to Require Standardized Test Scores</b>
<ul style="list-style-type: none"> <li>Programs are not required to use the standardized test scores now in their admission decisions, so decentralizing would not make a difference in program autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>Standardized testing is expensive for the student and is a deterrent to some, especially when they have been out of school for awhile. If a program is not going to use the score to inform the admission decision, why insist students take it?</li> </ul>
<ul style="list-style-type: none"> <li>Students who are not willing to take a standardized test for admission may be               <ul style="list-style-type: none"> <li>Under prepared</li> <li>Under committed</li> <li>Under funded</li> </ul>               While these students may increase the overall applicant pool, they are likely to require additional resources and may be more likely to withdraw for either academic or financial reasons.             </li> </ul>	<ul style="list-style-type: none"> <li>If individual programs believe this to be the case, then they will want to keep the standardized test score requirement in place.</li> </ul>
<ul style="list-style-type: none"> <li>Given the limited information available for evaluating graduate admissions, it makes little sense to throw out any predictor, regardless of the magnitude of its contribution.</li> </ul>	<ul style="list-style-type: none"> <li>If individual programs believe standardized test scores add to their ability to make good admission decisions, they will want to keep the standardized test score requirement in place.</li> </ul>
<ul style="list-style-type: none"> <li>The GRE provides a standardized measure of graduate student preparedness for graduate studies. MSU will likely admit a greater number of underprepared students if standardized test scores are not required for university admission.</li> </ul>	<ul style="list-style-type: none"> <li>Programs currently have the option of using standardized scores or not in their admission decisions. If the scores are not used as a standardized measure of preparedness, then there is no benefit to program or university to require the test.</li> </ul>
<ul style="list-style-type: none"> <li>We currently have graduate students on campus who scored poorly on the standardized test despite our lofty grad school mission statement. If we do not continue to require standardized test scores for all programs, the Graduate Council and Graduate School will be unaware of these inconsistencies and will not be able to take appropriate measures to realign our admission practices with our proposed values.</li> </ul>	<ul style="list-style-type: none"> <li>Final admission authority rests with the programs, not the Graduate School. As student numbers and graduation rates become measures for the health and continued existence of programs, programs will be compelled to be mindful of their admission criteria and the data upon which admissions are based.</li> </ul>
<ul style="list-style-type: none"> <li>The reputation of MSU will be damaged in the academic and public eye if standardized test scores are not required for graduate admission.</li> </ul>	<ul style="list-style-type: none"> <li>See attachment of universities that require, and do not require, standardized test scores for admission.</li> </ul>

### Midwestern State University's Master's Accountability Peer Group

#### Out-of-State

University Name	Requires GRE/GMAT	Program Specific Requirements*	Notes
Arkansas Tech		X	
Columbus State University		X	
Florida Gulf Coast University	X		
University of Colorado at Colorado Springs		X	
Worcester State College	X		Or MAT

\*Note: if one or more programs do not require a standardized test, then the university is listed as having "Program Specific Requirements".

**In-State**

University Name	Requires GRE/GMAT	Program Specific Requirements*	Notes
Angelo State		X	
UT Permian Basin		X	
UT Tyler		X	
Univ of Houston Clear Lake		X	
Univ of Houston Downtown		X	
Sul Ross Rio Grande	X		
Texas A&M Central Texas	X		
Texas A&M Galveston	X		
Texas A&M San Antonio	X		By end of the first semester
Texas A&M Texarkana	X		GRE or MAT
UNT Dallas	X		
UT Brownsville	X		

\*Note: if one or more programs do not require a standardized test, then the university is listed as having "Program Specific Requirements."

9. Dr. Owen made a motion to adopt the following graduate catalog changes; *Dr. Little seconded and the motion was adopted (closed).*

*Changes to page 17 of the Graduate Catalog*

### **Graduate Degree Seeking Students**

**Graduate Standardized Test Scores and Official Transcripts: The requirement for standardized test scores is decided at the college/department/program level. Students should contact the graduate coordinator of their intended graduate program for information.** Graduate standardized test scores (e.g. GRE, GMAT) ~~no more than ten years old and~~ An official transcript from each institution attended must be received from an official source prior to admission. (See section for program requirements.) ~~Students for whom official test scores cannot be obtained from an approved official source will be required to retake the test.~~

Students must also meet program specific admission requirements and standards.

### **Non-degree Seeking Students**

**Post-Baccalaureate, Post-Master's, or Certificate Seeking:** Students under this classification are taking courses for professional improvement or certification, and are not pursuing a master's degree. Other than teacher's certification students, non-degree seeking students are not eligible for financial aid.

Courses taken as a post-baccalaureate student may be transferred into a master's program, subject to program approval, up to a maximum of 9 hours. The chair of the student's graduate program must approve acceptance and/or applicability of the hours.

**Falsification of Records:** Students who knowingly falsify or are a party to the falsification of any official university record (including such records as transcripts, test scores, application for admission, Texas Success Initiative status, and student personnel forms) will be subject to disciplinary action which may include suspension or enforced

withdrawal from the University.

## **GRADUATE ADMISSION PROCESS**

Once all application materials have been received, a review is sent to the graduate coordinator for consideration. The review is then returned to the Dean of the Graduate School with a recommended decision for admission. The Dean of the Graduate School confirms the decision and sends official notification of the admission decision to the student.

Graduate coordinators may agree to consider a student for admission with an incomplete file under the following options:

**Temporary Permit to Register with Unofficial or Missing Standardized Test Scores:** **If the program/department/college the student has applied to requires graduate standardized test scores, the student** ~~Students~~ may request a temporary permit to register before the graduate test scores have been received by Office of the Graduate School. Students may present unofficial graduate test scores, or graduate test registration confirmation number, and request temporary admission status and be issued a permit to register. If a temporary admission status request is granted by the graduate coordinator, all graduate tests must be taken no later than 30 calendar days after the first day of class. An incomplete-credentials hold will be placed on the student's file preventing future registration until test scores are received and the student has been admitted

*Changes to page 18 of the Graduate Catalog*

into a graduate program. If official graduate test scores are not received prior to the last day for an official withdrawal, the student may be administratively withdrawn from the University. Students who register in this manner assume all responsibility for course prerequisites and eligibility. Note: Not all University departments allow temporary admission into their graduate programs.

**Temporary Permit to Register with Unofficial or Missing Transcripts:**

Students may request a temporary permit to register if the Office of the Graduate School has not received all transcripts. Students must present a transcript with proof of a bachelor's degree conferred prior to enrollment in a graduate program. If a temporary admission status request is granted by the graduate coordinator, all official, final transcripts must be received no later than 30 calendar days after the first day of class. An incomplete-credentials hold will be placed on the student's file preventing future registration until all transcripts are received and the student has been admitted into a graduate program. If official transcripts are not received prior to the last day for an official withdrawal, the student may be administratively withdrawn from the University. Students who register in this manner assume all responsibility for course prerequisites and eligibility. Note: Not all University departments allow temporary admission into their graduate programs.

**Early Admission Decision:**

Students may request an early admission decision if they are in their last semester and pending graduation with a bachelor's degree. Students must present official graduate test

scores **if so required by their program/department/college**, and an unofficial current transcript from their undergraduate institution, and request an early admission decision. If an early admission decision is granted by the graduate coordinator, an official transcript with a degree conferred will be required prior to registration for classes. Early registration is not permitted under this classification. Note: Not all University departments allow early admission into their graduate programs.

## ADMISSION TO THE GRADUATE SCHOOL

### Unconditional Admission

An applicant who meets each of the following admission criteria may be eligible for unconditional admission by the graduate faculty of the student's intended major:

1. A bachelor's degree from a regionally accredited institution. (The equivalence of foreign degrees is evaluated by the Office of International Services.) The Office of the Graduate School must receive an official transcript, including one on which a bachelor's degree is posted, directly from each institution the applicant has attended.
2. A cumulative undergraduate GPA of at least 3.0 from the student's graduating institution.
3. A competitive score on the standardized graduate test, **if so required by the program/department/college. The requirement for standardized test scores is decided at the college/department/program level. Students should contact the graduate coordinator of their intended graduate program for information.** (~~The specific admissions test accepted is determined by the student's intended graduate major department.~~) The Office of the Graduate School must receive official admissions test scores directly from the organization that administers the test.
4. An undergraduate background judged by the graduate faculty of the student's intended major to be adequate for success in the student's intended major.

### Conditional Admission

An applicant who does not meet each of the above admission criteria may be eligible for conditional admission by the graduate faculty of the student's intended major if the applicant has the following:

1. A bachelor's degree from a regionally accredited institution. (The equivalence of foreign degrees is evaluated by the Office of International Services.) The Office of

### *Changes to page 19 of the Graduate Catalog*

- the Graduate School must receive an official transcript, including one on which a bachelor's degree is posted, directly from each institution the applicant has attended.
2. An official score for the standardized graduate test, **if so required by the program/department/college. The requirement for standardized test scores is decided at the college/department/program level. Students should contact the graduate coordinator of their intended graduate program for information.** (~~The specific admissions test accepted is determined by the student's intended graduate major department.~~) The Office of the Graduate School must receive official admissions test scores directly

from the organization that administers the test. A student who is conditionally admitted must earn a grade point average of 3.0 in the first four graduate courses (which total at least 12 SCH) applicable to the student's graduate major. Students who are assessed additional undergraduate leveling work must complete that work at the direction and to the satisfaction of the coordinator of the student's graduate major. To continue in the program, the student must meet the conditions set forth in the conditional admission.

### **Additional Items of Interest**

- Dr. Little announced that the expansion on the McCoy School of Engineering has begun and should be completed by Fall 2014.
- Ms. Clark reported that early advising is ongoing. A new initiative for the Academic Success Center is that staff are going to local high schools and working with professional advisors to speak with the students and provide advising information prior to summer orientation.
- Dr. Capps announced that his college is preparing for the accreditation visit by NCATE which will begin this Saturday and end next Tuesday.
- Dr. Latham reported that this is National Library Week and many activities are ongoing. One of the activities is that staff are collecting hygiene items for First Step (domestic abuse center) and they will be accepted throughout the month of April
- Dr. Latham announced that Moffett Library will be open 24 hours during the week before Finals up to the day before Finals.
- Dr. Fischli encouraged everyone to stop by the Clark Student Center on Friday to support the Scholarship Colloquium.
- Dr. Johnston announced that the Annual Health Fair will be this Friday in D.L. Ligon Coliseum and it will be followed by a Job Fair.
- Dr. Owen reported that graduate application numbers are up.
- Dr. Williams announced that International Programs is awarding \$70,000 in scholarships for the 3 Summer Study Abroad Programs with approximately 65 students enrolled.
- Dr. Stewart expressed her thanks for all the campus-wide support provided during our recent SACSCOC reaffirmation visit. We have received a very positive review by the visiting team. The final results on our reaffirmation will be announced in December at the SACSCOC meeting.
- Dr. Stewart reported that budget meetings with the President's Cabinet will begin tomorrow. If you haven't given her all your information, please do so as quickly as possible.
- Dr. Stewart announced to the academic deans that Dr. Fowlé and Ms. Maxwell will be attending the deans' meeting next Tuesday to work with them on their budgets at the college level.

### **Adjournment**

There being no other business, the meeting was adjourned at 2:55 p.m.

Respectfully submitted,

Deb Schulte, Assistant to the Provost