Academic Affairs
Midwestern State University

The Academic Council met Wednesday, March 20, 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. Terry Patton, Dean, Dillard College of Business Administration
Dr. Jane Owen, Interim Dean, Graduate School
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. Reagan Foster, Staff Senate Representative
Ms. Darla Inglish, Registrar
Dr. Clara Latham, University Librarian
Ms. Barb Merkle, Director, Admissions
Ms. Hillary Sommerhauser-Coenen, Coordinator, Honors Program
Dr. Kris Tilker, Professor of Legal Studies
Dr. Michael Vandehey, Director, Honors Program
Dr. Larry Williams, Director, International Programs

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 February minutes of the Academic Council meeting. *Dr. Little made a motion that the minutes be adopted; Dr. Johnston 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. Ms. Sommerhouser-Coenen, Coordinator of the MSU Honors Program presented a new course that the Honors Program would like to offer this fall. Dr. Patton made a motion to adopt the undergraduate course in Honors; *Dr. Fischli seconded and the motion was adopted (closed).*

New Course Addition, effective Fall 2013

MWSU 4443. Application of American Sign Language
Prerequisite: MWSU 4433. Honors Seminar-ASL & Deaf Culture
Description: extended development of American Sign Language (ASL) as well as an introduction to other sign language systems utilized in the United States (Signed English, Total Communication, etc.) Students will be required to utilize sign language in weekly class activities and frequent projects throughout the semester emphasizing expressive communication.
Seminar 3(3-0)
Course Objectives:

- Brief review of ASL vocabulary and grammar from the perquisite Deaf Culture/ASL class
- Expansion of ASL vocabulary, grammar, and syntax
- Introduction to sign language systems and manual modes of communication including, but not limited to Manually Coded English, Contact Sign, Total Communication, Visual Phonics, etc.
- Review and expansion of knowledge regarding Deaf Culture in America
- Utilization of sign language in presentations and projects

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

Change of Course Co-requisites, effective Summer 2013

NURS 3803. Theories and Concepts: Introduction to Health Care Systems
From Co-Requisites: NURS 3811, 3812, 3813, 3821, 3833, 3843
To Co-requisites: none

NURS 3811. Health Assessment Competencies Clinical
From Co-Requisites: NURS 3803, 3812, 3813, 3821, 3833, 3843
To Co-requisites: NURS 3812

NURS 3812. Health Assessment Competencies
From Co-Requisites: NURS 3803, 3811, 3813, 3821, 3833, 3843
To Co-requisites: NURS 3811

NURS 3813. Concepts of Pharmacology in Nursing Practice
From Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program
From Co-requisites: NURS 3803, 3811, 3812, 3821
To Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program, NURS 3803, 3811, 3812, 3821
To Co-requisites: none

NURS 3821. Medical Terminology
From Co-Requisites: NURS 3811, 3812, 3813, 3821, 3833, 3843
To Co-requisites: none

NURS 3833. Foundations in Clinical Concepts and Competencies

From Prerequisites:	Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program
From Co-requisites:	NURS 3803, 3811, 3812, 3813, 3821, 3843
To Prerequisites:	Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program, NURS 3803, 3811, 3812, 3821
To Co-requisites:	NURS 3843

NURS 3843. Foundations in Clinical Concepts and Competencies Clinical

From Prerequisites:	Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program
From Co-requisites:	NURS 3803, 3811, 3812, 3813, 3821, 3833
To Prerequisites:	Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program, NURS 3803, 3811, 3812, 3821
To Co-requisites:	NURS 3833

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

   Deletion of Course, effective Fall 2013
   MATH 2333. Discrete Mathematical Structures

4. Dr. Little made a motion to adopt the following undergraduate course and catalog change in Geosciences; *Dr. Fischli seconded and the motion was adopted (closed).*

   New Course Addition, effective Fall 2013

   GEOS 4134. Applied Petroleum Geology

   Prerequisites: GEOS 3234 or GEOS 4534 or approval of instructor. GEOS 4034 is recommended but not required

   Description: Using the reservoir lifecycle as a unifying theme, this course focuses on practical reservoir characterization, geological modeling, and dynamic forecasting for oil and gas reservoirs. Major topics are (1) interpretation and integration of reservoir data obtained from well logs, cores, reservoir fluids, and seismic data and (2) building and using geological reservoir models to assess hydrocarbon in place volumes within a probabilistic framework. Students will also learn how to use essential basic reservoir engineering concepts and tools, how to calculate reserves, how to use decision analysis for value of information (VOI) and economic decisions, what a reservoir development plan includes, and what are the widely used reservoir monitoring techniques.

   Lecture and Lab 4(3-3)

   Course Objectives: Students will learn

   1. The elements of the reservoir lifecycle – discovery, appraisal, primary recovery, secondary recovery (e.g. infill drilling, water flooding, steam flooding), tertiary recovery (chemical floods, CO2 injection), and

abandonment – and the role of the geoscientist and reservoir engineer during each stage of the reservoir lifecycle

2. The key reservoir drive mechanisms (e.g. solution gas, gas cap, water drive) and their impact on reservoir development and ultimate recovery
3. How important reservoir properties such as porosity, water saturation, oil saturation, permeability, wet ability, and relative permeability are obtained from well logs, core analysis, reservoir fluid analysis, and seismic data
4. How to integrate reservoir data obtained at various scales (individual pore throat scale to 3D seismic survey scale) and sources such as well log and core-based geological data with dynamic reservoir data such as well tests
5. How to assess the quality and uncertainty associated with the reservoir data in general and in particular the data used to calculate probabilistic oil and gas in place volumes
6. How to assess reservoir heterogeneity including fractures and its possible impact on overall hydrocarbon recovery during primary, secondary, and tertiary recovery
7. How to use Design of Experiments (DoE) and/or Monte Carlo-based workflows to efficiently assess uncertainty and obtain probabilistic oil and gas in place volumes
8. The various modeling approaches used in the industry to build digital 3D reservoir geological models including semivariogram-based, object-based, and multiple point statistics (MPS)-based workflows and the advantages and disadvantages of each approach.
9. The mathematical and geostatistical basis for the various reservoir modeling approaches listed above (e.g. the semivariogram, kriging, stochastic simulation)
10. To build a 3D reservoir model using industry standard software and workflows and use the model to calculate oil and gas in place volumes in a probabilistic context;
11. How to use map-based techniques to validate the volumetrics obtained from a 3D reservoir model
12. What data are required to build a digital dynamic reservoir model and how dynamic models are built and used to generate probabilistic reservoir recovery forecasts throughout the reservoir lifecycle
13. How to use reservoir analogs and other techniques to validate hydrocarbon volumetrics and recovery forecasts
14. How decline curve analysis can be used validate recovery forecasts obtained from dynamic reservoir models
15. Essential aspects of vertical and horizontal well planning
16. How petroleum and natural gas reserves are defined by the Securities and Exchange Commission (SEC) and how reserves and resources are calculated

17. How decision analysis can be used to evaluate data acquisition options throughout the reservoir lifecycle (value of information) as well as rank development options
18. The basic aspects of petroleum economics
19. How to develop a basic reservoir depletion plan or asset depletion plan given reservoir volumetrics, forecasted recovery for various development options, and basic petroleum economics
20. What is typically incorporated in a reservoir development plan
21. How an uncertainty management plan is used to plan and prioritize reservoir surveillance and monitoring
22. What are the possible environmental impact(s) of petroleum reservoir development

Student laboratory sessions will focus primarily on topics 3, 4, 5, 6, 7, 9, 10, 11, and 17 in the above list. Students, working generally in small groups, will use industry standard software and workflows to construct a 3D geological reservoir model that will be used for probabilistic volumetric analysis. Actual reservoir development case histories from the literature will be used throughout the course to place key topics in a real-world context. The selected case histories will range from small fields with few wells to large reservoirs with hundreds of wells; from geologically simple reservoirs to geologically complex reservoirs. Example reservoirs will include clastic and carbonate reservoirs as well as unconventional shale gas and/or shale oil reservoirs. Local reservoirs will be included as case histories as well.

5. Dr. Little made a motion to adopt the following courses for a Petroleum Engineering Certificate Program; *Dr. Capps seconded and the motion was adopted (closed).*

Petroleum Engineering Certificate Program (15 sch)
Note: this is a certificate program for post-baccalaureate students who already have a Bachelor of Science in Mechanical Engineering Degree (BSME).

New Course Additions, effective Fall 2013

PETE 2103. Introduction to Petroleum Engineering
Prerequisites: none
Description: Petroleum origin and migration, major oil and gas fields, drilling and production methods, petroleum composition and phase behavior, and reservoir engineering methods for estimation of hydrocarbon reserves and for maximizing ultimate resource recovery. Major oil onshore and offshore areas of the world reviewed from the standpoints of geologic and depositional environment, and of digenetic changes affecting petroleum entrapment.
Lecture 3(3-0)
Course Objectives:
1. Provides students an overview of the oil and gas industry. Introduces students to petroleum engineering concepts of porosity, permeability, and saturation. Introduces students to terminology in drilling, formation evaluation, production, and reservoir engineering.

2. Introduces students to the role of the petroleum industry in our society and the world and constraints on the practice of petroleum engineering. Emphasizes the importance of professional and ethical responsibility of engineers, communication skills, summer internships, life-long learning

PETE 2123. Fluid Properties
Prerequisites: CHEM 1141/1143, MATH 1634
Description: Phase behavior and PVT properties of dry, wet and retrograde condensate natural gases, as well as volatile and black oils; fluid property estimates using correlations; flash and differential vaporization; introduction to gas-liquid equilibriums; properties of oil field water; gas hydrates and their prevention.
Lecture 3(3-0)
Course Objectives:
1. Provides students with an overview of the properties and dynamics of in-situ geologic formation petroleum gas and fluids with various conditions that affect the physical properties of oils, gases, and other liquids. The utilization techniques and special thermodynamic principles to estimate the real properties of these fluids including pseudo reduced pressure, viscosity and compressibility properties.
2. Students will apply correction and compensatory models to reservoir oil and water materials for pressure of formation, viscosity and compressibility.
3. Students will evaluate the formation of side products such as CO2 and H2S and the effects and corrections for pressure, viscosity, and compressibility properties of reservoir fluids.

PETE 2213. Rock Properties
Prerequisites: GEOS 1134, MATH 1634
Description: Fundamental properties of petroleum reservoir rocks: porosity, permeability, electrical and mechanical properties. Fluid flow characteristics of rock containing multiple fluid saturations: relative permeability and capillary pressure.
Lecture 3(3-0)
Course Objectives:
1. Students will determine the composition and structure of common reservoir rocks; learn the geological distribution of common reservoir rock types; discover the effect of differential temperature and pressure on earth materials; assess pore geometry and effective porosity; evaluate the nature of Darcian flow as a function of pressure permeability; learn the nature of electrical resistivity in the measurement of pore fluids; assess strain and aspects of rock deformation; and utilize bulk moduli and petro physical parameters.

PETE 4203. Formation Evaluation and Reservoir Engineering
Prerequisite: PETE 2103
Description: Characterization of formations with geologic and petrographic examination, analysis of fluid contents of cores, and well logs measurements and their combined interpretation. Fundamentals of fluid flow through subsurface porous media, and reservoir drive mechanisms.

Lecture 3(3-0)
Course Objectives:

1. Provide students with the ability to leverage petrographic and geologic examination techniques and collected data, including core contents and well logs, to characterize the total production capability and economic potential of the reservoir.
2. Provide students with exposure to formation evaluation applied to a number of geologic rock and soil formations and will include a treatment on shale.
3. Students will apply fundamental principles of fluid flow to quantify production and drainage characteristics of a reservoir with a particular emphasis on porous media.
4. Students will examine a number of reservoir drive mechanisms applied to porous and non-porous media with a particular focus upon artificial lift.

PETE 4273. Petroleum Production Operations
Prerequisite: PETE 2103
Description: Properties of oil and gas; classification of crude oil and natural gas; definition of gas-oil ratio (GOR); productivity index; formation volume factor; production systems; fluid flow and pressure distribution around a well; well completions; types of completion equipment; well drilling and perforating systems; petroleum production methods; natural flow and artificial lift systems; surface analysis of lift system performance; work-over techniques and well stimulation; sand control techniques; surface operations; valves; safety systems; flow lines; gathering systems; separation and treatment of well fluids; fluid measurement for sales transactions; transportation of oil and gas; principles of petroleum economics.
Lecture 3(3-0)
Course Objectives:

1. Students will be exposed to a wide range of oil & gas industry activities with the consideration of maintaining or improving production conditions; and approaches, methods, and technologies related to production optimization processes.

6. Dr. Watson made a motion to adopt the following undergraduate course and catalog changes in Sociology; *Dr. Little seconded and the motion was adopted (closed).*

Catalog Changes, effective Fall 2013:

The sociology department would like to remove the course SOCL 2233 (Social Problems) from the requirements for a major and minor in sociology. Also, now that PSYC 3314 (psychological statistics) is 4 hours, our major has changed from 33 semester hours to 34 semester hours.

The catalog would read as follows:

Major (B.A. and B.S.) (~~33~~ **34** semester hours)
SOCL 1133, ~~2233~~, 3633, 4153, 4803, PSYC 3314 and ~~15~~ **18** advanced semester hours selected with the approval of the student's advisor.

REQUIREMENTS FOR A MINOR IN SOCIOLOGY
Eighteen semester hours including SOCL 1133, 2233, plus ~~12~~ **15** additional advanced semester hours.

7. Dr. Johnston made a motion to adopt the following graduate course and catalog changes in Exercise Physiology; *Dr. Owen seconded and the motion was adopted (closed).*

New Course Addition, effective Fall 2013

EXPH 3003. Strength and Conditioning: Theory and Application
Prerequisites: EXPH 1993 and 2503
Description: A comprehensive theory and practice course designed to prepare the student to function as a sports/exercise science practitioner with the goal of improving human performance and function. The course includes a combination of theoretical discussion, analysis of pertinent research, and practical application addressing the design and implementation of strength and conditioning programs for individuals of various populations.
Lecture 3(3-0)
Course Objectives:

1. Gain an understanding of how to interpret theoretical information (e.g. research) for the enhancement of human performance and physical well being.
2. Develop an understanding of exercise programming for multiple populations.
3. Successfully incorporate evidence-based practice into the development of an exercise program.
4. Demonstrate and teach safe and effective lifting techniques for strengthening a variety of upper and lower body muscle groups.
5. Have an understanding of the basis of providing instruction and feedback in order to properly teach physical skill.

Degree plan change:

Bachelor of Science – Exercise Physiology
2012-2014 Catalog

ACADEMIC FOUNDATIONS/ CORE	Cr Hr	OTHER SPECIFIC REQUIREMENTS (44 HOURS)	Cr Hr
BIOL 1134 Anat & Phys I	4	BIOL 1144 Gen Zoology	4
BIOL 1234 Anat & Phys II	4	CHEM 1143/1141 Gen Chem I	4
ECON 1333 Gen Econ	3	CHEM 1243/1241 Gen Chem II	4
ENGL 1113 Rhet & Comp	3	MATH 1433 Trigonometry	3
ENGL 1123 Rhet & Comp	3	BIOL 3104 Fund Genetics	4
HIST 1133 Survey to 1865	3	BIOL 3234 Comp Anatomy	4
HIST 1233 Survey since 1865	3	BIOL 4444 Histology	4
MATH 1233 College Algebra	3	CMPS 1013 Comp Concepts & Apps	3
POLS 1333 Amer Gov	3	ENGL 3203 Tech Writing	3
POLS 1433 Amer Gov	3	PHYS 1144 Gen Physics I	4
PSYC 1103 or SOCL 1133	3	PHYS 1244 Gen Physics II	4
SPCH 1133, 1233, or 2423	3	Elective	2
Fine Arts	3	SUB-TOTAL	43
6 hours of Humanities OR 2 semesters of Foreign Lang.			
Humanities	3	Students seeking pre-physical therapy prerequisite coursework should	
Humanities	3	consult with their EXPH academic advisor.	
Foreign Language (1134)*	4	MINOR COURSES (not required) Minor:	
Foreign Language (1234)*	4		Cr Hr
SUB-TOTAL	47-49		
*Foreign Language courses are not required			

EXERCISE PHYSIOLOGY MAJOR REQUIREMENTS (30 HOURS)	Cr Hr
EXPH 1993 Biomech/Anl Hum Mvmt	3
EXPH 2333 Nutrition	3
EXPH 2501 Phys of Sport & Fit Lab	1
EXPH 2503 Phys of Sport & Fitness	3
EXPH 3003 Strgth&Cnd:Thry & App	3
EXPH 3331 Sport & Exer Pharm	1
EXPH 3913 Therapeutic Exer	3
EXPH 4701 Exer Phys & Clin Lab	1
EXPH 4703 Exer Phys & Clin Assmt	3
EXPH 4953 Clin Exer Phys I	3
EXPH 4963 Clin Exer Phys II	3
ATRN 1073 Care & Prev of Ath Inj	3
SUB-TOTAL	30

SUB-TOTAL	
Total Advanced Hours _____	
Total Hours _____	
(Minimum 120 hours)	

New Business **Attachment 2**
Graduate Course and Catalog Changes

8. Dr. Capps made a motion to adopt the following graduate course and catalog changes in Education; *Dr. Johnston seconded and the motion was adopted (closed).*

   Changes in Education to the Minor in Curriculum and Instruction

   Option 1
   Minor*: 12 graduate hours from: Biology, Early Childhood Education, Educational Technology, English, English as a Second Language, History, Mathematics, Political Science, Reading, ~~Sport Administration~~, or Teacher Leadership.

   Option II
   Minor*: 18 graduate hours as prescribed by the Bilingual Education program, ~~Master Mathematics Teacher program, the Training and Development program, the Superintendency program~~, or in a field related to the public schools: Biology, English, History, Mathematics, and Political Science.

9. Dr. Capps made a motion to adopt the following graduate course and catalog changes in Education; *Dr. Watson seconded and the motion was adopted (closed).*

   New Course Additions, effective Fall 2013
   Note: these courses are offered only in conjunction with the Doctorate Program at the University of North Texas. They will be taught at MSU by UNT faculty which will aid our students by not having to travel back and forth to Dallas for the courses.

   EDLE 6063. Advanced Education Law
   Prerequisite: EDLE 5613 or its equivalent
   Description: Builds on the content of the prerequisite course by focusing on legal and policy issues of particular concern to top-level educational policymakers and administrators. Topics include such complex issues as the role of the state in education, parental rights, school choice and vouchers, privatization, religion on campus, and legal liability for constitutional wrongs.
   Lecture 3(3-0)
   Course Objectives:
   1. Provide graduate level students in educational administration the opportunity to expand their knowledge and appreciation for fiscal and legal issues affecting education.
   2. Introduce the student to concepts and issues beyond the beginning level courses in school finance and school law.
   3. Understand how our schools have arrived at their current condition and what the future holds for them both legally and financially.

   EDLE 6073. Statistics for Educational Research
   Prerequisites: EDUC 5053 and 6753 or EDLE 5783
   Description: Application of statistical techniques to research in education; the development of skills in interpreting statistical concepts. Analysis of variance and

covariance, multiple comparisons, non-parametric statistics and multiple correlations.
Lecture 3(3-0)
Course Objectives:

1. The student will demonstrate an understanding of the statistics that are often used in education and behavioral research.
2. The student will be able to appropriately work with SPSS, conduct bivariate correlations, determine statistical significance, compare two means, conduct an Analysis of Variance (ANOVA), two way ANOVA, regression, planned contrasts, repeated measures ANOVA, and Analysis of Covariance.

EDLE 6083. Research Methods in Education
Prerequisites: EDUC 5053 and 6753 or EDLE 5783
Description: Introduction to quantitative (survey, experimental design, correlation, causal-comparative, evaluation) and qualitative (case study, observation, action, participant-observation, historical, ethnograph, phenomenology) research methods used in conducting educational research.
Lecture 3(3-0)
Course Objectives:

1. Students will be able to develop a well researched proposal to investigate an educational problem.
2. The student will be able to select an appropriate sample and apply a variety of statistical techniques and data collection processes.
3. Students will demonstrate an understanding of qualitative designs including case study, historical, evaluation, and qualitative research traditions.

10. Dr. Watson made a motion to adopt the following graduate course and catalog changes in History; *Dr. Capps seconded and the motion was adopted (closed).*

New Course Additions, effective Fall 2013

HIST 5063. Twentieth Century American West
Description: An examination of the history and development of the trans-Mississippi West from approximately 1890 to the present. The course will consider major themes such as native and immigrant peoples, rural vs. urban politics, economic growth and development, the environment, regionalism, and the West in popular culture.
Lecture 3(3-0)
Course Objectives: Students should be able to:

1. Identify and critique major themes in American West history, including frontier theory, economic conquest, cultural conflict, and the role of the US government in the development of the West.
2. Understand and appreciate the history of the several existing cultures in the American West and how such cultures influenced historical events and continue to influence contemporary events.
3. Understand and identify major elements of the historiography and methodology of frontier theory and New Western history. Demonstrate knowledge of the origins and evolution of American West institutions, political ideology, economic systems and Wild West mythology.

4. Understand and be able to cogently discuss the major trends and themes in the history of the 20th century American West.

Dual listed with HIST 4063

HIST 5113. American Indian History

Description: A survey of American Indian history that considers early migrations through European contact, relocation, acculturation, termination, self-determination, and the civil rights movement of the 20th century.

Lecture 3(3-0)

Course Objectives: Students should be able to:

1. Identify and critique major themes in the indigenous history of North America with a focus on cultures, chronological periods, regions, and trends in such history.
2. Understand and appreciate the history of the indigenous peoples of North America and how aboriginal cultures influenced historical events and continue to influence contemporary events.
3. Understand and identify major elements of the historiography and methodology of American Indian history.
4. Demonstrate knowledge of the origins and evolution of cultural, social, political and religious institutions and practices of American Indians.
5. Identify and demonstrate knowledge of the political, social, and cultural implications of the several eras of American Indian history.
6. Understand and be able to cogently discuss the rich heritage, major trends, and relevant themes in Native American history.

Dual listed with HIST 3113

Additional Information (non-voting items – for information only)

- Dr. Little reported that the Computer Science Department is hosting the North Texas Area Student Conference on April 13, 2013, from 9 a.m. to 3 p.m. in Bolin Science Hall.
- Dr. Patton announced that Mr. Steve Felice, President and Chief Commercial Officer for Dell, will be the guest speaker at the i.d.e.a.wf Awards Luncheon on Wednesday, April 17. The luncheon will be in the Clark Student Center.
- Ms. Inglish reported that the summer schedules are out and early registration begins on April 1.
- Dr. Fischli announced that Ms. Lucille Chung will be the featured pianist at the Akin Music Series on April 1 at 7:30 p.m. in Akin Auditorium. Tickets are still available through the Music Office.
- Dr. Fischli reported that students are currently submitting proposals for the Scholarship Colloquium on April 19 and he encouraged everyone to attend to support their work.
- Dr. Watson announced that they are hoping to offer German classes in the fall following their current faculty member search.
- Dr. Owen repeated Dr. Fischli's invitation to the Scholarship Colloquium and said it would be helpful if faculty and students would attend and show their support.
- Dr. Johnston announced that the HSHS college would be conducting Grand Rounds, including Dr. Hamilton's recent research in Australia, on Tuesday in Bridwell 108 at noon. (brown bag while faculty share their research)

- Dr. Little announced that the Speakers and Issues guest for tomorrow night is Dr. Mark Puder, Distinguished Professor at Harvard Medical School, and a MSU alum. The presentation will be in Akin Auditorium at 7 p.m. and admission is free.

Adjournment

There being no other business, the meeting was adjourned at 3:05 p.m.

Respectfully submitted,

Deb Schulte, Assistant to the Provost