

1-31-2013

Minutes, Arts and Sciences Executive Committee Meeting, Thursday, January 31, 2013

Arts and Sciences Executive Committee

Follow this and additional works at: http://scholarship.rollins.edu/as_ec

Recommended Citation

Arts and Sciences Executive Committee, "Minutes, Arts and Sciences Executive Committee Meeting, Thursday, January 31, 2013" (2013). *Executive Committee Minutes*. Paper 17.
http://scholarship.rollins.edu/as_ec/17

This Minutes is brought to you for free and open access by the College of Arts and Sciences Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Executive Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact wzhang@rollins.edu.

Minutes
Executive Committee
January 31, 2013

In attendance: Dexter Boniface, Claire Strom, Joan Davison, Dan Crozier, Jill Jones, Ben Varnum, Bob Smither, and Paul Reich. Guests: Carol Lauer.

- I. Call to Order. The meeting is called to order at 12:34pm.

- II. Approve the Minutes from January 17, 2013. The minutes are approved.

- III. New Business
 - Global Health Minor (see Addendum #1 below). Carol Lauer reviews the proposal for a new Global Health Minor. She notes that the minor followed national AAC&U guidelines and recommendations regarding the urgent need for such programs at American colleges and universities. She notes that the only serious concerns have come from the Biology department, specifically regarding the lack of prerequisites for epidemiology classes. Some in Biology believe that there should be a statistics prerequisite. However, Carol notes that the AAC&U guidelines recommend that this class be “conceptual rather than technical,” so does not believe that statistics should be an absolute prerequisite. At the same time, she notes, students would need to learn how to read tables since the field relies on the use of large datasets. Joan Davison states that students do not need to perform statistics so much as be able to understand and interpret them. Claire Strom states that she believes that this question will come up when the proposal is presented to the faculty. Bob Smither asks if textbooks on epidemiology would have a methods section. Carol states that the field itself is type of method. Therefore an epidemiology class would cover the basic methods of the field

which is highly data-driven. Claire states that this should be made clear when presenting this proposal to the faculty, so that faculty understand that certain methodological skills will be built into the epidemiology class. Beyond epidemiology, Carol states that many of the classes in the minor are not numbers-driven, but focus on social and philosophical issues such as human rights. Jill Jones asks about staffing the program in light of Eileen Gregory's eminent retirement. Carol states that Eileen will participate until she does retire. Paul Reich asks Carol if she has interfaced with Holt. Carol states, yes, she is aware of Holt's desire to develop new programs in Health Leadership that would create synergies with this program. Evidently, she notes, Holt has just hired a Director to spearhead this health effort. Carol states that Holt is planning on bringing a new proposal forward to develop a new undergraduate major in Health Services Administration (a program that existed several decades ago). She states that Dean Richards is interested in speaking with the Dean of Arts & Sciences about how they might cooperate on health-based initiatives, particularly in light of the limited resources available to each school. Carol states that the challenge is that Rollins needs individuals who can teach Intro to Public Health and Epidemiology. She states that Bob Smither has helped to identify a former faculty member who could teach both of these over the next three years; this individual is a geneticist. Joan Davison states that the document contains an error; the Department of Politics is called Political Science. Dan Crozier asks if the Biology department will support this proposal. Carol states that she hopes to win their support by sending them a syllabus of the epidemiology class. Furthermore, she notes, Eileen Gregory is enthusiastic about the idea. Joan asks why there are no chemistry classes in the minor. Carol states that this would be possible in the future but nobody in the department has yet volunteered classes. Dexter Boniface asks what will happen after the three year period. Carol states that a new hire would be needed. She states that there will be several upcoming retirements that could create this opportunity. Claire states that it is a good sign that faculty are already committing courses to the effort. Joan states that she believes that there will be a lot of interest in this field, particularly from a professional standpoint. Carol agrees; she notes that

students could major in Health Communications and minor in Public Health and be well prepared to enter the health field. Jill Jones moves that we endorse the minor. The motion is seconded and approved. It will go before the A&S faculty on February 21.

IV. Committee Reports

- AAC. Claire Strom reports, first, that AAC passed the just-discussed Global Health Minor. Second, she provides an informational update on a change in policy regarding transfer credits for the College Catalog (see Addendum #2 below). Claire states that the main issue is what information appears on transfer transcripts. For example, Rollins does not accept on-line classes as a rule. However, many schools do not distinguish between classes that are on-line and off-line on their transcripts. It is difficult to know if transfer classes are on-line or not unless students inform us. Joan Davison states that one concern she has is exemplified by Western Oklahoma State (WOS). It is well known, and even notorious, that struggling athletes enroll in classes at WOS and easily achieve credits with very low standards to maintain their athletic eligibility. She worries that Rollins' students could follow this path. Ben Varnum states that students are aware of WOS as it is often mentioned on ESPN for instance. Claire states that this proposal tackles a different issue. The goal is to create a level playing field for transfer students. Joan states that she has encountered this issue as Faculty Athletics Representative. Claire states that the policy does not require us to accept every course. Joan states that this policy, basically, allows on-line classes. Claire states that, in fact, we currently accept on-line classes without knowing. Jill states that this could be a step in the wrong direction. Why would we accept college preparatory classes or distance learning? Joan asks if students would get Rollins credit for an auto repair class. Bob Smither states that we do not have to accept all transfer credits; we accept their degree, but not every course. Ben Varnum asks how it would be determined whether a class is accepted or not. Joan states that it would need to be non-arbitrary. Jill states that there is one other problem if we approve the shift to 128 credit hours; what impact would that have. Claire states that

this is true and the document would need to be revisited if 128 is approved. Bob Smither states that the pressing issue is on-line courses. He notes that students are penalized by self-identifying classes that are on-line. Jill asks if there is another way to address this problem that is more than a pragmatic solution but accords with our values as a liberal arts institution. Joan states that it is difficult to know what a course experience is like based only on a transcript. At the same time, she asks, why delete the language about “course work not typically offered in a liberal arts college.” Claire asks if we could include additional language that would provide a safeguard that certain types of classes will not be included. Jill Jones states that, in terms of definition, “distance learning” pertains to classes carried out strictly on the internet. Any class with a physical onsite presence is a hybrid or “blended” course. Bob Smither asks if students are ever enrolled at Rollins and another institution simultaneously. Do we allow this? Joan states, yes, but only in circumstances like taking languages that Rollins does not offer. Ben Varnum states that it may be more common than we appreciate, as in the case of students who are simultaneously enrolled at Valencia. Claire Strom proposes revised language to be forwarded to the administration.

- SLC. Dan Crozier reports that the Student Life Committee wants advice from EC about how to handle requests for SHIP grants that come from whole classes, or large subsets of them. Dan explains that the issue came up because one set of requests made for SHIP grants would have consumed half of the budget (if approved); furthermore, it was only a fraction of the class that applied so far. Jill Jones states that this class should have carried a fee if this off-campus conference was a required part of the course. She states that she can contact the professor in question to clarify the appropriate procedure. Claire states that SHIP grants were not created to support whole classes. Dan Crozier states that this is not the first time that this has come up. He notes that one professor solicited funds to pay for their students’ entrance to a local museum; the proposal was turned down. Claire states that there is another problem in that this course never went through AAC for its course content since it was a topics class (although it did go through for General Education approval) so the committee

was not alerted to the financial implications for students. Furthermore, she notes that the purpose of the SHIP grants was never to support a particular class, but rather individual students. Ben Varnum states that if a fee is not stated up front, the professor should already have secured money for it. He states that it should not be the professor's expectation that students will need to apply for a grant. Ben states that from a student perspective this seems like a very problematic issue. Dexter Boniface agrees with Ben that this is not a reasonable expectation in any class unless a fee is attached *ex ante*. Joan Davison states that it should be an explicit policy of SLC that SHIP grants not be attached to a specific class; the committee concurs. Bob Smither states that there are 900 classes on campus and none should be given special preference for these grants.

- PSC. Joan Davison reports that PSC met for 4.5 hours this week and deliberated over 30 grant requests. PSC recommended total funding for 16, partial funding for 7, and no funding for 7 requests. Those partially or unfunded had problems such as lacking a necessary IRB, lacking prior grant reports, inadequate statement of concrete objectives, extravagant or unfounded budget items, or deemed more appropriately funded through the Internationalization Committee. The committee's recommendations currently are being formalized and will be forwarded to the Deans of A&S and CPS. Unfortunately, no representative from CPS attended the meeting. Joan states that she was in communication with Don Rogers about this. Carol Bresnahan, she notes, also encouraged CPS's participation. Still nobody from CPS attended the meeting. Joan notes that there were 4 CPS requests and PSC recommended full funding for 2 requests and no funding for 2 requests. PSC next will look at the proposal forms for the Mellon Mini-Grants and then will begin consideration of course evaluations.
- F&S. Paul Reich reports that, next week, Maria Martinez will meet with the committee to talk about staff salaries. Paul states that the concern is that staff salaries are not keeping pace with the rising costs of healthcare. Furthermore, Ann Francis will present a Fair Trade Resolution and some information on a Sustainable

Purchasing Policy. Joan Davison states that there is also the issue raised by Mike Gunter regarding promotion raises and the fact that they have not kept pace with inflation. However, she notes that raising the promotion amount could contribute to compression, unless it is applied retroactively to those who were previously promoted. She worries that newly promoted professors would potentially “leap-frog” past those promoted at an earlier time. Claire states that a bigger issue is being stuck at 2% annual raises (specifically for the faculty).

V. Adjourn

The Following Issues were not discussed due to lack of time:

- A. Mission Statement.
- B. Board of Trustees.
- C. International Initiatives.
- D. Governance Ballots (Vacancies and Candidates)
 - a. President.
 - b. Vice-President.
 - c. AAC: four vacancies (two at-large, one expressive arts, one humanities).
 - d. F&S: # vacancies.
 - e. PSC: two vacancies (two at-large).
 - f. SLC: four vacancies.

ADDENDUM #1: Minor in Global Health

Proposal for Minor in Global Health

Presented by: Carol Lauer, Professor of Anthropology

Faculty Members Scheduled to Regularly Teach in Minor: Julia Maskivker, Dan Chong, Eileen Gregory, Claire Strom, Martina Vidovic, Zeynep Teymurogu, Ed Cohen, Emily Russell, Lisa Tillman, Joan Davison, Joe, Siry, Anne Stone, Gay Biery-Hamilton, Sharon Carnahan, Stacey Passalacqua, Rich Morris, Maria Ruiz.

Departments/Department Chairs Supporting This Minor: Anthropology, History, Communication, Politics, Biology, Environmental Studies, Psychology, English, Economics, Mathematics. Physical Education

Rationale:

Global Health and its applied cousin public health are growing fields. More than 50 schools have become accredited members of the Association of Schools of Public Health and this organization estimates that by 2020 the U.S. will need 250,000 more public health workers (Morganstern 2010). As of 2008 16% of AAC&U schools offered majors or minors in public health and global health (Hovland et al. 2009). This is an attractive major and minor to so many schools because it can lead to careers in medicine, public health, hospital administration, law, policy and myriad other fields. Global Health also fits perfectly with the mission of Rollins since it is hard to think of a field more geared toward educating students for global citizenship or one that is more firmly rooted in liberal arts with its multi and interdisciplinary approach and its focus on critical thinking for problem solving.

Indeed, the AAC&U is encouraging all 2 and 4 year college programs to expose students to issues of global and public health:

In partnership with the Association of Schools of Public Health (ASPH) and the Association for Prevention Teaching and Research (APTR), AAC&U has advocated undergraduate public health education as a coherent example of a practical liberal education—one that develops students' capability to understand and take action to solve complex, unscripted, real-world problems (Albertine 2009:3).

An understanding of public health is a critical component of good citizenship and a prerequisite for taking responsibility for building healthy societies. At its best, the study of public health combines the social sciences, sciences, mathematics, humanities, and the arts. At the same time, it serves as a vehicle for the development of written and oral communication skills, critical and creative thinking, quantitative and information literacy, and teamwork and problem solving. It incorporates civic knowledge and engagement—both local and global—intercultural competence, and ethical reasoning and action, while forming the foundation for lifelong learning. The study of public health, in other words, models a capacious vision of liberal education (www.AAC&U.org).

This minor would build on current curricular strengths in biology, pre-medicine studies, health communications and anthropology, a department that has been sending students on to graduate programs in public health for years. Its appropriateness for the college is also reflected in the long list of courses that have been volunteered for the program, of which more than half are currently offered.

Global Health is a program that can build on the college's strengths in community engagement. Immersion programs have already been offered dealing migrant workers health, inner city public health concerns and a field study in Thailand focused on health and human rights.

References Cited

AAC&U 2012 .The Educated Citizen and Public Health. Retrieved from http://www.aacu.org/public_health/index.cfm

Albertine, Susan 2009. From the Guest Editor. Peer Review 11(3): 3.
Hovland, Kevin, Brenda Kirkwood, Caleb Ward, Marian Osterweis and Gillian Silver 2009. Liberal Education and Public Health: Surveying the Landscape. Peer Review 11(3): 5-8.
Morganstern, Amy 2010. The Greatness of the Public Health Major. Retrieved from <http://www.bluestarsadmissionsconsulting.com>

Curriculum and Staffing Concerns:

For the long- term survival of this minor we need faculty committed to teaching Epidemiology and Introduction to Public Health. The plan for the immediate future is to have Dr. Perki Coleman, who has a Ph.D. in biology and an M.P.H., on contract for 3 years teach these courses. Depending on the popularity of the new minor we can imagine adding a faculty member to focus on public health, especially epidemiology, or requesting that the Biology Department or the Anthropology Department consider replacing one of its retiring faculty members with someone who could teach a section of epidemiology every year. Rollins has tenured and tenure track faculty teaching all the rest of the courses.

STRUCTURE OF MINOR

This would be a six-course minor with courses drawn from the many departments. It would include multiple electives. At least two of the electives students take must be at the 300 level or above. Each elective taken must have a different prefix. The structure of the minor follows the recommendations of the AAC&U and the APTR (The Association for Prevention Teaching and Research).

Following the model of Women's Studies, Asian Studies, IR and other multidisciplinary programs, a director and an advisory committee will coordinate the minor.

Proposed core courses:

GBH 200- Introduction to Public Health: An introduction to health and disease at the population level. Students will learn the concepts and methods for measuring health in populations. They will consider the impact of health care systems, public health systems and broad governmental policies on health and disease patterns. (Perki Coleman)

GBH 300 – Introduction to Epidemiology: A general introduction to the theory methods and practice of epidemiology. Students will learn to interpret epidemiological data and to use epidemiological approaches to investigate communicable and non- communicable diseases and other health problems. (Perki Coleman)

GBH/ANT 305 – Introduction to Global Health: An examination of the roles of biological and social factors in global health issues, paying particular attention to the health needs and concerns of poor and disadvantaged populations. Students will learn about some of the major health concerns of the developing world and look critically at how local and international communities attempt to address those problems. (Carol Lauer) Eventually, when numbers allow, GBH 200 should become a prerequisite.

It is recommended, but not required, that students take PED Health and Wellness to meet their BPE requirement.

It is recommended, but not required, that students take a statistics course such as Bio 342, Mat 219, ECO 221, PSY 250, or INB 236.

Electives:

ANT 305 Women's Global Health– Gay Biery-Hamilton

ANT 306 Medicine and Culture – Carol Lauer

ANT 301 Nutrition and Health– Carol Lauer

BIO 117 Bacteria, Viruses and Humans with lab – Eileen Gregory

BIO 246 Human Physiology

BIO 229 Microbiology - Eileen Gregory Prereq: BIO 121

BIO 340 E Medical Microbiology – Eileen Gregory Prereq: BIO 229

BIO 342 Biostatistics - Zeynep Teymuroglu Prereq: BIO 121
CMC Political Economy of Body and Food – Lisa Tillman
COM 330 Health Communication (1 section offered Fall and Spring)
COM 340 Health Policy and Advocacy Communication (1 section typically offered Fall term- will rotate with COM 350) Prereq: COM 330
COM 350 Global Health Communication (1 section typically offered Fall term- will rotate with COM 340) Prereq: COM 330
ECO 2XX Intro to Health Economics – Martina Vidovic
ECO 305 Health Economics – Martina Vidovic Prereqs: ECO 202 & 203
ENG 190 Literature and Medicine - Ed Cohen, Emily Russell (yearly or biannually starting fall, 2014)
ENV Environmental Health – Joe Siry (ENV elective, [200-300 level]) offered every other year.
HIS 2XX Plagues, Pests, and Policies: A History of Public Health in the United States - Claire Strom
PED 201 Exercise Physiology – Rich Morris
POL Social and Political Applied Ethics - Julie Maskivker
POL Health and Human Rights - Dan Chong (every 4 or 5 semesters)
POL 223 Power and Diplomacy - Joan Davison
PSY Maternal and Child Health – Sharon Carnahan
PSY 217 Drugs and Addiction – Maria Ruiz

Elective Course Descriptions:

ANT 305 – Topics: Women’s Global Health: This course examines the plight of women’s health, globally, in both developed and underdeveloped countries. Our exploration will utilize a combination of conceptual approaches including political economy, feminism and alternative (non-Western) medical perspectives. We will examine how culture, poverty, ethnicity, social class, migration, location, diseases enhanced by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and reproduction affect women’s health. Further, we will analyze the role and impacts of existing public policy on women’s health, and explore a human-rights based approach to women’s health.

BIO 340 E Medical Microbiology: This course has been designed to introduce you to the basics of medical microbiology by applying basic microbiological principles to specific bacterial and viral pathogens. While the focus will be on the epidemiology and pathogenicity of specific diseases, discussions will also cover treatment and prevention. Upon successful completion of this course you will have detailed knowledge of one specific pathogen and the skills necessary to investigate disease origins, causes, treatment and prevention.

COM 330 Health Communication: Introduces theory and research on communication in health and illness contexts, focusing on how messages from interpersonal, organizational, and media sources affect health belief and behavior.

COM 340 Healthy Policy and Advocacy Communication: Introduces concepts, and strategies for policy changes to improve health, based on current health issues. Includes situational analysis, communication strategies, and messaging to advocate for policies affecting health.

COM 350 Global Health Communication: Introduces important issues and key concepts of communication in global health. Focus will be placed on determinants of health, the burden of disease, health disparities, risk factors, and communication strategies.

ECO 305 Health Economics: This course uses economic concepts and tools to examine production, delivery and cost, access and utilization of healthcare services in the United States. Includes demand for health care, the market for health providers and health insurance, and the role of government in the health care market. It also discusses the relative merits of national reform efforts and current individual state reform efforts. .

English 190 | Body Snatchers: Literature and Medicine: In this introductory course, we will examine the ways that storytelling and medicine have shaped each other. For centuries, literature and visual culture have

snatched from medicine thrilling or moving stories of death, illness, and god-like doctors. More recently, developments called “the medical humanities” or “narrative medicine” have infiltrated medical training, in which doctors read novels and are encouraged to write stories themselves in order to more fully connect with their patients’ humanity. We will explore both of these intersections to ask what reading fiction might bring to medicine and what the universal experience of having a body—a body that gets sick and will die—brings to the study of literature.

ENV Environmental Health: The course examines analytically the causes and prevention of mortality and morbidity due to environmental damage as it affects communities. Environmental health addresses the physical, chemical, and biological factors external to a person, yet intimately related influences impacting life expectancy, reproduction, and behavior. Readings and written work encompass the assessment and identification of those ecological functions that can potentially improve or deteriorate human health. We focus on targeted cases for preventing disease while creating healthy, nourishing, and supportive conditions. This class examines behavior, diagnosis, treatment, and therapies related to ecological toxicology, as well as exposure to mutagens, or carcinogens related to genetic risks for cancer. Discussions of biological resistance, bioaccumulation, endocrine disruption, and persistent organic pollutants are examples of cases examined.

HIS 2XX Plagues, Pests, and Policies: A History of Public Health in the United States: This course will investigate the major epidemics that have infected the United States since its founding. It will look at how understandings of disease changed with the advancement of medical knowledge and how the challenges facing health providers intensified with urbanization. The course explores the struggle between American notion of individual and property rights and the need to stem disease outbreaks and how this struggle gave birth to the notion and reality of public health and public health legislation.

POL 223 Power and Diplomacy: The United Nations: Familiarizes students with the operations of the United Nations, its agencies and its affiliated organizations, provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular. Special focus is placed upon the work of ECOSOC, the UNDP and the WHO, and the interconnected issues of sustainable development, health, population, and rights. Current needs and programs are evaluated; best practices are considered.

POL 315 U Applied Social and Political Ethics: This class will focus on particular social and political problems of actual societies. We will study arguments for and against issues such as **abortion, healthcare reform, food politics and genetically modified products, world hunger relief**. These are all discussions that motivate heated debates in current liberal democracies. In this class, we will try to understand the analytical and reasoned arguments often invoked to justify or reject them.

POL Health and Human Rights: Discusses the policy implications of viewing health care as a human right. It examines the legal, moral, historical, political and economic debates surrounding the question of whether health care should be deemed a fundamental human right. For example, does Obamacare expand poor people's access to a basic right, or does it take away American citizens' fundamental freedoms? Students will investigate the practical application of the right to health through case studies at the local level (e.g., through the work of the NGO Partners in Health), at the national level (e.g., by comparing the U.S. health system with European social models), and at the international level (e.g., through the work of the United Nations Committee on Economic, Social and Cultural Rights).

PSY Maternal and Child Health: Provides an overview of the health problems of mothers and children within the global context of socio-cultural factors and international development. Goal of the course is to introduce students to a way of thinking globally and comparatively about health problems and strategies within the field of MCH. Understanding of the causes and functional effects of the MCH problems that are the most prominent causes of illness, disability and death, including morbidity and mortality among women and children, antenatal care, safe motherhood, parenting and family planning, child health, nutrition and emerging health issues in developing countries.

ADDENDUM #2: Transfer Credit Policy

Transfer Credit

Transfer students must meet all general education curriculum and major requirements to earn a Rollins College degree. The Office of Student Records reviews and evaluates courses taken at other institutions, determines courses/credit to be accepted, accepted and any general education requirements those courses fulfill. Students who enter Rollins College ready to declare their major program of study may request a major course evaluation from the Office of Student Records. The major department makes decisions regarding fulfillment of major requirements through transfer credit.

In the evaluation of transfer credit, four (4) semester hours equals one Rollins course. Transfer credit is awarded only for course work taken at regionally-accredited (Middle States, North Central, New England, Northwest, Southern, and Western Association) institutions. Transfer credit is not awarded for courses with a grade below "C-", courses taken by mail, or course work not typically offered in a liberal arts college. All transfer courses must be officially letter-graded by the originating institution, with the exception of internships which may be graded Pass/Fail or Credit/No Credit if they meet the specific criteria outline in the Education Programs and Opportunities section of this Catalogue. No more than twenty-four (24) semester hours are allowed for extension courses. No more than the equivalent of sixty-four (64) semester hours of credit are accepted from a two-year institution. Students with sixty (60) semester hours of credit enter Rollins College with junior standing but may need additional time to fulfill the requirements of specific majors.

Rollins College participates in an articulation agreement between the Independent Colleges and Universities of Florida (ICUF) and the Florida Division of Community Colleges and Workforce Development. Through this participation, students who enter Rollins with a completed Associate of Arts (AA) degree from a Florida community college matriculate with junior standing and are usually able to transfer a total of sixty (60) semester hours, provided that they meet the same standards and program requirements as native Rollins students. For all transfer students accepted through the College's participation in the ICUF Articulation Agreement, transfer credit for courses completed

at the community college will only be awarded for grades of “C-“ or better, as is the standard for all transfer students in Arts & Sciences. ~~No transfer credit will be awarded for college preparatory, distance learning, or experiential course work, as is the standard for all transfer students in Arts & Sciences.~~ No more than a total of sixty-four (64) semester hours will be awarded to a student for transfer work from a two-year college.

As part of the College’s participation in the ICUF Articulation Agreement, General Education Curriculum Requirements are waived for students with the A.A. degree from a Florida community college as well. Upper-level writing reinforcement and oral communication requirements, both part of the College’s general education curriculum, are infused into one or more upper-level courses within each major course of study.

A student’s previous grade-point-average (GPA) does not carry forward; a Rollins GPA is determined only on the basis of courses complete Rollins.

Once admitted to full-time degree status in the College of Arts and Sciences, students must complete at least seventy (70) semester hours in the College (including Rollins or Rollins-affiliated off-campus courses, but excluding Hamilton Holt School courses). Moreover, students must be enrolled full-time in the College of Arts and Sciences (excluding Hamilton Holt School courses) during the last two (2) consecutive semesters (excluding summer terms). Students must complete a minimum of 140 semester hours of academic work, of which at least sixty-four (64) semester hours must be outside a single departmental prefix. All students must complete a minimum of sixteen (16) semester hours that are not used to meet either a general education curriculum or major requirement.