A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

ACADEMIC STANDARDS COMMITTEE
Chair: M. Jill Lockwood
No report submitted

ELECTIONS COMMITTEE
Chair: Jean-Paul Carton

The meeting was called to order at 9:00 a.m. on Thursday, January 10, 2002. In attendance were: Jean-Paul Carton who chaired the meeting, Richard Tichich, Jennie Dilworth, Bruce Schulte, Iris Durden, Lowell Mooney, and Laura Davidson. Not in attendance: Marla Morris.

The success of the mock election was assessed. Mostly positive comments have been received about the electronic elections. A few minor glitches were discovered and quickly resolved during the mock elections.

Bruce Schulte reported that of those completing the mock elections indicated that allowances should be made for people who don't want to vote electronically. The matter was discussed but a final decision about the issue was tabled.

Bruce suggested that before the upcoming Senate elections we heavily advertise the fact that they will be done electronically. He suggested that we advertise it through more than just e-mails, possibly by an article in the George-Anne or other campus publications. Jennie suggested that a paper memo be distributed to every faculty member as further advertisement.

It was clarified that when electronic ballots are distributed, they will be accompanied by a notice that each faculty member will receive only one ballot and there will be no further reminders to vote.

The issues of link errors and sending ballots to old e-mail addresses were discussed.

Lowell questioned if it would be possible to simultaneously conduct university and college elections in concert with the Senate elections. Discussion ensued and it was decided that for this first electronic election, only Senate elections will be completed electronically (unless colleges decide to run their own elections electronically). Once the elections are completed, an appointment will be made with Dr. Grube to discuss incorporating university and college elections into the electronic Senate elections process. Also long-term personnel issues will need to be clarified in terms of who will handle the software side of elections and give “technical support” when needed.

Per the new “Operating Procedures” distributed by the Faculty Elections sub-committee, Exhibit D must be submitted to the Elections Committee chair by February 7th, 2002, by the committee
representative for each college. In addition, a current e-mail list of all eligible voters for each college will also be submitted at that time. It was decided that these two items will be submitted to Jean-Paul by Feb. 7 who will forward them to J.B. Claiborne to create the ballots. Once created, the ballots will be distributed to all members of this committee for final approval. Those present also discussed the nominations process to take place before the Feb. 7 deadline.

Members of the sub-committee clarified that each unit determines how nominations will take place and which faculty are eligible to vote within their unit.

The meeting was adjourned at 10:45

Submitted by Jennie Dilworth

Minutes of Jan. 17, 2002 Meeting of the Faculty Senate Elections Committee

Present: Jean-Paul Carton, Laura Davidson, Jennie Dilworth, Iris Durden, Lowell Mooney, Marla Morris, Richard Tichich. Absent: Bruce Schulte.

The meeting was called to order at 9:00 a.m.

Two documents, lists of eligible voters and those eligible to serve in the Senate for each college, previously sent to all committee members via e-mail were discussed. In terms of eligibility to serve and vote, members were directed to the Senate Bylaws, specifically Article 4, Section 1. These minimum guidelines should be followed by units. However, additional specifications can be determined by units.

Lowell passed out the revised Exhibit A from the Operating Procedures, which combines the previous Exhibits A, and C.

An official confirmation of the revised schedule for the upcoming elections will be e-mailed to each committee member with carbon copies sent to Deans so they will be aware of the procedure and the deadlines. Lowell will e-mail the revisions (full calendar and simplified version) to Jean-Paul in the afternoon of Jan. 17. The simplified version will be used in this e-mail.

Jean-Paul will ask the Senate Moderator, Candy Schille, to make a request of Vaughn Vandegrift that an official memo be sent to all Deans informing them that the election process is under way and that their unit representative on the Senate Election Committee will contact them regarding the new procedures.

Exhibit I of the Operating Procedures was discussed and some changes were made. Lowell will complete these revisions and send them to committee members. Suggested changes to the elections timetable were discussed, namely the extension from Feb. 7 to Feb. 15 for representatives to obtain nominations from each unit.

Jean-Paul will contact David Thompson to advertise the electronic elections.

The meeting was adjourned at 9:55 a.m.

Submitted by Jennie Dilworth, Ph.D
Minutes of the January 24, 2002 Meeting of the Senate Elections Committee

Present: Jean-Paul Carton, Laura Davidson, Jennie Dilworth, Iris Durden, Marla Morris, Bruce Schulte

Absent: Lowell Mooney, Richard Tichich

The meeting was chaired by Jean-Paul Carton who called the meeting to order at 9:00 a.m.

Minutes of the Jan. 17, 2002 meeting were approved.

Regarding a previously e-mailed question about proportional distribution of Senate seats, it was noted that the Senate Executive Committee has been contacted about the issue. Our committee will address the issue after the current elections take place.

It was decided to require that all ballots be completed electronically by eligible voters for this election. Those who don't have electronic access will contact their unit elections committee for a remedy. This fact will be included in promotional materials to be distributed regarding the upcoming elections.

It was reiterated from a previous committee meeting that for this year's election, only Senate Elections will be included on the electronic ballot. Units will have to conduct their own elections for unit and university committees.

Discussion ensued regarding sample forms previously sent to committee members for completing the nominations and balloting process. Due to some confusion about what forms had or had not been received, Bruce agreed to e-mail to committee members all electronic forms created thus far for a final test run.

On a related issue, the question was raised as to who will be submitting the completed forms to J.B. Claiborne. In some instances, they may be submitted by a unit elections committee representative rather than a member of the Senate Elections committee. It was decided that submission forms will need to be password protected so that only designated submitters can send them to J.B. Claiborne.

It was decided to table discussion of the current version of the operating procedures until after the elections take place. In order to receive feedback about the elections procedures following the first electronic election, Bruce suggested e-mailing a copy of the operating procedures to unit elections committee members. Feedback on the document and on the actual elections process would be specifically requested.

A question was raised about the “elections help desk” specified in the operating procedures. The committee decided that this question should be addressed and discussed with President Grube after the current elections have been completed.

Jean-Paul encouraged committee members to read and become familiar with the Statutes and Senate Bylaws. Unit elections representatives should also be familiar with these documents.
The meeting was adjourned at 10:10 a.m.

Minutes submitted by: Jennie Dilworth

FACULTY WELFARE COMMITTEE
Chair: David Dudley
No report submitted.

FACULTY DEVELOPMENT COMMITTEE
Chair: David Allen

Faculty Development Report
The Faculty Development Committee met to distribute nearly $7000 in travel grants for colleagues to use this spring to improve the quality of their teaching and professional work. 28 applications were received and reviewed in this competition. We were able to fund part or all of 12 proposals and encouraged 6 other candidates to resubmit for the Summer cycle.

Submitted by David Allen

FACULTY SERVICE COMMITTEE
Chair: Ann Pratt

Faculty Service Committee will meet 2/20 to discuss faculty service Awards.

FACULTY RESEARCH COMMITTEE
Chair: Karen Mc.Curdy

Meeting of October 12, 2001
The 2001-2002 Faculty Senate Research Committee members are: Jerry Wilson (COBA), Helen Graf (CHPS), Marvin Goss (Library), Dan Hagan (COST), Charles Briggs (CLASS), Gregory Chamblee (COE), Karen McCurdy (Faculty Senate Chair), and Howard Kaplan (Provost’s representative).

Spring Stipend Competition
The Faculty Senate Research Committee met on Monday, January 28 to consider the applications for Faculty Research Stipend awards. In this competition, the committee reviewed twenty-nine eligible grant proposals (which is nine more than the previous record number of proposals). Twenty-eight proposals received funding for release time to pursue research projects in the coming fiscal year. Awards ranged from $7000 to $1000 dollars, and the committee authorized awards totaling $74,500.00. The twenty-nine proposals represented 14 departments in 4 colleges.

Submitted by Karen M. McCurdy, chair
GRADUATE COMMITTEE

Chair: Ming Li

Meeting of November 15, 2001

(Attachments: Curriculum Amendments, Policy Revisions)

In Attendance: Dr. Frank French, COST; Dr. Jim Randall, COBA; Dr. Ruth Carroll, COE; Dr. Deborah Thomas, COE; Dr. Caren Town, CLASS; Dr. Sudha Ratan, CLASS; Dr. Bob Fernekes, LIB; Dr. W. Bede Mitchell, LIB; Dr. Jane Hudak, CLASS; Dr. Jerry Wilson, COBA; Mr. Bryan Saxton, Student Government Association Representative; Ms. Bonnie Gruben, Graduate Student Representative; Dr. Ming Li, CHPS; Dr. Lane Van Tassell, AVPAA & Dean of Graduate Studies; Dr. Lucindia Chance, COE; Dr. Mike McDonald; COBA; Dr. Jim McMillan, CHPS

Others: Dr. John R. Diebolt, Ms. Lee Mitchell

Visitors: Dr. Curtis Ricker, CLASS; Dr. David Williams, COST; Dr. Jimmy Solomon, COST; Dr. Sue Moore, CLASS; Dr. Stephen Vives, CLASS; Dr. Charlie Hardy, CHPS

The Graduate Committee Meeting was called to order by Dr. Ming Li at 3:30 p.m. on Thursday, November 15, 2001, in the Dean’s Conference Room of the College of Education Building.

APPROVAL OF MINUTES

Minutes of the October 18, 2001, Graduate Committee meeting were approved as submitted.

CURRICULUM AMENDMENTS AND PROGRAM CHANGES

Curriculum amendments presented by the College of Liberal Arts and Social Sciences and the College of Science and Technology were presented and approved by the Graduate Committee. See Attachment 1: Curriculum Amendments Approved by Graduate Committee Report.

OLD BUSINESS

Dr. Sudha Ratan, Chair, Graduate Faculty Guideline Revision Subcommittee, reported that the subcommittee met on November 14, 2001. Dr. Ratan distributed a draft of the Guidelines for Graduate Faculty Appointment. Dr. Ratan motioned that the draft of the Guidelines for Graduate Faculty Appointment be accepted. The motion was seconded by Dr. McMillan and approved by the committee. See Attachment 2: Graduate Faculty Guidelines.

Dr. Diebolt brought back before the committee the listing of study options on transcripts. After some discussion the committee decided that Dr. Diebolt should present a written draft of the proposal for the next meeting on January 17, 2002.

Dr. Bob Fernekes discussed the progress report of the MS Thesis Format Sub-Committee. The subcommittee requested that they be consulted on the next revision of the MS Thesis Guidelines.

Dr. David Williams, COST, brought back to the table course TMFG 5233G. The committee had recently reviewed this course and had asked that it be taken back to the department for
clarification. Dr. Frank French motioned that the changes in the course presented by Dr. Williams be accepted. Dr. McMillan seconded the motion.

NEW BUSINESS
Dr. Ruth Carroll, Chair, Graduate Faculty Appointment Subcommittee, motioned for approval of the report from the subcommittee regarding graduate faculty applications. The motion was seconded by Dr. Town and approved by the graduate committee. Those approved for Associate status were: Laura J. Delong, Mary Hadley, James Harris, Anthony J. Lachowetz, Thomas Murphy, Shahnam Navaee, Thomas Noland, Matthew Schuette, Juan A. Serna, Padmini Shankar and Lawrence Stalcup. Those approved for Full status were: Cherry Brewton, Lucindia Chance, Kathleen Comerford, Elizabeth Downs, Marla Morris, Bryan L. Riemann, Brenda Talley, John Weaver, Matthew A. Williamson, Janie Wilson and Diane Zigo. In addition, several applications were referred to Dr. Van Tassell for review and determination. He will inform the committee of his decisions.

ANNOUNCEMENTS
Dr. Van Tassell announced graduate applications have increased for Spring term 2002.
Dr. McMillan discussed the possibility of obtaining restricted parking passes for graduate students to assist them in the performance of their jobs.

ADJOURNMENT
There being no further business, the meeting was adjourned at 4:45 p.m.

Respectfully submitted, Lee Mitchell

LIBRARY COMMITTEE
Chair: David Robinson
The Library Committee hasn't met since the last Senate meeting.

UNDERGRADUATE COMMITTEE
Chair: Kathleen Koon

Undergraduate Committee Minutes, November 14, 2001, College of Education Building, Room 1100J
Present: Mr. Jonathan Boyd; Dr. Constance Campbell; Dr. Phyllis Dallas; Ms. Laura Davidson; Dr. Mohammad Davoud; Dr. Bob Haney; Dr. Saba Jallow; Dr. Kathleen Koon; Mr. Jonathan Perkins; Dr. Kim Ruebel; Ms. Sonya Shepherd; Dr. Mary Smith. Visitors: Dr. Barry Balleck; Mr. Mike Deal; Dr. Shawn Forbes; Dr. Mark Hanna; Dr. Gerald Jones; Dr. Jim McMillan; Dr. Barbara Price; Dr. Virginia Richards; Dr. Judy Schomber; Dr. Steve Vives; Dr. Mark Welford; Ms. Nancy Wright.

Dr. Kathleen Koon, Chair, called the meeting to order at 3:00 p.m.

COLLEGE OF BUSINESS ADMINISTRATION
DEPARTMENT OF FINANCE AND ECONOMICS
Dr. Shawn Forbes presented the following agenda items for the Department of Finance and Economics.
Prerequisite Change
FROM: FINC 4331 Bank Management
FINC 3231
TO: FINC 4331 Bank Management
FINC 3131

The reason for making this change is that the majority of concepts covered in FINC 3231 are not required to successfully master the material presented in Bank Management. However, students must have a basic understanding of financial theory presented in FINC 3131.

A Smith/Dallas motion and second to approve this change was passed unanimously.

Title Change
FROM: FINC 4433 Real Estate Appraisal I
TO: FINC 4433 Real Estate Appraisal

The justification for making this title change is that Real Estate Appraisal II will be dropped from course offerings.

Course Deletions
FINC 4432 Advanced Real Estate
FINC 4434 Real Estate Appraisal II
FINC 4531 Property & Liability Management
FINC 4533 Risk Analysis

The reasons for deleting these courses are to more efficiently utilize instructional resources, the lack of enrollment, and the course content is now covered in other courses. A Jallow/Campbell motion and second to approve these changes was passed unanimously.

New Courses
FINC 3134 Enterprise Risk Management

A study of the identification, evaluation, financing and control of both financial and business risk and the techniques that are used to manage cash inflows and outflows in such a way as to maximize the value of the firm. Integrated risk management of the entire business enterprise is emphasized throughout the course. Risk management techniques to include hedging, diversification, risk transfer and insurance are examined. Prerequisite: ACCT 2102. (3 hours)

This course emphasizes the risk portion of the risk/return tradeoff in financial management. Adding this course will help prepare students for more advanced studies of other financial topics such as international finance, investments, and corporate finance. The course will better prepare the students to appreciate the role that risk plays in financial decision-making as well as enable the students to articulate the impact of risk on the value of the firm to other managers.
FINC 4232  Personal Insurance Planning
A study of alternative methods of managing the primary pure risk exposures of individuals; life, health and property-casualty risks. The course emphasizes the use of insurance as the primary tool for managing hazard risks facing households. 3 credit hours. Prerequisite: FINC 3131

This course replaces the FINC 4531 (Property-Liability RMI) and FINC 4532 (Personal/Personnel RMI) courses. The scope of the new course is limited to personal risk management issues and is revised to be compatible with the existing FINC 4231 (Personal Financial Planning) course.

A motion by Dr. Campbell and second by Dr. Dallas was unanimously approved.

DEPARTMENT OF INFORMATION SYSTEMS AND LOGISTICS
Dr. Mark Hanna presented the following items for the Department of Information Systems and Logistics.

Title Change and Catalog Description
FROM:  MGNT 4436 Planning and Control Operations Management
Designed to further the understanding of Production/Operations Management. Students will learn advanced concepts and techniques in planning and controlling production and how these concepts/techniques are applied.

TO:  MGNT 4436 Planning and Control Systems
Student will learn advanced concepts and techniques in planning and controlling operations and how these concepts/techniques are applied in an organization, with emphasis placed on the utilization of these models in Enterprise Resource Planning (ERP) software systems.

The justification for making these changes is to clarify the role of the class in the Supply Chain Management second discipline for IT majors. Emphasis on ERP Systems is critical to keeping the class current with business practices.

Catalog Description
FROM:  LOGT 4232 International Logistics
An examination of the global market for international logistics and transportation services. This includes the role of shipping and air transportation in international business logistics and their impact on world trade. Also covered are issues in the management of ocean shipping, the import/export process, the roles of international agents and international sourcing decisions. Field trips may be required.

TO:  LOGT 4232 International Logistics
An examination of the many differences between domestic and international supply chain management activities and functions. Considerable emphasis is placed upon the importance of ocean shipping and air transportation and their impact on international trade and global trade patterns. Other topics covered include INCOTERMS (international commercial terms), the use of EDI (electronic data interchange) in international transactions, the management of ocean carriers, the import/export process, the role of international agents and forwarders, and international sourcing decisions.
The reason for making these catalog description changes is to clarify the role of the courses in the IT second discipline in SCM and make the LOGT 4232 course more accessible to IT majors.

Catalog Description and Prerequisite Changes
FROM: LOGT 3231 Principles of Transportation
An introduction to the principles of transportation with emphasis on transportation modal operations (rail, highway, air, pipeline, water transportation) and transportation management. Consideration is given to the economical, social and political aspects of the transportation industry and strategic issues in transportation management. Field trips may be required. Prerequisite: Completion of 60 credit hours.

TO: LOGT 3231 Principles of Transportation
An introduction to the principles of transportation with emphasis on transportation modal and intermodal operations (rail, highway, air, water, and pipeline transportation) and transportation management. Consideration is given to the economic, social, political and international aspects of the transportation industry. The role of logistics information technology in modern global transportation systems is introduced via topics including electronic data interchange, global positioning systems, and intelligent transportation systems. Prerequisite: Junior standing.

FROM: LOGT 3232 Business Logistics
An introduction to and study of the fundamentals of logistics. The primary areas of examination will cover the flow of raw materials, work-in-process, and finished goods through the supply channel. The course will emphasize the effects of the business, legal and social environments upon the management of inventory, transportation alternatives, information processing, facility location, and packaging. Field trips may be required. Prerequisite: Completion of 60 credit hours.

TO: LOGT 3232 Business Logistics
An introduction to and study of the fundamentals of logistics and supply chain management. Course coverage includes the flow of raw materials, work-in-process, and finished goods through the supply chain. Particular emphasis is given to the design of channels of distribution, management of inventory, evaluation of transportation alternatives, information flow, facility location, outsourcing and third-party relationships, and the rapidly expanding field of logistics information technology. Prerequisite: Junior standing.

FROM: LOGT 4231 Logistics and Intermodal Transportation Operations
An examination of the planning and management of supply chain operations. Emphasis will be placed on the areas of traffic management, carrier operations, and warehousing. Each area will be analyzed in terms of its key goals, operation processes, technology applications, and performance control mechanisms. Field trips may be required. Prerequisites: LOGT 3231 and LOGT 3232

TO: LOGT 4231 Logistics and Intermodal Transportation Operations
An examination of the design and management of supply chain operations in selected logistics settings. Particular emphasis is placed upon the areas of traffic management, carrier, operations, carrier selection and contract negotiation, and warehousing. Each area is analyzed in terms of organizational differences,
operational processes, variations in formation needs, and performance control mechanisms. Prerequisite: LOGT 3232

FROM: MGNT 3437 Service Operations Management
Designed to further the understanding of the Operations Function as it applies to services. Students will become familiar with the various Operations Management decisions required in managing a service business. Analytical models which support these decisions will be presented and discussed. Students will also become familiar with application of these principles and models through analysis of actual firms and service firm cases. Prerequisite: MGNT 3130

TO: MGNT 3437 Service Operations Management
Students will become familiar with the various Operations Management decisions required in managing a service business. Analytical models which support these decisions will be presented and discussed. Students will also become familiar with application of these principles and models through analysis of actual firms and service firm cases. Prerequisites: BUSA 3131 or STAT 2231

FROM: MGNT 4435 Management of Quality
Focuses on the managerial issues that are important in understanding and implementing a corporate-wide “Total Quality Management” process, to include: corporate-level strategic quality decisions, plus tactical-type decisions, related to quality, across all functional areas of an organization. It stresses that an organization’s management system is concerned with planning to meet customers’ needs, organizing resources, managing for continuous improvement, and facilitating employee involvement. Prerequisites: Completion of BUSA 3132, FINC 3131, MGNT 3430, and MKTG 3131.

TO: MGNT 4435 Management of Quality
Focuses on Quality Management Systems to include: corporate-level strategic quality decisions, plus tactical-type decisions, related to quality, across all functional areas of an organization. It stresses that an organization’s management system is concerned with planning to meet customers’ needs, organizing resources, managing for continuous improvement, and facilitating employee involvement. Prerequisite: MGNT 3430

The reasons for making these description and prerequisite changes are to clarify the role of the courses in the IT second discipline in SCM and to make the courses more accessible to IT majors, non-business majors and non-OM majors.

Prerequisite Change

FROM: MGNT 3430 Operations Management
MGNT 3130 and BUSA 3131

TO: MGNT 3430 Operations Management
BUSA 3131 or STAT 2231
The purpose for changing the prerequisites for this course is to make the class more accessible to non-business majors.

A motion by Ms. Davidson and second by Dr. Davoud to approve all the above changes for Information Systems and Logistics was passed unanimously.
SCHOOL OF INFORMATION TECHNOLOGY
Dr. Barbara Price presented the following item for the School of Information Technology.

Second Disciplines/Concentrations for the BS in Information Technology
Electronic Broadcast Media
Geographical Information Systems
Information Technology and the Administration of Justice

A key component of the BS/IT is the second discipline/concentration. The proposal states that students will choose an area of secondary specialization to blend their IT knowledge with an expanded knowledge of a focused application area. A second discipline is “more than a minor, but less than a major.” It consists of 3 semester hours in Area F plus 18 semester hours specified by the academic unit offering/proposing the second discipline. Faculty from the second discipline areas are expected to participate in the delivery of IT 1032BSurvey of IT.

After discussion, a motion to approve was made by Ms. Davidson and seconded by Dr. Ruebel. The motion passed unanimously.

COLLEGE OF HEALTH AND PROFESSIONAL STUDIES
DEPARTMENT OF HEALTH AND KINESIOLOGY
Dr. Virginia Richards, Assistant Dean of Health and Professional Studies, introduced Dr. Jim McMillan, Acting Chair of Health and Kinesiology, who presented the following items.

Program Requirement Revisions
BS in Kinesiology B Major in Sports Medicine B Athletic Training
It is requested that HLTH 2120 be deleted from the major requirements and that 2 semester hours be added to Guided Major Electives.

The present Program of Study Sheet contains HLTH 2120BSafety Principles & First Aid Techniques, a two-semester credit course in the Major Requirements and has three credits of Guided Major Electives for a total of 45 semester credits in Major Requirements. Proposed Program of Study Sheet reflects the deletion of HLTH 2120 and has five credits of Guided Major Electives for a total of 45 semester credits in Major Requirements. Students obtain the HLTH 2120 course material in other Sports Medicine-Athletic Training courses.

Prerequisite Change
FROM: KINS 3330 Prevention of Injury and Illness in Sport Medicine
HLTH 2120, Grade of C or higher in KINS 2531/2511 and KINS 2532/2512

TO: KINS 3330 Prevention of Injury and Illness in Sport Medicine
HLTH 2120 for non-Sports Medicine majors, Grade of C or higher in KINS 2531/2511 and KINS 2532/2512

A Dallas/Smith motion and second was approved unanimously.
ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Todd Deal represented the Allen E. Paulson College of Science and Technology and introduced Dr. Steve Vives, who presented the following agenda items for the Department of Biology.

DEPARTMENT OF BIOLOGY

New Courses

BIOL 5545 The Biology of Plants
An investigation of the unique morphology, physiology, ecology and evolution of higher plants. Labs will emphasize an experimental approach, examining living systems in the greenhouse and in the field. 4 credit hours. Prerequisites: BIOL 2131, 3132, and 3133, or equivalent and permission of instructor.

This course has been offered successfully under the selected topics number and is unlike any other course offering on campus. It is an important part of a Biology education and will enhance the botanical course offerings in the Department of Biology.

BIOL 4895H Honors Research
Independent research under the guidance of a biology faculty member for Biology honors students. Students may register for 1-4 credit hours, but must complete 4 credit hours. Students opting to attempt the honors degree program would be precluded from receiving biology elective credit for the biology course, BIOL 4890. 0-(1-4)-(1-4) credit hours. Prerequisite: Open to students in the Honors in Biology program only.

This course will ensure that Biology Honors students acquire experience in one of the most important tasks of professional biologists, the design and implementation of independent research.

BIOL 4999H Honors Thesis
Written and oral presentation of results of individual research in partial fulfillment of the requirements for Honors in Biology. Students opting to attempt the honors degree program would be precluded from receiving biology elective credit for the biology course, BIOL 4890. 2 credit hours. Prerequisites: Minimum GPA of 3.5 in all course work applied to the Biology degree and junior standing and BIOL 4895H.

The justification for this course is that no honors program currently exists in the Biology Department.

Selected Topics Announcement

BIOL 5099 The Biology of Plants

Dr. Davoud made a motion, seconded by Dr. Smith, to approve the new course, BIOL 5545. It was approved unanimously. A Davoud/Jallow motion to approve the two new Honors courses passed unanimously.
Dr. Deal introduced Dr. Mark Welford, who presented the following items for the Department of Geology and Geography.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

**Title and Catalog Description**

**FROM:** GEOL 5542 Hydrogeochemistry

A survey of the inorganic chemistry and evolution of natural-subsurface waters. Covers the basic chemistry of natural waters, as well as the field and laboratory techniques used for chemical analysis. Analytical and field techniques will be used in hands-on work in the lab and through field samplings projects.

**TO:** GEOL 5542 Advanced Hydrogeology

In depth study of hydrogeologic and geochemical principles with emphasis on quantitative techniques. Various laboratory and field techniques will be covered, including the use of numerical models and aquifer testing. Credit hours B 4.

**Course Deletion**

GEOL 5543 Analysis of Aquifer Systems

The reasons for these changes is that GEOL 5542 and GEOL 5543 have been combined because there was not enough demand for two upper level courses.

A Davoud/Dallas motion and second to approve these changes passed unanimously.

**Preliminary Proposal for a BA with a Major in Geography**

The main objective for creating a BA with a Major in Geography is to expand the geography field to students in areas other than the sciences. The Bachelor of Arts degree with a Major in Geography will increase Georgia Southern’s role in preparing students for graduate studies in geography. Currently the department offers a Bachelor of Science degree with a Major in Geography, minor in geography, and minor in Geographic Information Systems. With the addition of a Bachelor of Arts degree with a Major in Geography, the University can increase both the number of students attending graduate programs and the quality of preparation of these students wishing to pursue graduate training in geography.

Discussion followed regarding where this program should be housed. The decision was made when the School of Arts and Sciences was split that Geography would be housed with Geology in the College of Science and Technology. Therefore, this program would be housed where the department is housed. A comment was made about this being a Bachelor of Arts program but housed in Science and Technology. However, a comment was also made that there are many B.S. programs housed in Liberal Arts. Following more discussion, a motion was made by Dr. Jallow and seconded by Dr. Davoud that this preliminary program proposal be approved.
SCHOOL OF TECHNOLOGY

Dr. Deal introduced Dr. Gerald Jones, who presented the following new course proposal for the School of Technology.

New Course

ENGR 2630 Civil Engineering Systems
Infrastructure viewed from a systems perspective; analytical approaches and modeling of civil engineering facilities; sustainability; engineering economy applications. Three credit hours. Prerequisite: MATH 2243 Calculus III

The justification for this course is that it is required during the sophomore year of the civil engineering curriculum at Georgia Tech. Since it is the responsibility of Georgia Southern University to offer the freshman and sophomore years of the engineering curricula for the GTREP and RETP civil engineering majors, this course needs to be added to the curriculum at Georgia Southern. A Davoud/Dallas motion and second to approve the course passed unanimously.

CENTER FOR INTERNATIONAL STUDIES

Dr. Barry Balleck presented the following item for the Center for International Studies.

New Course

INTS 5195 Studies Abroad
Students will pursue advanced level undergraduate or graduate studies focused on a particular topic or theme in a foreign country. Classroom instruction combined with on-site visits will provide a practical learning experience. Prerequisite: Permission of instructor.

The reason for proposing this new course is to provide a format for offering interdisciplinary study abroad with variable credit to undergraduate/graduate programs.

A discussion followed regarding the title of the course. It was proposed as “International Studies Abroad,” but after the discussion it was suggested that the title be changed to “Studies Abroad.” A Jallow/Campbell motion and second to approve this new course was approved unanimously.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Ms. Nancy Wright presented the following agenda items for the College of Liberal Arts and Social Sciences.

DEPARTMENT OF COMMUNICATION ARTS

Prerequisite Changes

FROM: FILM 3030 Selected Topics in Film
None

TO: FILM 3030 Selected Topics in Film
Film 2331, Introduction to Film

FROM: FILM 3332 Documentary Film
None
TO: FILM 3332 Documentary Film
Film 2331, Introduction to Film

FROM: FILM 3333 Art of Film
None

TO: FILM 3333 Art of Film
Film 2331, Introduction to Film

The reason for making these prerequisite changes is that a curriculum review of the FILM courses determined that students enrolling in upper level film courses taught by the Department of Communication Arts were lacking basic background provided by FILM 2331. A motion by Dr. Smith and second by Ms. Davidson was passed unanimously.

Ms. Wright presented the following Selected Topics Announcement as information only for the Department of Music.

DEPARTMENT OF MUSIC

Selected Topics Announcement
MUSC 5031 The Music of Robert and Clara Schumann

The following was presented as information only for the Department of Political Science.

DEPARTMENT OF POLITICAL SCIENCE

Selected Topics Announcement
CRJU 4192 Justice in Film and Literature

OTHER BUSINESS

General Education Outcomes Survey — Dr. Koon presented an updated version of the “Survey of Faculty Views on the Extent to Which the University’s General Education Outcomes Are Being Addressed in Core Courses.” Following a discussion, several changes were suggested, the first being to change the “6 to 0” rating scale to make it “6 to 1”, with 1 representing “Not At All.” The second suggestion was the change the direction line to read, “Please indicate the extent to which you believe that your course assists students in attaining each of the following outcomes.” The only other change was a typing correction.

Course Outlines — Dr. Koon mentioned again the document that Dr. Davoud had presented at the last meeting regarding the requirements for bringing a proposal to the committee. She asked for volunteers to work on a final document. There were no volunteers, so Dr. Koon said we would discuss this at a later date.

Dr. Koon thanked Dr. Judy Schomber for the extensive work she did on updating the Core Curriculum, which was handed out at the last Undergraduate Committee meeting.
Mr. Deal reminded everyone about the next meeting, which will be December 4, with agenda items due on November 26. Also, the January 30 meeting is the last meeting to approve items to be included in the 2002-2003 catalog.

**ADJOURNMENT**

There being no further business, Dr. Koon adjourned the meeting at 4:25 p.m.

Respectfully submitted,

Faye Bacon, Recording Secretary

**SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING**

Summary of the Academic Advisory Council Meeting
Chair: Vaughn Vandegrift

**Meeting of December 4, 2001**

The Academic Advisory Council met on December 4, 2001. The only topic of discussion was Retention and Financial Aid. Dr. Linda Bleicken reported on University retention rates and projected enrollment. If remedial steps are not taken, enrollment could drop significantly over the next five years. Steps the Enrollment management unit recommends include increasing communication with students; working more closely with classes whose failure rates are high (History and Math have pilot projects underway this semester); warning students of impending HOPE evaluation points; and e-mail notification about scholarship awards and university fees. In addition, the Academic Success Center has developed an Academic Intervention Contract which is in use this semester for students who are on academic probation. Other retention issues include students not getting in to core classes and transfer students having enrollment problems.

Submitted by Laura Davidson, for the Librarian

**Meeting of January 15, 2002**

1. Update on Spring Enrollment: Mike Deal reported an increase in enrollment in comparison with last year (Spring 2002: 13,131; Spring 2001 12,957. He also reported an increase in Juniors and Sophomores and an improvement in retention. The Provost insisted on the necessity of encouraging students to take 15-hour loads, stating that currently the average is closer to 12 hours. A discussion of the factors responsible for the current average load followed (Hope Scholarship, fee structure for graduate enrollment). The Registrar’s office will work on identifying the class of students who take lower loads.

2. Admission Update: Teresa Thomson confirmed the higher retention rate and reiterated that new growth will come from Community Colleges. She announced forthcoming Open Houses and Receptions and stated that GSU is becoming more and more a first-choice school for students with high SAT averages.

3. Update on NSSE, ACT, Other Issues: Jayne Perkins distributed timelines for administering the ACT SOS and the NSSE. The Provost stressed that assessment of outcomes is one of our main concerns.

4. Software Inventory: Lisa Spence reported on current efforts to improve IT support (preparing ahead of time, surveys on use, purposes of users, survey of students in February, distribution of
inventory to department heads, faculty visits to lab). She expressed concern about low faculty participation in these visits. She also announced the creation of an IT Advisory Committee and distributed a proposed membership list. A short discussion of the Fiber Master Plan concluded her report.

5. Roundtable: No discussion.
7. Announcements: Jean-Paul Carton announced that the Faculty Senate Elections will be conducted electronically this year but that each of the six units would solicit nominations as usual. The Deans will be contacted by their Faculty Senate Elections Committee representatives who will act as liaisons between the Faculty Senate Elections Committee and their respective units.

Submitted by Jean-Paul Carton
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

**ACADEMIC STANDARDS COMMITTEE**

Chair: M. Jill Lockwood

Submitted on January 24, 2002. The academic standards committee met twice--once on January 2 and again on January 3rd. We reviewed approximately 150 appeals for re-admission. It is the committee's policy to grant appeals only under compelling circumstances. Accordingly, more than 95% of the appeals were denied. This report was submitted on January 24, 2002 but because of a technical error it was omitted from the February 4 Librarian’s report. The Librarian apologizes for the omission.

Submitted on February 28, 2002.

Academic Standards met with Dr. Linda Bleicken and passed the following:

1. A mathematics placement should be administered to all entering freshman. This examination would be administered during orientation, and the score would be used to place the student in the appropriate mathematics course. Note: the tests would be taken and scored in time for advisement and registration.

2. Mid-term grades ["Satisfactory Progress/Unsatisfactory Progress"] should be submitted for all students classified as freshmen. These grades will be used for intervention purposes such as referral to the Academic Success Center or to provide the mid-term "drop-back" opportunity that is currently being developed by the Computer Science and Mathematics Depart [sic] for students whose performance in the early weeks of their mathematics course indicates little likelihood of success. Note: The progress reports are not "true" mid-term reports. The reports will come on the 33\(^{rd}\) day of the term.

3. We would like to open the discussion of a plan that would require successful completion of Core English and mathematics courses during the freshman year. Note: this is not an "action" item, merely a topic for discussion. The committee wants requiring a student who has not made a "C" in these classes to repeat immediately the class and to continue to re-enroll in the class until it is successfully completed as part of the discussion.

4. Right of Appeal following Exclusion:
   In all matters concerning academic standing, the student may appeal following procedures listed below: While at Georgia Southern University, a student will be allowed no more than two appeals of an exclusion to the academic standards committee. In addition to the two appeals to the academic standards committee, students have only one opportunity to appeal beyond the committee, the student will be told that he or she cannot appeal further and the decision of the committee is final. The appeal beyond the committee will be to the student's dean or other dean's designee. Note: the committee will re-convene on March 26th to determine who will hear appeals from student who are listed as "undeclared", "international studies", "international trade", and/or "general studies."

5. The committee voted to enter into a discussion regarding the current Drop policy. We want to continue to encourage students to attempt difficult courses but we realize that the current policy is inviting abuse. Students are registering for courses that they have no intention of attempting just to secure financial benefits (insurance or scholarship) that the student would not otherwise be entitled to."
ELECTIONS COMMITTEE
Chair: Jean-Paul Carton

No meeting since the last Librarian’s report. The committee has been coordinating and monitoring the 2002 Faculty Senate Elections.

FACULTY WELFARE COMMITTEE
Chair: David Dudley

The Faculty Welfare Committee met on February 26, 2002 at 10:00 a.m. in Newton Hall. Dr. David Dudley, chair, called the meeting to order. Dr. Dudley announced that the FWC will present to the Faculty Senate for its approval the Committee’s proposed policy on compensation for substitute teaching. Dr. Dudley explained that the Committee was meeting at the request of the Faculty Senate to consider what, if any, action the Committee may recommend to address the issue of harassment of faculty members. Much discussion followed, with members of the Committee relating instances that were not resolved to the satisfaction of the faculty members involved. Committee members expressed concern about “gaps” in the way such matters are handled by administrators, especially in regards to following up on reports, showing support for the faculty, and intervening in such instances. Following the discussion, it was decided that the charge of the Committee in this matter is unclear. Dr. Dudley asked that Committee members consult the Faculty Handbook and the University’s policies on the subject. It was suggested that the role of the Grievance Committee in such matters should be investigated. Dr. Dudley said he would ask the Senate Executive Committee for further guidance. The meeting was adjourned at 10:35. 
Respectfully submitted by Dr. Shawn Forbes, Secretary.

FACULTY DEVELOPMENT COMMITTEE
Chair: David Allen

The Faculty Development Committee met on March 4th to make determinations with regards to the Georgia Southern University Award for Excellence in Contributions to Instruction and to bestow the Faculty Development Summer Awards. We had 6 excellent applications for the excellence award. The two recipients will be announced at Graduation ceremonies. There were 29 applications for the summer awards. We were able to fund only 5 this year. We also were informed of an extra $10,000 in this years’ fiscal budget that needed to be spent by May 1st. We decided to allocate the funds for two small Faculty Development projects and to distribute the remainder of the funds to travel grants recently submitted that we were earlier unable to fund.
Submitted by David Allen (CLASS).

FACULTY SERVICE COMMITTEE
Chair: Ann Pratt

Wednesday Feb. 20
The Faculty Service Committee met Wednesday Feb. 20, 2002 at 3:30 PM to determine the recipients of the spring semester 2002 Faculty Service Award. Present were:
Lane Van Tassell: Provost’s Representative to the Faculty Service Committee
Ann E. Pratt: Faculty Senate Representative and Chair, Faculty Service Committee
Committee Members:
Neal Saye
Russell Kent
Susan Trimble
Charles Skewis
Virginia Richards (absent, but submitted rankings for proposals)
In this competition, the committee reviewed 13 grant proposals, requesting total support of $62,852.60. Ten proposals were either fully or partially funded; awards totaled $14,269.62. Recipients are as follows:

Ms. Kathy Albertson, Writing and Linguistics;
Dr. Cherry C. Brewton, Early Childhood Education and Reading;
Dr. Patricia Carter (PI), Fine Arts, and Dr. Julie McGuire, Fine Arts
Dr. Frank E. French (PI), Biology, Dr. Lance A. Durden, Biology,
Dr. William S. Irby, Biology and Dr. James H. Oliver, Biology;
Dr. Alan Harvey, Biology
Dr. Ming Fang He, Curriculum, Foundations, and Research
Dr. Mercy Popoola (PI), School of Nursing, and
Dr. Elaine Hapshe, School of Nursing;
Dr. Brian L. Vleck, School of Technology;
Dr. Janice N. Steirn (PI), Psychology,
Dr. S. Todd Deal, COST Dean's Office,
Dr. Leslie Fletcher, School of Accountancy,
Dr. Barry Joyner, Health and Kinesiology,
Dr. Michael Moore, Early Childhood Education and Reading, and
Dr. Lorne Wolfe, Biology;
Dr. Sharon Taylor, Mathematics/Computer Science

The meeting concluded at 5:00 PM. The committee will meet again on March 27 to select the recipients of the GSU Excellence in Service Awards.

FACULTY RESEARCH COMMITTEE
Chair: Karen Mc.Curdy
No report submitted.

GRADUATE COMMITTEE
Chair: Ming Li

February 21, 2002. In Attendance: Dr. Jim Randall, COBA; Dr. Ruth Carroll, COE; Dr. Deborah Thomas, COE; Dr. Caren Town, CLASS; Dr. Jane Hudak, CLASS; Dr. Jerry Wilson, COBA; Ms. Bonnie Gruben, Graduate Student Representative; Dr. Ming Li, CHPS; Dr. Lane Van Tassell, AVPAA & Dean of Graduate Studies; Dr. Lucindia Chance, COE; Dr. Jim McMillan, CHPS; Dr. J. B. Claiborne, COST; Dr. Leon Spencer, COE; Dr. Donna Hodnicki, CHPS; Dr. Bede Mitchell, LIB; Dr. Charles Gossett, CLASS
Others: Dr. John R. Diebolt, Ms. Lee Mitchell
Visitors: Dr. Curtis Ricker, CLASS; Dr. Jennie Rakestraw, COE; Dr. Charlie Hardy, CHPS

The Graduate Committee Meeting was called to order by Dr. Ming Li at 3:45 p.m. on Thursday, February 21, 2002, in the Dean’s Conference Room of the College of Education Building.

APPROVAL OF MINUTES
Minutes of the January 17, 2002, Graduate Committee meeting were approved as submitted.

CURRICULUM AMENDMENTS AND PROGRAM CHANGES
Program Proposals and Curriculum amendments presented by the College of Liberal Arts and Social Sciences, College of Education, and the College of Science and Technology were approved by the Graduate Committee. See Attachment 1: Curriculum Amendments Approved by Graduate Committee Report.

OLD BUSINESS
Dr. Diebolt announced he will present at the next Graduate Committee meeting a proposal for the placement of study tracks on transcripts.
Dr. Ming Li brought back before the committee the proposal regarding the Operating Code for the Graduate Committee. Dr Li distributed a draft of the proposal to the committee and made a
motion that the draft be accepted by the committee. The motion was seconded by Dr. McMillan and approved by the committee with amendments. See Attachment2.

NEW BUSINESS
Dr. Dick Diebolt distributed information that will be included in the catalog regarding the GRE. He announced that effective October 2002, the GRE General Test will change from Verbal, Quantitative and Analytical sections to Verbal, Quantitative and Analytical Writing sections. The College of Graduate Studies will continue to accept official GRE scores taken prior to October 2002 until the transition is completed.

ANNOUNCEMENTS
Bonnie Gruben announced that the Graduate Student Organization will meet March 5, 2002 and Career Services will be present at the meeting. Ms. Gruben also announced that the Newsletter "Visions" has been completed and will be distributed in the near future.
Dr. Cindi Chance announced that recently a press conference was held in Savannah, Georgia announcing the approval of the Doctoral program of Education that will be offered in Savannah in conjunction with Armstrong Atlantic State University.

ADJOURNMENT
There being no further business, the meeting was adjourned at 4:50 p.m.
Respectfully submitted,
Lee Mitchell

LIBRARY COMMITTEE
Chair: David Robinson

Library Committee Meeting, Monday February 11, 2002, 10:30 am Library Conference Room
First order of business was the next meeting. It will start at 10:15 am Monday March 25, 2002 in the library conference room, 4th floor.
Library faculty reports:
Bede Mitchell:
1. Flier and ticket application for the next Friends of the Library dinner were distributed.
2. Dr. Mary Hadley of Writing & Linguistics was the speaker at the Friday Feb. 22 event.
3. A 2-page list of library program review recommendations was distributed. The library is one of the university programs chosen for enhancement. Anyone wanting the complete report can contact Bede. The library's Strategic Planning Steering Committee is reviewing the Level II plans. Level III plans aren't due until the end of September - don't expect a draft of Level III plans to be ready to share with Library Committee by the end of this semester. Much work will be done on the plans this summer.
4. The library was recently audited by the Georgia Southern Office of Audit and Advisory Services. They took all the "must" statements from SACS and compared them with library-supplied documentation. The library was satisfactory in all areas, but there were two computers that couldn't be accounted for.
5. Budget reduction issues were discussed. The library's budget wasn't cut 2.5% for this year but it will have a $172,000 reduction next year which is just under 5%. A currently vacant faculty position in the Information Services Department has been eliminated. The materials budget and student assistant budget will be affected next. For the materials budget, we can hope for end of year funding or else we may need to make cuts in periodicals subscriptions. Hopefully not, since the budget problem is expected to be short term. Maybe we could skip one year of upgrading the PC's but this would save only about $20,000.

Charles Skewis handed out this year's materials budget. University departmental orders are due the end of February and some departments have money left to spend.
6. The Huldah C. Mingledorff estate has given another $100,000 to furnish the Lorimer Reading Room. Construction may begin soon.

Ann Hamilton

7. Ann reported on the building projects that were done in December:
   * Heating/Air coils were cleaned
   * All public restrooms on 1, 3 and 4 were renovated - new fixtures and new paint
   * New carpet tiles laid on 1
   * New lights inside and outside building are almost done. Still need to do lobby and over circulation desk - will finish that the first weekend of spring break.

8. New building codes went into effect January 1 and this will affect all new buildings and additions. For instance, all new construction must have a fire suppression system.

9. All the periodicals that were in closed storage on 4th floor are being moved to the North Building to make way for the new Lorimer Reading Room. This move is about 2/3 done. Faculty should request any title to stay in Henderson that they need to consult frequently or is needed for a class assignment. Extra shelving was added in the reference area to accommodate these special needs.

10. We were shown the architects' building plans for the library expansion. Three plans were drawn and one of those will be chosen. The Board of Regents is expected to fund $1 million for the design. The university is "guardedly optimistic" on the funding for the construction being approved now. If not, this will be 1st or 2nd on next year's priorities.

David Robinson gave a report on the Colloquium on Intellectual Property in the Digital Age he is organizing for April 15 in the new continuing education building from 9-12. Speakers are nationally known and have contrary viewpoints on the issues. There is no fee for attending and it is hoped that many faculty and students will attend. For more information about the speakers and the colloquium see the website:

http://ogeechee.lithphil.gascou.edu/colloquium.html

Minutes submitted by Cynthia Frost 2/12/02

UNDERGRADUATE COMMITTEE
Chair: Kathleen Koon

UNDERGRADUATE COMMITTEE MINUTES, JANUARY 30, 2002

Present: Dr. Constance Campbell; Ms. Laura Davidson; Dr. Diana Hammitte; Dr. Saba Jallow; Dr. Barry Joyner; Dr. Kathleen Koon; Dr. Kim Ruebel; Ms. Sonya Shepherd; Dr. Mary Smith; Dr. Bob Haney.

Visitors: Dr. Larry Burton; Dr. Diana Cone; Mr. Mike Deal; Dr. Todd Deal; Dr. Hal Fulmer; Dr. Gerald Jones; Dr. Waldo Meeks; Dr. Lowell Mooney; Mr. Eric Nelson; Dr. Jennie Rakestraw; Dr. Han Reichgelt; Dr. Donnie Richards; Dr. Virginia Richards; Dr. Judy Schomber; Ms. Nancy Wright.

Dr. Kathleen Koon, Chair, called the meeting to order at 3:02 p.m.

COLLEGE OF BUSINESS ADMINISTRATION

SCHOOL OF ACCOUNTANCY

Dr. Lowell Mooney presented the following agenda items for the School of Accountancy.

Course Deletion

ACCT 3310  Basic Financial Accounting Concepts

The reason for deleting this course is that the material has been incorporated into ACCT 3131.

Course Title
FROM:   ACCT 4830  Special Problems in Accounting
TO:     ACCT 4830  Selected Topics in Accounting
This request is made to conform to a uniform title for selected topics courses throughout the university.

Course Number and Prerequisites
FROM: ACCT 4232 Managerial Accounting III
ACCT 3231
TO: ACCT 5232 Managerial Accounting III
Grade of “C” or better in ACCT 3231

FROM: ACCT 4530 Governmental and Institutional Accounting
ACCT 3132
TO: ACCT 5530 Governmental and Institutional Accounting
Grade of “C” or better in ACCT 3132

The justification for making these numbering and prerequisite changes is to allow graduate students the opportunity of taking these courses as a MAcc accounting elective, provided they did not take the courses at the undergraduate level.

New Course
ACCT 4131 International Accounting
Examination of accounting issues and business operations in a global environment. Topics include foreign market currency systems, inflation and currency translation methodology, and international auditing and taxation issues impacting multinational corporations and individuals involved in exports, services, or capital transactions at an international level (3 semester hours). Prerequisites: “Grade of “C” or better in ACCT 3132.

Prerequisite Changes
FROM: ACCT 3131 Intermediate Accounting
2.5 GPA in ACCT 2101 and ACCT 2102
TO: ACCT 3131 Intermediate Accounting
Grade of “B” or better in ACCT 2101 OR Grade of “C” or better in ACCT 2102

FROM: ACCT 3132 Intermediate Accounting II
ACCT 3131
TO: ACCT 3132 Intermediate Accounting II
Grade of “C” or better in ACCT 3131

FROM: ACCT 3231 Managerial Accounting II
ACCT 2102
TO: ACCT 3231 Managerial Accounting II
Grade of “C” or better in ACCT 2102

FROM: ACCT 3330 Income Tax
ACCT 3131
TO: ACCT 3330 Income Tax
Grade of “C” or better in ACCT 3131

FROM: ACCT 4130 Accounting Information Systems
ACCT 3131
TO: ACCT 4130 Accounting Information Systems
Grade of “C” or better in ACCT 3131

FROM: ACCT 4430 Auditing
ACCT 3132, ACCT 4130 (ACCT 4130 may be taken concurrently)
TO: ACCT 4430 Auditing
Grade of “C” or better in ACCT 3132 AND Grade of “C” or better in ACCT 4130 or concurrent enrollment in ACCT 4130
The reason for making these prerequisite changes in the ACCT 3131 course is to allow accounting majors to complete the first intermediate accounting course concurrently with the managerial accounting principles course, and in the remaining courses to formally reflect a longstanding accounting program requirement.

Degree Requirements Changes/BBA Accounting

It is requested that the degree requirements page be changed to reflect a change in the Major Requirements section to allow students to satisfy their Accounting elective by selecting from more than two accounting courses. The Major Requirements section for 21 hours should now read:

- ACCT 3131 Intermediate Accounting I (3)
- ACCT 3132 Intermediate Accounting II (3)
- ACCT 3231 Managerial Accounting II (3)
- ACCT 3330 Income Tax (3)
- ACCT 4131 International Accounting (3)
- ACCT 4430 Auditing (3)
- Accounting Elective (3) Any approved 4000 or 5000 level accounting elective

A motion by Dr. Jallow and second by Dr. Smith to approve all of the above changes for the School of Accountancy passed unanimously.

SCHOOL OF INFORMATION TECHNOLOGY

Dr. Han Reichgelt presented the following for the School of Information Technology.

Second Disciplines/Concentrations for the BS in Information Technology

Technical Writing

A key component of the BS/IT is the second discipline/concentration. As the proposal states:

- Students will choose an area of secondary specialization to blend their IT knowledge with an expanded knowledge of a focused application area.

A second discipline consists of 3 semester hours in Area F plus 18 semester hours specified by the academic unit offering the program. The School of Information Technology Faculty and the Undergraduate Curriculum Committee of the College of Business Administration have approved the second discipline entitled Technical Writing.

A Hammitte/Ruebel motion and second was approved unanimously.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Ms. Nancy Wright presented the following items for the College of Liberal Arts and Social Sciences.

Subject Code Change

FROM: XIDS 2210 Turning Points and Connections
TO: IDS 2210 Turning Points and Connections

The reason for requesting this change is to better reflect Interdisciplinary Studies in the prefix. This has been approved by the College of Liberal Arts and Social Sciences. A motion by Dr. Smith and second by Ms. Davidson to approve this change was passed unanimously.

DEPARTMENT OF FOREIGN LANGUAGES

Dr. Donnie Richards presented the following agenda items for the Department of Foreign Languages.

Course Number Changes

FROM: FREN 5030 Selected Topics in French
TO: FREN 4030 Selected Topics in French
FROM: FREN 5130 Advanced Grammar
TO: FREN 4130 Advanced Grammar
FROM: FREN 5131 French Phonetics
TO: FREN 4131 French Phonetics

FROM: FREN 5230 Survey of French Literature
TO: FREN 4230 Survey of French Literature

FROM: FREN 5231 Development of Theatre
TO: FREN 4231 Development of Theatre

FROM: FREN 5232 Development of the Novel
TO: FREN 4232 Development of the Novel

FROM: FREN 5233 French Poetry
TO: FREN 4233 French Poetry

FROM: FREN 5234 Short Prose Fiction
TO: FREN 4234 Short Prose Fiction

FROM: FREN 5330 Contemporary France
TO: FREN 4330 Contemporary France

FROM: FREN 5530 French for Business
TO: FREN 4530 French for Business

FROM: FREN 5890 Directed Study in French
TO: FREN 4890 Directed Study in French

The reason for changing these classes from 5000 level to 4000 level classes is to clarify registration procedures for students.

Proposed New Minor in Spanish for Business
Because of the increasing demand for human resources to serve both Service and Manufacturing Industries locally, nationally, and internationally in the Southeast area, the Department of Foreign Languages is pleased to announce the development of a Spanish for Business minor. The Department is also developing new courses in conjunction with the School of Technology. One of the courses being developed is “The Manufacturing Enterprise,” a national award-winning course. The purpose of this course is to develop and understand the organization and operation of a modern manufacturing firm. It does involve students in the “hands-on” management and production activities of operating an enterprise which makes a product for profit. Spanish language students will be involved in translation activities which will facilitate their application of knowledge in other Business Spanish courses. The proposed minor will include courses such as: Technology for Business; Translation and Interpretation (Spanish-English-Spanish); Business Through Hispanic Culture and Literature; The Manufacturing Enterprise; Spanish for Business (Introduction, Intermediate and Advanced levels). The professional internship is a key component for meeting the demand for students who are qualified in Spanish for Business and for offering these students the opportunity of working with Service and Manufacturing Industries. The internship experience will enable the students to put into practice the theoretical knowledge acquired in their course of studies in this minor. The wording for the catalog page for the new Spanish for Business minor should read as follows: Prerequisites: SPAN 1001, 1002 or 1050, 2001, and 2002 or the equivalent(s). Minor Program: 15 hours of upper-division offerings in Spanish from the following: SPAN 3530, 3531, 4530, 4531, 4532, 4533, 4534.

New Courses

SPAN 3332 Latin American Civilization II
An examination of Latin American history/civilization from the eighteenth century to the present. Emphasis on political, social, and economic aspects in relation to the historical development in Latin America. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.
This course will be a division of the present civilization course to cover more appropriately the content of
the course.

SPAN 3333  Peninsular Civilization I
General survey of culture and civilization of the Iberian peninsula from its earliest
inhabitants to the seventeenth century. 3 hours credit. Prerequisite: completion of
SPAN 2002 or the equivalent.

This course allows for a more detailed study of pre-seventeenth century culture and civilization.

SPAN 3334  Peninsular Civilization II
General survey of culture and civilization of Spain from the seventeenth century to the
present day. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course allows for a more detailed study of culture and civilization from the seventeenth century to
the present day.

SPAN 3531  Technology for Spanish for Business
Study of basic foundation in vocabulary and discourse related to functional technology
for business and industry in today’s global society. Researching, creating and applying
technologies used in the business world. 3 hours credit. Prerequisite: Completion of
SPAN 2002 or the equivalent.

This course will provide students with another perspective on business in Hispanic countries and to offer
an additional course for the new Spanish for business minor.

SPAN 4132  Phonetics
The course provides an understanding of Spanish articulatory phonetics. Students will
learn the basic principles of Spanish pronunciation and enhance the correct
pronunciation of Spanish through intensive oral drills. Students will also enhance their
Spanish spelling and will be able to describe standard Spanish as well as other dialects of
Spanish. 3 hours credit. Prerequisite: Completion of SPAN 3130 or the equivalent.

This course will provide students with a sound based appreciation of the Spanish language.

SPAN 4232  Introduction to Latin American Literature II
Introduction to the literature of Spanish America from the end of the 19th Century to the
present. Study of representative authors, their themes and their significance for the
development of the literary period. 3 hours credit. Prerequisite: SPAN 2002 or the
equivalent.

This course will be a division of one semester course into two for more thorough coverage.

SPAN 4233  Peninsular Literature I
The study of authors and readings, with special attention given to literary movements and
historical context, from the Middle Ages to the seventeenth century. 3 hours credit.
Prerequisite: Completion of SPAN 2002 or the equivalent.

This course allows for a more detailed study of pre-seventeenth century literature.

SPAN 4234  Peninsular Literature II
The study of authors and readings, with special attention given to literary movements and
historical context, from the seventeenth century to the present day. 3 hours credit.
Prerequisite: Completion of SPAN 2002 or the equivalent.

This course allows for a more detailed study of Spanish literature from the seventeenth century to the
present day.

SPAN 4332  Caribbean Culture and Civilization
Study of the development of the Caribbean in terms of history, culture, and civilization.
In addition, the course will examine the literature, pictorial art, music, and the economic, social and political aspects of the area today. Emphasis on Cuba, Puerto Rico, and the Dominican Republic. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

This course will offer Spanish majors and minors a broad overview of the civilization of the Caribbean.

**SPAN 4433 Golden Age of Prose and Poetry**
Study of representative works and its authors of the prose and poetry of Spain during the 16th and 17th Centuries. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

To offer a wider range of courses in the Golden Age period.

**SPAN 4434 Golden Age Drama**
Study of drama in Spain during the 16th and 17th Centuries tracing its development from the Medieval through the Baroque periods. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

This course will offer a wider range of courses in the Golden Age period.

**SPAN 4531 Advanced Spanish for Business II**
A continuation of the study of basic foundation in vocabulary and discourse related to functional technology for business and industry in today’s global society. Researching, creating, and applying technologies used in the business world. 3 hours credit. Prerequisite: SPAN 4530 or permission of instructor.

This course will provide students with another perspective on business in Hispanic countries and to offer an additional course for the new Spanish for business minor.

**SPAN 4532 Translation and Interpretation**
Introduction to comparative stylistics through translations. Comparative study of characteristic modes of expressions, introduction to the theoretical aspects and techniques of translation, using a variety of commercial documents in business and industry. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course will provide students with translation skills to enhance their ability as interpreters and to offer an additional course for the new Spanish for business minor.

**SPAN 4533 Business Through Literature**
Reading in the social, economic and political changes of the Hispanic world through essays, novels, plays, short stories and poems. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course will provide students with another perspective on business in Hispanic speaking countries and will offer an additional course for the new Spanish for business minor.

**SPAN 4534 The Manufacturing Enterprise**

**SPAN 4534 Applied Business Spanish in the Manufacturing Enterprise**
This course is designed to provide a uniquely hands-on experience which entails student creation of a company and subsequent product development, marketing and production for a profit. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course will provide students with another perspective on business in Hispanic countries and to offer an additional course for the new Spanish for business minor.

**SPAN 5230 Medieval Literature**
Study of representative authors and their works through the 15th Century. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.
This will provide students with an in-depth study of medieval Spanish literature.

**SPAN 5234 Modern Peninsular Women Writers**
This course explores current literary works (prose, poetry, drama) by women in Spain. Analyzes selected works as individual literary creations, and also situates them in their cultural, historical and aesthetic contexts, using appropriate critical methodologies. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course allows for a more comprehensive study of modern Spanish women authors.

**SPAN 5331 Latinos in the U.S.**
This course is designed to familiarize students with significant cultural, historical and social contributions of Latinos in the United States. Emphasis will be placed on the diversity within the Latino community and the contributions of Latino literature. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This is a new course on a contemporary topic of great importance.

**SPAN 5332 Latin American Cinema**
To provide a knowledge of contemporary Latin American films in Spanish. The course will focus on Latin American culture in general and discuss a diversity of themes such as: traditions, customs, official history, women’s role, marginalized individuals, students’ needs, educational system, a search for identity, authentic dishes, exile, and politics. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course offers Spanish majors and minors cultural experiences through cinema.

### Course Deletions

- **SPAN 3330 Peninsular Civilization**
- **SPAN 4230 Introduction to Peninsular Literature**
- **SPAN 4330 Contemporary Spanish Culture**
- **SPAN 4331 Contemporary Hispano-American Culture**
- **SPAN 4430 Literature of Honor and Faith**

The justifications for the deletion of these courses are that the courses either will be divided into two to be more adequately covered, will be absorbed into a new class, or will be replaced by two courses to offer a wider range of materials.

### Course Title, Catalog Description, and Prerequisite

**FROM:** **SPAN 3130 Spanish Conversation and Applied Phonetics**
Provides oral practice in Spanish using authentic communicative activities and a supplemental study of features of the Spanish language which create pronunciation problems for the non-native speaker. Prerequisite: Two Spanish courses at the intermediate II level or equivalent.

**TO:** **SPAN 3130 Conversation**
Provides oral practice in Spanish using authentic communicative activities. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

The justification for these changes is that the combination of conversation and phonetics in one course is too much for a one-semester course.

**FROM:** **SPAN 3331 Latin American Civilization**
A study of the culture and civilization of Latin America from the time of the pre-Colombian Indian societies through the present. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**TO:** **SPAN 3331 Latin American Civilization I**
An examination of Latin American history/civilization from pre-Colombian period to the seventeenth century. Emphasis on political,
social, and economic aspects in relation to the historical development in Latin America. 3 hours credit Prerequisite: completion of SPAN 2002 or the equivalent.

FROM:  SPAN 4231  Introduction to Spanish-American Literature
The study of selections from major Spanish-American writers from the colonial period to 1925. Emphasis on literary movements and trends and their relation to history and culture. Prerequisite: SPAN 3230 and two other Spanish courses at the 3000 level or permission of instructor.

TO:  SPAN 4231  Introduction to Latin-American Literature I
Introduction to the literature of Spanish America from the colonial Period to “Modernismo.” Emphasis on literary currents in connection with their history and culture. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

FROM:  SPAN 4431  Literature of Transition and Decay
A study of literary works which focus on recurrent themes of transition from Spain’s status as a world power and the decay of traditional social values during the nineteenth century in Spain. Prerequisite: SPAN 4230 or permission of instructor.

TO:  SPAN 4431  19th Century Literature in Spain
This course consists of a close reading and critical analysis of the principal works, schools, and movements of literature in nineteenth-century Spain. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

FROM:  SPAN 4530  Advanced Spanish for Business
An advanced level of commercial Spanish vocabulary and discourse related to functional business areas and situational practice for success in the Spanish speaking business world. Prerequisites: SPAN 3530 and two Spanish courses at the 3000 level or permission of instructor.

TO:  SPAN 4530  Advanced Spanish for Business I
Provides an advanced level of commercial Spanish vocabulary and discourse related to functional business areas and situational practice for success in the Spanish business world. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

A motion was made by Dr. Jallow and seconded by Dr. Hammitte to approve the above recommendations, with an agreement to change the title of SPAN 4534 to Applied Business Spanish in the Manufacturing Enterprise. The motion was passed unanimously.

DEPARTMENT OF HISTORY

Ms. Nancy Wright presented the following item for the Department of History.

New Course

HIST/AAST 4134  The Civil Rights Movement
The course explores the origins, ideologies, strategies and legacy of the modern civil rights movement in the North and the South with special focus on the impact of race, class and gender on civil rights from 1946-1968.  (3 credit hours) Prerequisites: None

This course takes advantage of the expertise of a new faculty member in the department and fills a curricular need for history majors and for the student population in general.

A Davidson/Jallow motion and second to approve this new course passed unanimously.
DEPARTMENT OF MUSIC

Ms. Wright presented the following item for the Department of Music.

Prerequisite Change
FROM: MUSC 4532 Secondary Instrumental Methods and Materials
   EDUF 2131, EDUF 2230, Educational Psychology and admission to
   Teacher Education Program
TO: MUSC 4532 Secondary Instrumental Methods and Materials
   MUSC 4432. Admission to Teacher Education Program required.

A motion by Dr. Hammitte and second by Dr. Ruebel to approve this prerequisite change passed
unanimously.

DEPARTMENT OF COMMUNICATION ARTS

Dr. Hal Fulmer, Chair of the Communication Arts Department, presented the following agenda items for
his department.

The following item was presented for information only.

Selected Topics Announcement
FILM/AAST 3030 African American Film (for Spring 2002)

Prerequisite Changes
FROM: BRCT 3331 Audio Production
   COMM 2332
TO: BRCT 3331 Audio Production
   BRCT 3335 (Writing for Electronic Media) and COMM 2332

FROM: BRCT 3332 Video Production
   COMM 2332
TO: BRCT 3332 Video Production
   BRCT 3335 (Writing for Electronic Media) and COMM 2332

The justification for these changes is the Broadcasting program, following a curriculum review,
determined that the writing skills taught in BRCT 3335 are necessary for student success in BRCT 3331
and BRCT 3332.

Course Title and Catalog Description
FROM: JOUR 4335 Advanced Reporting
   Serves as a capstone reporting course in providing instruction and
   practice in public affairs journalism, with emphasis on beat reporting,
   social science reporting, and investigative reporting. (3 hrs)
TO: JOUR 4335 Creative/Investigative Journalism
   Serves as a capstone course focusing on the development of a series of
   journalistic pieces on a single topic for presentation to the mass
   audience. Attention is given to journalistic research as well as various
   journalism writing and reporting formats. (3 hrs)

It was determined that Journalism majors needed a capstone course which developed more sophisticated
journalistic research activities and engaged the majors in the development of a series of journalistic
writing on a single theme; both activities were not being accomplished in the class as it was currently
structured.

FROM: PRCA 4791 Public Relations Internship
   Provides practical experience in a professional public relations setting
   with public relations practitioner supervision. May be taken only by
public relations majors. A maximum of six hours may be applied to the
major.

TO: PRCA 4791 Public Relations Internship

Provides practical experience in a professional public relations setting
with public relations practitioner supervision. May be taken only by
Public Relations majors. (3 hrs)

This single course, currently in the PRCA curriculum, is being divided into four separate PRCA courses
to provide maximum registration flexibility for PRCA majors who elect to complete an internship.

New Courses

PRCA 4792 Internship

Provides practical experience in a professional public relations setting with public
relations practitioner supervision. May be taken only by Public Relations majors. (3
hrs) Prerequisites: PRCA 2330 and PRCA 3330

PRCA 4793 Internship

Provides practical experience in a professional public relations setting with public
relations practitioner supervision. May be taken only by Public Relations majors. (3
hrs) Prerequisites: PRCA 2330 and PRCA 3330

PRCA 4794 Internship

Provides practical experience in a professional public relations setting with public
relations practitioner supervision. May be taken only by Public Relations majors. (3
hrs) Prerequisites: PRCA 2330 and PRCA 3330

The reason for these three new courses is to create four separate courses to provide maximum registration
flexibility for PRCA majors who elect to complete an internship.

Course Deletion

BRCT 2331 Broadcast Performance

The reason for deleting this course is because the course content is now being covered in BRCT 3331
and this will eliminate duplication.

Curricular Changes to the BS with Major in Broadcasting Pages for Catalog

FROM: BS with Major in Broadcasting/Administration Sequence

Area F - Courses Appropriate to the Major ............................................. 18 Hours
  BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public
  Speaking (3)
  BRCT 2333 - Telecommunications (3)
  CISM 1110 - Computer Applications (1)
  CISM 1120 - Computer Concepts (2)
  COMM 1100 - Introduction to Human Communications (3)
  COMM 2332 - Introduction to Mass Communication (3)

TO: BS with Major in Broadcasting/Administration Sequence

Area F - Courses Appropriate to the Major ............................................. 18 Hours
  BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public
  Speaking (3)
  ANTH 1102 - Introduction to Anthropology (3) or GEOG 1130 - World
  Regional Geography (3) or PSYC 1101 - Introduction to Psychology (3)
  or SOCI 1101 - Introduction to Sociology (3)
  BUSA 1105 - Introduction to Business (3)
  COMM 1100 - Introduction to Human Communications (3)
  COMM 2332 - Introduction to Mass Communication (3)

The rationale for these changes is that the University System Board of Regents required all system
schools to retain only two mass communication classes in Area F to facilitate transferability among the
schools: Introduction to Mass Communication and Introduction to Journalism. BRCT 2333 was changed
to BRCT 3333 and moved from Area F into the BRCT major requirements to satisfy this requirement by
the Board of Regents. Student input, as part of curriculum review for this emphasis, suggested that
CISM 1110/1120 duplicated existing computer skills taught in high school. To avoid unnecessary redundancy, a course in introductory business practices is to be introduced as a replacement.

FROM: BS with Major in Broadcasting/Information Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3) or COMM 1100 - Introduction to Human Communication (3) with approval of advisor
BRCT 2333 - Telecommunications (3)
CISM 1110 - Computer Applications (1)
CISM 1120 - Computer Concepts (2)
COMM 2332 - Introduction to Mass Communication (3)
JOUR 2331 - Introduction to Journalism (3)

TO: BS with Major in Broadcasting/Information Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3) or COMM 1100 - Introduction to Human Communication (3) with approval of advisor
POLS 2101 - Introduction to Political Science (3)
PHIL 2232 - Critical Thinking (3)
COMM 2332 - Introduction to Mass Communication (3)
JOUR 2331 - Introduction to Journalism (3)

The rationale for these changes is the same as for the Broadcasting/Administration sequence, with the exception of the replacement for CISM 1110/1120. To avoid unnecessary redundancy, PHIL 2232, a course in critical thinking, is introduced as a replacement.

FROM: BS with Major in Broadcasting/Production Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3)
BRCT 2333 - Telecommunications (3)
CISM 1110 - Computer Applications (1)
CISM 1120 - Computer Concepts (2)
COMM 1100 - Introduction to Human Communication (3)
COMM 2332 - Introduction to Mass Communication (3)

TO: BS with Major in Broadcasting/Production Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3)
ART 1335 - Photography I (3) or ART 2233 - Computer Graphics (3) or TCGT 1530 - Technology, Science and Environment (3) or THEA 2332 - Stagecraft (3)
FILM 2331 - Introduction to Film (3)
COMM 1100 - Introduction to Human Communication (3)
COMM 2332 - Introduction to Mass Communication (3)

The rationale for these changes is the same as for the Broadcasting/Administration Sequence, with the exception of FILM 2331, a course in introductory film principles, which is introduced as a replacement for CISM 1110/1120.

A Smith/Joyner motion and second to approve these Communication Arts recommendations was passed unanimously.

DEPARTMENT OF WRITING AND LINGUISTICS

Dr. Larry Burton presented the following proposed curriculum changes for the Department of Writing and Linguistics.
### Prerequisite Changes

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The justification for making these prerequisite changes is that the departmental faculty teaching this course no longer believe that World Literature should be a prerequisite. This prerequisite was established by the Department of English and Philosophy, which stopped offering these courses five years ago.

A motion by Dr. Jallow and second by Dr. Ruebel to approve these changes was passed unanimously.

### COLLEGE OF EDUCATION

Dr. Jennie Rakestraw presented the following items for the College of Education.

#### Change in Teacher Education Program Retention Policy

At its November 30 meeting, the College of Education Curriculum Committee approved a revision in the requirements for Retention in the Teacher Education Program (TEP). The only change is in the first bullet. The rationale for the change is to bring the retention policy in line with the TEP Admissions Criteria approved by Undergraduate Committee at its October 16, 2001 meeting.

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<td>First bullet in the Retention Requirements currently reads: Students must maintain a cumulative GPA of 2.50 or better on all course work.</td>
<td>First bullet in the Retention Requirements changed to: Students must maintain a cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F.</td>
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Therefore, the Retention Requirements will now read:

- Students must maintain a cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F.
- Students must maintain an adjusted GPA of 2.75 or better on all professional education and all teaching field course work.
- Students must successfully complete all field experiences.
- Students must not have been found in violation of the Georgia Southern Student Conduct Code. Reviews will be made on a case-by-case basis based on the seriousness of the violation and with regard to consistency.
- Students must not have violated the Georgia Professional Practices Commission’s Code of Ethics for Professional Educators. Students are provided a copy upon admission and must sign a statement agreeing to abide by this Code of Ethics upon admission into TEP.
- Students must be making satisfactory progress toward meeting program objectives. Programs will be responsible for monitoring student progress and providing guidance to students who may be having difficulty meeting retention requirements.

Change in Admission to Student Teaching Requirements

At its October 16, 2001 meeting, the COE Curriculum Committee approved a change in the TEP Admissions criteria, and subsequently approved a revision in the requirements of the TEP Retention criteria so that the retention policy would be in line with the newly approved admissions criteria. These changes to both sets of criteria state that students must have/maintain a cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F. *(The criteria previously required a cumulative GPA of 2.50 on all course work.)* Because a **cumulative GPA 2.50 on all course work is required for certification**, we now recognize the necessity for revising the requirements for Admission to Student Teaching. Therefore we are adding a bullet to clearly state this requirement.

Change in Praxis II Requirement

The College of Education Curriculum Committee submits the following change in the Praxis II requirement: *Students are required to take the Praxis II examination prior to entering student teaching. Students are not required to pass Praxis II as a degree requirement.*

**Rationale:**

The Praxis II examination is the teacher certification test required by the Georgia Professional Standards Commission (GPSC). Currently students are required to pass the Praxis II examination in order to obtain a grade in student teaching and to graduate with a degree. Due to changes in GPSC rules that went into effect Summer 2001, it is now possible for persons with a degree to obtain a provisional certificate to teach without having passed the Praxis II exam. This policy change now makes universities legally vulnerable if they withhold degrees to students who could qualify for a provisional certificate and accept a teaching position.

The College of Education expects to work closely with colleagues in the other colleges to continue aligning teacher preparation programs with Praxis II and to provide additional supports to students as they prepare to take the examination. We currently have STEP committees conducting institutional analyses of content preparation by teaching field and their work will continue under the guidance of the Teacher Education Advisory Council and the establishment of Program Action Teams. With the federal Title II reporting requirements now in effect, it is vitally important that students pass the Praxis II when they take it during their senior year and that programs report high pass rates on this content competency exam. Through advisement and the participation of departments across campus, we will sponsor workshops and other activities to help students be prepared to take and pass the exam. Although we will not require passing scores to enter student teaching or to graduate, we will communicate to our students the need to have passed the exam and to fully qualify for teacher certification when they graduate from Georgia Southern.

A motion by Dr. Joyner and second by Dr. Hammitte to approve these program changes was passed unanimously.
DEPARTMENT OF CURRICULUM, FOUNDATIONS AND RESEARCH

New Course

EDUF 1230  Education, Society and Learners
Education of youth is one of the foremost responsibilities of any society and greatly impacts the future well being of the society. As a member of a society, an employer, a parent, a taxpayer, the future of our society depends upon the quality of the job done in the education of its youth. This course utilizes both psychological and sociological foundations of education to enable students to understand and participate in these important social and political debates. (3 credit hours.)

The rationale for developing this new course to offer a free elective that is not limited to teacher candidates. A motion by Dr. Hammitte and second by Dr. Jallow to approve the new course was passed unanimously.

Dr. Rakestraw made the following announcement for information only.

Special Topics Announcement

EDUF 2090  Special Topics: Human Growth and Development/Principles of Teaching and Learning

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dr. Diana Hammitte presented the following agenda items for the Department of Leadership, Technology and Human Development.

Course Deletion

SPED 4761  Special Education Practicum III
This course is being replaced by SPED 4733 and SPED 4734 to more clearly link field based experiences to specific Methods courses, SPED 4230, P-5 Methods, and SPED 4231, 6-12 Methods.

New Courses

SPED 4733  Special Education Practicum III
This practicum course is designed to provide an opportunity for students to work within diverse P-5 classrooms to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being “at-risk” learners. The course is part of the Special Education Block experience and is designed to support content taught in the co-requisite course. Co-Requisite: SPED 4230–Instructional and Behavior Management Methods, P-5. Prerequisites: SPED 3722, Special Education Practicum II and course work related thereto, as well as READ 4131, Teaching Reading for Special Education. Credit: 3 hours.

SPED 4734  Special Education Practicum IV
This practicum course is designed to provide an opportunity for students to work within diverse classrooms, grades 6 through 12, to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being “at-risk” learners. The course is part of the Special Education Block experience and is designed to support content taught in the co-requisite course. Co-requisite: SPED 4231–Instructional and Behavior Management Methods, 6-12. Prerequisites: SPED 3722, Special Education Practicum II and course work related thereto, as well as READ 4131, Teaching Reading for Special education. Credit: 3 hours.

The reason for introducing these two new courses is to more clearly link the practicum experience to the Methods course covering methodology for working with students in grades Preschool through five and grades 6 through 12.

A Ruebel/Davidson motion and second to approve these items was passed unanimously.
DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Dr. Kim Ruebel presented the following items for the Department of Middle Grades and Secondary Education.

New Course

SCED 4731  Secondary School Practicum

This supervised practicum is a field-based teaching experience in a secondary school classroom. Candidates will complete structured observations and plan and teach an instructional unit one’s teaching field. Emphasis is placed on lesson and unit planning, a variety of instructional strategies for diverse populations of students, classroom management, multiple assessment strategies, strategies that enhance student learning, the selection and use of instructional technology, and professional reflection. Prerequisites: Admission to Teacher Education program. Corequisites: SCED 4138, EDUF 3234, and the subject-specific methods course appropriate to the major. (3 credit hours)

The Board of Regents requires that each teacher education program include field experiences equivalent to a full year of student teaching. This practicum is needed to meet Board of Regents field experience requirement and provide student semester credit hours for the field experience requirement. This practicum requirement is consistent with the other teacher education programs in the College of Education.

Program Changes

BS in Education in Physics Education, Biology Education, Chemistry Education, History Education, Geography Education, and Political Science Education

These programs will reduce the upper division electives by 3 hours. This modification does not affect the number of credit hours in the major certification field. (See attached program of study)

BS in Education in Business Education

In this program, the 6 semester hours of free electives will be reduced to 3 semester hours. (See attached program of study)

BS in Education in English Education

Course options in writing and linguistics have been reorganized in order to add the 3 semester hour practicum. Additional modifications are being proposed in order to align the program with the Praxis II exam (recommended by the STEP Committee). (See attached program of study for specific changes.)

Summary of Proposed Modifications in the B.S.Ed. in English Education:
Cluster LING/WRIT 3430 Linguistics and Grammar for Teachers with the existing course options that focus on linguistics and grammar (WRIT 5330 History of the English Language and WRIT 5130 Modern English Grammar).
Provide a choice of two courses in adolescent literature (ENGL 5534 Teaching Literature to Middle Grades & High School Students and ENGL 5534 Literature for Adolescents).
Include two additional course options—along with WRIT 3130, 4130, 5430, and 5540—in the area of writing: Writing in the Workplace (WRIT 3230) and Technical Writing (WRIT 5930).
Within the 9 hours of upper division literature courses, candidates must include a minimum of one literature genre course, selected from ENGL 4133, 4237, 4335, 5330, 5331, 5332, 5334, 5430, and 5438.
Add SCED 4731 Secondary School Practicum (3 hours) in order to provide credit for the required field experience prior to student teaching.

BS in Education in Mathematics Education

In this program, the Department of Mathematics made a change in the Linear Algebra courses. The 2 and 3 semester hour courses in Linear Algebra (MATH 2320 and 3335) were replaced by a 3 semester hour Linear Algebra course (MATH 2331). This change, along with the reduction of the 4 semester hour free elective to a 3 hour elective, provided an opportunity to add the 3 semester hour practicum without changing the original program requirements. (See attached program of study)

A motion by Dr. Smith and second by Dr. Hammitte to approve these changes was passed unanimously.
Catalog Descriptions

FROM: MGED 3721 Middle School Practicum I
This field-based course emphasizes instructional planning and teaching classroom management, student diversity, assessment, technology, and strategies for developing positive learning environments. The field component involves extensive participation in a middle school.

TO: MGED 3721 Middle School Practicum I
This practicum involves structured observations, as well as planning and teaching an integrated language arts/social studies instructional unit in a middle grades classroom. Emphasis is placed on classroom management, instructional strategies for diverse populations of students, the integration of technology, classroom environment, and assessment of student learning.

FROM: MGED 3722 Middle School Practicum II
This course is a pre-student teaching seminar and practicum that emphasizes classroom management, parent-teacher-community interactions, school law, learning styles, multiple assessment strategies, an application of technology for instruction and adapting instruction for diverse populations of students. The field experience will be linked to methods courses in teaching math and science and will be held in multiple locations and grade levels.

TO: MGED 3722 Middle School Practicum II
This practicum involves structured observations, as well as planning and teaching instructional units in mathematics and science in a middle grades classroom. Emphasis is placed on classroom management, classroom environment, instructional strategies for diverse populations of students, the integration of technology, and assessment of student learning.

FROM: MGED 4629 Middle School Seminar
A seminar that is taken concurrently with student teaching. The course focuses on issues in classroom management, assessment of student learning, parent-teacher-community interaction, adjusting instruction for diverse populations of students, and instructional planning. Student will also develop a professional portfolio and will experience job interviewing skills.

TO: MGED 4629 Middle School Seminar
A seminar that is taken concurrently with student teaching. The course focuses on issues in classroom management, assessment of student learning, parent-teacher-community interaction, adjusting instruction for diverse populations of students, instructional planning, grant writing, and school law. Students will also develop a professional portfolio and will experience job interviewing skills.

The reason for making these catalog descriptions is to emphasize the connection between the practicum and the methods courses in social studies and language arts, and science and mathematics; and also to reflect three additional components in school law, grant writing, and parent-teacher-community interaction.

Catalog Description and Prerequisites

FROM: MSED 5333 Literature and Writing for the Middle and Secondary Schools
An in-depth study of appropriate literature and language concepts for the middle and secondary schools. Emphasis will be placed on the connection between composition, language, and literature. Prerequisite: Completion of an introductory methods course in teaching language arts.

TO: MSED 5333 Literature and Writing for the Middle and Secondary Schools
An intensive study of instructional strategies appropriate for integrating literature and writing instruction. Special attention will be given to
identifying and accommodating reading and writing needs of diverse adolescent learners, as well as evaluating the effectiveness of instruction. Students will learn to develop cross-curricular instruction, diagnose reading problems, provide individualized feedback, as well as employ appropriate intervention and assessment methods. Prerequisites: Admission to Teacher Education Program (initial certification candidates only). (3 credit hours)

Dr. Rakestraw then presented the following items.

New Course

**ESED 5232 Methods for ESOL**
An introduction to current second language acquisition theory and its application to curriculum development and instructional strategies. Participants in this course will design curriculum and learning activities that facilitate the use of English as a Second Language in listening, speaking, reading, and writing. In addition, participants will learn how to develop strategies for integrating school, neighborhood, and home resources to further the education of ESOL students. Prerequisite: Admission to Teacher Education program or hold a valid teaching certificate. (3 credit hours)

The reason for proposing this new course is because of the shortage of ESOL teachers in the state. This will provide an opportunity for undergraduate students to enroll in the three courses that lead to an ESOL endorsement.

Course Number Changes

FROM: ESED 7233 Applied Linguistics: ESOL
TO: ESED 5233 Applied Linguistics: ESOL

FROM: ESED 7234 Cultural Issues: ESOL
TO: ESED 5234 Cultural Issues: ESOL

The reason for requesting these changes is because of the shortage of ESOL teachers in the state. The three courses that lead to the ESOL endorsement are being changed to a 5000 level in order to provide an opportunity for undergraduate students to enroll in these courses and qualify for the endorsement.

A Hammitte/Jallow motion and second to approve these catalog descriptions, prerequisites, new course, and course number changes was passed unanimously.

**COLLEGE OF HEALTH AND PROFESSIONAL STUDIES**

Dr. Virginia Richards presented the following items for the College of Health and Professional Studies.

**DEPARTMENT OF HEALTH AND KINESIOLOGY**

Program Changes

**BSK Sports Medicine**
In Area F: Replace MATH 1113 with MATH 1112
Rationale: MATH 1113 has been changed to a 4 hour course by the Math Department. Dr. Deal, Associate Dean in COST, has recommended that MATH 1112 be substituted for 1113 because MATH 1112 will serve as a prerequisite for Calculus I, is a 3 hour course, and will have more sections offered than MATH 1113.

**BSK Exercise Science**
In Area F: Replace MATH 1113 with MATH 1112
Rationale: MATH 1113 has been changed to a 4 hour course by the Math Department. Dr. Deal, Associate Dean in COST, has recommended that MATH 1112 be substituted for 1113 because MATH 1112 will serve as a prerequisite for Calculus I, is a 3 hour course, and will have more sections offered than MATH 1113.
A Joyner/Jallow motion to approve these program changes was passed unanimously.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Course Deletion

FACS 2024   Introduction to Family and Consumer Sciences

The reason for deleting this course is that it has been dropped from program requirements and will no longer be offered.

Program Changes

BS Fashion Merchandising and Apparel Design

FROM:  
Four Courses from the Following (12):
TCPM 1131   Intro to Printing Technology (3)
TMFG 2131   The Manufacturing Enterprise (3)
TMFG 5230   International Manufacturing (3)
TMFG 5431   Apparel Manufacturing Production (3)
TMFG 5433   Quality Control and Testing (3)

TO:  
Design Emphasis:
TMFG 2131   The Manufacturing Enterprise (3)
TCPM 1131   Introduction to Print Technology (3)
TCPM 1321/1411   Desktop Publishing (3)
TCPM 5332   Multimedia Presentation (3)
THEA 4337   Costume Design (3)
MKTG 3131   Principles of Marketing (3)
MKTG 4136   International Marketing (3)

A motion by Dr. Campbell and second by Dr. Hammitte to approve these changes was passed unanimously.

Dr. Richards requested the next item on the agenda, Program Changes in the BSEd Family and Consumer Sciences Education, be tabled for a future meeting so that the College of Education could have a chance to review and approve these changes.

Catalog Description and Prerequisite Change

FROM:   FMAD 4235   Computer Aided Design
        An investigation of the diverse applications of computer technology in apparel design and manufacturing. Field trips and computer laboratory experience. Prerequisite: FMAD 1234

TO:   FMAD 4235   Computer Aided Design
        Investigation and application of computer technology in textile design, apparel design and apparel manufacturing. 3 semester credit hours. Prerequisites: FMAD 1234 and CISM 1110/1120.

The reason for making these changes is that basic computer skills are required in this course.

Prerequisite Changes

FROM:   CHFD 4136   Assessment of Children and Families
        Permission of the instructor

TO:   CHFD 4136   Assessment of Children and Families
        CHFD 3132 - Prenatal and Infant Development

Students need an introduction to infants and toddlers, as well as knowledge of their development, and exposure to various assessments used with them before being asked to administer the assessments in CHFD 4136.

FROM:   FMAD 3235   History of Costume
        HIST 1111 - World History; HIST 2110 - American History

TO:   FMAD 3235   History of Costume
Changes in the core requirements in history necessitate this change.

FROM: FMAD 4231 Apparel Design Analysis I
TO: FMAD 4231 Apparel Design Analysis I

Completion of Apparel II (FMAD 3236) will give the students the foundations necessary to successfully construct a garment for the final project.

FROM: FMAD 4232 Apparel Design Analysis II
TO: FMAD 4232 Apparel Design Analysis II

Students do not need an understanding of flat pattern design to do well in draping design. They do need a thorough understanding of garment construction.

FROM: INDS 2435 Design Studio I
TO: INDS 2435 Design Studio I

FROM: INDS 3432 History of Interiors II
TO: INDS 3432 History of Interiors II

FROM: INDS 3434 Lighting
TO: INDS 3434 Lighting

FROM: INDS 3436 Design Studio III
TO: INDS 3436 Design Studio III

FROM: INDS 3438 Professional Practices I
TO: INDS 3438 Professional Practices I

FROM: INDS 4435 Design Studio IV
TO: INDS 4435 Design Studio IV

FROM: INDS 4436 Design Studio V
A grade of C or better in INDS 4435. Co-requisite INDS 4616

TO: INDS 4436 Design Studio V
INDS 4790, and a grade of C or better in INDS 4435. Co-requisite: INDS 4616

These changes are needed to more effectively refine the curriculum, reflect the needs of the beginning design student and move students through the program more efficiently.

A motion by Dr. Smith and Dr. Hammitte to approve these prerequisite changes passed unanimously.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Judy Schomber presented the following items for the Vice President for Academic Affairs.

Change in Grade Mode
GSU 1120 Methods of Learning
FROM: Letter grade to S/U
Justification: Format of the course has changed. Following a review of student’s reasons for academic difficulty, students sign a contract to attend workshops and seminars which address these difficulties. Students will have different instructors for each component of the contracted program. Grade will be determined by completion of the program.

Program Changes in Bachelor of General Studies Degree
FROM: The General Studies Degree requires students to complete three areas of concentration, which they may select from a wide range of offerings. Two concentrations must consist of 18 semester hours and one may be 15 semester hours. Students must have a 2.0 overall AGPA and a Concentration AGPA of 2.0 or higher.
TO: Two concentrations must consist of 18 semester hours and one may be 15 hours, the latter chosen from the list of approved minors.
JUSTIFICATION: A 4-year review of graduated and current majors indicates that when students chose the 15-hour option, they overwhelmingly chose that option from one of our existing minor programs. Currently the third option is called “Individual Emphasis” (see below), which requires the advisor in consultation with the student, to submit a plan to department chairs for written approval. Since chairs most often recommend that the existing minor be sued as the individual emphasis, this proposal would eliminate an unnecessary step.

FROM: Students must have a 2.0 overall AGPA and a Concentration AGPA of 2.0 or higher.
TO: Students must have a 2.0 overall AGPA and an AGPA of 2.0 or higher in each Concentration.
JUSTIFICATION: This is what advisors have been enforcing and checking for graduation since the conversion to the semester system. It was the intent of the original language, but it has been expressed ambiguously in the catalog. The current language would allow the possibility that a student could complete an entire concentration with grades of “D” and another entire concentration with grades of “B” to achieve the “Concentration AGPA of 2.0 or higher.”

FROM: The three concentrations add up to a total of 51 semester hours. Nine of these hours may be at the lower division (1000-2000) level, but 42 of the hours must be at the upper division (3000 or above) level.
TO: Of the total hours in the three concentrations, at least 42 must be from the upper division.
JUSTIFICATION: Students who take 3 concentrations of 18 hours each would graduate with a total of 54 hours, not 51 hours. The total number of hours for the degree is not pertinent to the main point, which is that 42 hours from the three concentrations must be upper division hours.

FROM: Individual Emphasis
Student must submit a proposed plan including justification of the plan. The plan must be presented to the Bachelor of General Studies advisor and appropriate department chairs for approval. If the plan is acceptable, all involved must sign the plan indicating
approval.
Emphasis must comprise 15-18 hours of upper level courses. Prerequisites and lower
level courses will not count in the 15-18 hours. Only one Individual Emphasis is
allowed.

TO: A student may choose to complete an Individual Emphasis of 18 hours of upper division
courses as one of the three Concentrations. The student must submit a written plan, with
justification, of the proposed courses for the Individual Emphasis. Then the Advisor and
appropriate department chairs must approve the student’s plan.
JUSTIFICATION: Although our review shows that most students who choose an
Individual Emphasis are selecting the equivalents of existing minors, we want to leave
open the option for a student to use relevant background, experience, or courses to
develop an academically sound group of courses in an area which is not currently
represented by our existing concentrations or minors. As an additional way to “tighten”
this program academically, we would like to require the full 18 hours for all Individual
Emphases. A check of graduates and current students indicates that most Individual
Emphases are of 18 hours.

After discussion, a motion by Dr. Joyner and second by Dr. Hammitte to approve these changes to the
Bachelor of General Studies Degree was passed unanimously.

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Todd Deal presented the following agenda items for the Allen E. Paulson College of Science and
Technology.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Computer Science Changes

New Courses
CSCI 3231 Logic Circuits and Microprocessors
Digital system and Logic Circuits Design. Topics include the study of the Logic gates,
Boolean Functions representation and Minimization, Combinational and Sequential logic
circuits, Programmable Logic Arrays, Data Representation, RAM, ROM, and Cache
Memories, Register Transfer Language and micro-operations, Hardware Description
Language (VHDL), Microprocessor Organization and Design, Assembly Language,
Computer Aided Design Tools and Filed Programmable Gate Arrays. Corequisite: CSCI
1302

CSCI 5331 Computer Architecture
Topics include the study of the Microprocessor Organization and Bus Structures,
Complex Instruction Set Computer (CISC) Systems, Reduced Instruction Set, Computer
(RISC) Systems, Micro-programmed Control and Controller Design, Concepts and
Application of Embedded Systems, Pipeline and Vector processing, Input-Output
Organization, Memory Organization, Parallel processor Architecture. Advanced topics
related to Hardware-Software Co-design. Prerequisites: A minimum grade of C in CSCI
3231.

The reason for proposing these two new courses is that there is not time in the CSCI 5240 class to
adequately cover all of the topics needed by the CS majors on the topic of computer
organization/architecture. Therefore, these two three-hour lab courses are proposed.

CSCI 5335 Object Oriented Design
Introduction to concepts, methods, and current practice of object oriented design and
analysis. Topics include the study of the Unified Modeling Language (UML), which has
become an industry standard notation. UML topics will include use cases, diagraming
notation (class, object, sequence and object state diagrams). Students will use UML to
design and implement individual and small group projects. Additional topics include
understanding Design Patterns in building applications. Prerequisite: Minimum grade of C in CSCI 3230.

The purpose of introducing this new course is that CSCI 5334/5334G is being deleted and replaced by CSCI 5335/5335G to better meet the changing needs of the CS majors. Over the last few years, introduction to OO programming has been moved to the freshman courses. Therefore, the OO programming course is no longer needed; rather a true design course is needed as an upper division course.

Course Number, Description, and Prerequisites
FROM: CSCI 5236 Theoretical Foundations
Language definition, grammars, finite state machine, push-down automata, the Chomsky language hierarchy, Turning machines and computable functions, and computational complexity. Prerequisites: MATH 2332 and CSCI 1302.

TO: CSCI 3236 Theoretical Foundations
A study of languages, formal grammars, and abstract representations of computation. Prerequisite: A minimum grade of C in both MATH 2332 and CSCI 1302.

The 3000 number better reflects the level of the class in the CS major; therefore, this will no longer have a graduate number.

Course Title and Description
FROM: CSCI 2230 C Programming
A study of the C programming language. Designed for transfer students. Credit cannot be received for this course and CSCI 1302 if Programming Principles II was taken in either the C or C++ programming language.

TO: CSCI 2230 C++ Programming
A study of the C++ programming language. Designed for transfer students. Credit cannot be received for this course and CSCI 1302 if Programming Principles II was taken in either the Cor C++ programming language.

The reason for this change is that the new name and wording of the description better reflect the content of the course.

Catalog Description
FROM: CSCI 1302 Programming Principles II
A continuation of CSCI 1301. Emphasis is on advanced programming techniques such as recursion, data-driven design and implementation and file processing techniques.

TO: CSCI 1302 Programming Principles II
Emphasis is on advanced programming techniques such as recursion, data-driven design and implementation and file processing techniques.

The new description better describes the course.

Catalog Description and Prerequisites
FROM: CSCI 3230 Data Structures
Algorithmic design techniques to data manipulation and an introduction to algorithm analysis and memory management. Prerequisites: CSCI 1302 and MATH 2320; Pre- or Corequisite: CSCI 5236

TO: CSCI 3230 Data Structures
Introduction to abstract data types such as lists, stacks, queues, and trees, algorithm analysis and memory management. Prerequisite: Minimum grade of C in CSCI 1302.

The new wording of the description better reflects the content of the course. The new statement of the
prerequisite(s) better describes what is needed to succeed in the course. CSCI 5236 has been changed to CSCI 3236.

FROM: CSCI 5130 Data Management for Math and the Sciences
Topics in data management, including operating systems, word processing, spreadsheets, and database management and their applications to mathematics and the sciences education. Intended primarily for those majoring in Mathematics and Mathematics Education or certain sciences. For those majoring or minoring in Computer science, this course may not be used as an upper level Computer science elective. Prerequisite: CSCI 1230 or permission of instructor.

TO: CSCI 5130 Data Management for Math and the Sciences
Topics in data management, including operating systems, word processing, spreadsheets, and database management and their applications to mathematics education. Intended primarily for those majoring in Mathematics and Mathematics Education. For those majoring or minoring in Computer Science, this course may not be used as an upper level Computer Science elective. Prerequisite: CSCI 1230

FROM: CSCI 5234 Parallel Processing

TO: CSCI 5234 Parallel Processing
Fundamental concepts of parallel/distributed computing including architectures of parallel/distributed computing systems, as well as languages, algorithms, performance, and programming practice issues. Prerequisites: Minimum grade of C in both CSCI 3230 and CSCI 3231.

The new wording of the description better reflects the content of the course. CSCI 5240 has been replaced by the 3231-5331 sequence. Only CSCI 3231 is needed as a prerequisite here.

FROM: CSCI 5332 Data Communications and Networking
Fundamental concepts of data communication, with error detection and correction. Principle and methods of connecting computers into networks, including wide and local area networks. Prerequisites: CSCI 5232 and CSCI 5240.

TO: CSCI 5332 Data Communications and Networking
Fundamental concepts of data communications including architecture models, protocol suites, network programming, signal and data transmissions, error detection, and performance analysis. Prerequisite: Minimum grade of C in CSCI 5232.

The new wording of the description better reflects the content of the course. The new statement of the prerequisite(s) better describes what is needed to succeed in the course.

FROM: CSCI 5430 Artificial Intelligence
Introduction to different paradigms for creating agents that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Prerequisites: MATH 2332, CSCI 3230 and CSCI 5236.

TO: CSCI 5430 Artificial Intelligence
Introduction to different paradigms for creating software that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Prerequisite: Minimum grade of C in CSCI 3230.

The new wording of the description better reflects the content of the course. The new statement of the prerequisite(s) better describes what is needed to succeed in the course. CSCI 3230 is the content needed for AI.
Prerequisite Changes
FROM: CSCI 1301 Programming Principles I
A knowledge of MATH 1111 and one of the following: Knowledge of a
programming language, CISM 1110, CISM 1120, and MATH 1441.
TO: CSCI 1301 Programming Principles I
Math 1111 or higher and a minimum grade of C in CSCI 12xx language
or ENGR 1132.
FROM: CSCI 5230 Discrete Simulation
TO: CSCI 5230 Discrete Simulation
CSCI 1301, or equivalent, and STAT 5531.
Minimum grade of C in CSCI 3230 and STAT 5531 or permission of
instructor.
FROM: CSCI 5232 Operating Systems
TO: CSCI 5232 Operating Systems
CSCI 3230.
Minimum grade of C in both CSCI 3230 and CSCI 3231.
FROM: CSCI 5432 Database Systems
TO: CSCI 5432 Database Systems
CSCI 2120, CSCI 3230 and CSCI 5236.
Minimum grade of C in CSCI 3230.
FROM: CSCI 5434 Theory of Programming Languages
TO: CSCI 5434 Theory of Programming Languages
CSCI 3230, CSCI 5236 and a knowledge of at least two different
programming paradigms.
Minimum grade of C in both CSCI 3230 and CSCI 3236.
FROM: CSCI 5530 Software Engineering
TO: CSCI 5530 Software Engineering
CSCI 5432
Minimum grade of C in CSCI 3230.
The new prerequisites better describe what is needed to succeed in the courses.

Course Deletions
CSCI 1234 Mathematica Programming
This course has never been taught.
CSCI 5240 Computer Organization/Architecture
There is not time in the CSCI 5240 class to adequately cover all of the topics needed by the CS majors on
the topic of computer organization/architecture. Therefore, two three-hour lab courses are proposed:
CSCI 3231 and CSCI 5331.
CSCI 5334 Object-Oriented Programming
CSCI 5334/5334G is being deleted and replaced by CSCI 5335/5335G to better meet the changing needs
of the CS majors. Over the last few years, introduction to OO programming has been moved to the
freshman courses. Therefore, the OO programming course is no longer needed, rather a true design
course is needed as an upper division course.
CSCI 5336 Applied Numerical Methods
This course is also listed as MATH 5336/5336G. Only the CSCI listing is being deleted. This is an
applied math course and no longer appropriate as an upper division CSCI elective for majors since it does
not build CS concepts.
A motion by Dr. Joyner and second by Dr. Ruebel to approve all these Computer Science changes was
passed unanimously.
Mathematics Changes

New Course

MATH 5339  Partial Differential Equations
An in-depth study of analytic and numeric solutions to partial differential equations,
including equations with at least three independent variables, and Green’s function.
Prerequisite: MATH 5338/5338G; or MATH 3230 and permission of instructor.

This course is proposed as an upper division/graduate elective in applied mathematics. There currently is
no mathematics class at this level with partial differential equations as its primary subject.

Course Title and Description

An introduction to discrete time models that arise from the study of
ecological populations. Difference equation and matrix equation models
for population will be formulated and analyzed both analytically and
numerically. Prerequisite: MATH 1441 or permission of instructor.

TO:  MATH 5430  Mathematical Models in Population Ecology
An introduction to discrete and continuous time models that arise from
the study of ecological populations. Difference equation, matrix
equation, and ordinary differential equation models for populations will
be formulated and analyzed both analytically and numerically. Prerequisite:
MATH 1441 or permission of instructor.

The reason for this change is that the new description better describes the course.

Catalog Descriptions

FROM:  MATH 3130  College Geometry
A study of Euclidean geometry. Prerequisite: MATH 2332.

TO:  MATH 3130  College Geometry
A study of absolute and Euclidean geometry. Prerequisite: MATH 2332.

FROM:  MATH 5332  Analysis II
Continuation of the study of the fundamental concepts of calculus, such
as continuity, differentiation and integrability in Euclidean n-space,
Metric spaces. Function spaces. Prerequisite: MATH 3331.

TO:  MATH 5332  Analysis II
Continuation of the study of the fundamental concepts of real analysis,
such as continuity, differentiation and integrability in Euclidean n-space.
Metric spaces. Functions spaces. Prerequisite: MATH 3331.

FROM:  MATH 5434  Functions of a Complex Variable
Topics in complex variables including functions, limits, derivatives,
integrals, the Cauchy-Riemann conditions, series representation of
functions, Cauchy Integral formula. Prerequisite: MATH 2332.

TO:  MATH 5434  Functions of a Complex Variable
Topics in complex variables including functions, limits, derivatives,
integrals, the Cauchy-Riemann conditions, series representation of
functions, Cauchy Integral formula, and elementary conformal
mappings. Prerequisite: MATH 2332.

FROM:  MATH 5530  Mathematics for Scientists and Engineers
A survey of topics useful in the study of areas of applied mathematics
such as physics, engineering and computer science. Topics include
vector calculus, linear algebra, complex variables, numerical methods,
Fourier series and partial differential equations. Prerequisite: MATH
2243 and MATH 3230.

TO:  MATH 5530  Mathematics for Scientists and Engineers
A survey of topics useful in the study of areas of applied mathematics
such as physics, engineering and computer science. Topics include
vector calculus, linear algebra, complex variables, numerical methods,
Fourier series and partial differential equations. For non-math majors
only. Prerequisite: MATH 2243 and MATH 3230.

The reason for these catalog description changes is that the new descriptions better fit the courses.

**Catalog Description and Prerequisites**

**FROM:** MATH 2332 Mathematical Structures
Propositional logic, predicate logic, induction, recursion, set theory, set
operations, relations, functions, Boolean algebra and computer logic.
Prerequisite: A minimum grade of C in MATH 2242 or equivalent.

**TO:** MATH 2332 Mathematical Structures
Topics include propositional logic, predicate logic, induction, recursion,
set theory, set operations, relations, functions, and Boolean algebra.
Prerequisite: A minimum grade of C in MATH 2242.

**FROM:** MATH 5330 Operations Research
Introduction to the analytical formulation and solution of decision
problems. Mathematical methods of optimization of classical operations
research models. Prerequisite: MATH 3337.

**TO:** MATH 5330 Operations Research
Introduction to basic deterministic and probabilistic operations research
models of decision problems. Mathematical methods of optimization for
these models will be analyzed both analytically and numerically.
Prerequisite: MATH 2331 and MATH 3337 or permission of instructor.

**FROM:** MATH 5336 Applied Numerical Methods
Introduction to scientific computation on digital computers. Solution of
nonlinear equations and systems of linear and nonlinear equations,
polynomial interpolation, numerical differentiation and integration, data
fitting, and other numerical methods. Prerequisite: MATH 3335 and
either CSCI 1232 or both CSCI 1301 and a knowledge of FORTRAN.

**TO:** MATH 5336 Applied Numerical Methods
Introduction to scientific computation. Solutions of linear and nonlinear
equations, polynomial interpolation, numerical differentiation and
integration, data fitting, and other numerical methods. Prerequisite:
MATH 2331 and knowledge of a programming language.

The reason for making these description and prerequisite changes is that the new descriptions better
describe the courses.

**Course Deletions**

**MATH 5432 Math Models in Population Ecology II**
This course has never been taught.

**MATH 5438 Linear Programming**
This course is not needed under the semester system, because most topics are covered in MATH 5330,
Operations Research.

A motion by Dr. Smith and second by Dr. Joyner to approve all these changes in the Mathematics
program was passed unanimously.

**SCHOOL OF TECHNOLOGY**

Dr. Gerald Jones presented the following item for the School of Technology.

**Lab Hour Changes**

**FROM:** ENGR 1132 Computing For Engineers
The number of lab hours is being changed from three (3) to 2 (two) at
Dr. Waldo Meeks presented the following item.

**Proposed Changes to the BS in Manufacturing**

The Manufacturing Faculty wish to put Trigonometry back into the Manufacturing Program. It was in the quarter system but was not put into the semester system because Trig was no longer being taught. Trigonometry (MATH 1112) is now available.

Therefore, we wish to do the following:

1. Remove TCGT 1111 (1 hour course) from Area F.
2. Move TMFG 1122, Computer Drafting (as of summer 2002 this course number will be TMFG 2522) from Area F to Area G.
3. Put Internship as 4 credit hours instead of 6 (It may be 0-6).
4. Put Trigonometry (MATH 1112) in Area F.

(See the attachments to these minutes for a complete listing of the Manufacturing Program Advisement Sheet.)

A Jallow/Davidson motion and second to approve these School of Technology changes was passed unanimously.

**OTHER BUSINESS**

In response to a previous agenda item under other business, Dr. Hammitte distributed a copy of “Proposed Generic Course Proposal Guidelines.” These will be reviewed by each member and then discussed at a future meeting.

Dr. Koon also mentioned that the Core Curriculum survey will be soon be distributed to faculty members.

Mr. Deal reminded everyone that the next meeting of the committee will be on February 19. Agenda items for this meeting are due on February 5.

**ADJOURNMENT**

There being no further business, Dr. Koon adjourned the meeting at 4:35 p.m.
Dr. Lowell Mooney presented the following agenda items for the School of Accountancy.

**Course Deletion**

**ACCT 3310 Basic Financial Accounting Concepts**

The reason for deleting this course is that the material has been incorporated into ACCT 3131.

**Course Title**

<table>
<thead>
<tr>
<th>FROM:</th>
<th>ACCT 4830</th>
<th>Special Problems in Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO:</td>
<td>ACCT 4830</td>
<td>Selected Topics in Accounting</td>
</tr>
</tbody>
</table>

This request is made to conform to a uniform title for selected topics courses throughout the university.

**Course Number and Prerequisites**

<table>
<thead>
<tr>
<th>FROM: ACCT 4232</th>
<th>Managerial Accounting III</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ACCT 3231</td>
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<tr>
<td>TO: ACCT 5232</td>
<td>Managerial Accounting III</td>
</tr>
<tr>
<td></td>
<td>Grade of “C” or better in ACCT 3231</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FROM: ACCT 4530</th>
<th>Governmental and Institutional Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCT 3132</td>
</tr>
<tr>
<td>TO: ACCT 5530</td>
<td>Governmental and Institutional Accounting</td>
</tr>
<tr>
<td></td>
<td>Grade of “C” or better in ACCT 3132</td>
</tr>
</tbody>
</table>

The justification for making these numbering and prerequisite changes is to allow graduate students the opportunity of taking these courses as a MAcc accounting elective, provided they did not take the courses at the undergraduate level.

**New Course**

**ACCT 4131 International Accounting**

Examination of accounting issues and business operations in a global environment. Topics include foreign market currency systems, inflation and currency translation methodology, and international auditing and taxation issues impacting multinational corporations and individuals involved in exports, services, or capital transactions at an international level (3 semester hours). Prerequisites: “Grade of “C” or better in ACCT 3132.

**Prerequisite Changes**

<table>
<thead>
<tr>
<th>FROM: ACCT 3132</th>
<th>Intermediate Accounting II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCT 3131 Grade of “C” or better in ACCT 3131</td>
</tr>
<tr>
<td>TO: ACCT 3132</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td></td>
<td>ACCT 3131 Grade of “C” or better in ACCT 3131</td>
</tr>
<tr>
<td>FROM: ACCT 3231</td>
<td>Managerial Accounting II</td>
</tr>
<tr>
<td></td>
<td>ACCT 2102 Grade of “C” or better in ACCT 2102</td>
</tr>
<tr>
<td>TO: ACCT 3231</td>
<td>Managerial Accounting II</td>
</tr>
<tr>
<td></td>
<td>ACCT 2102 Grade of “C” or better in ACCT 2102</td>
</tr>
</tbody>
</table>

**FROM:** ACCT 3330 **Income Tax**
TO: ACCT 3330 Income Tax
Grade of “C” or better in ACCT 3131

FROM: ACCT 4130 Accounting Information Systems
ACCT 3131
TO: ACCT 4130 Accounting Information Systems
Grade of “C” or better in ACCT 3131

FROM: ACCT 4430 Auditing
ACCT 3132, ACCT 4130 (ACCT 4130 may be taken concurrently)
TO: ACCT 4430 Auditing
Grade of “C” or better in ACCT 3132 AND Grade of “C” or better in
ACCT 4130 or concurrent enrollment in ACCT 4130

The reason for making these prerequisite changes in the ACCT 3131 course is to allow accounting
majors to complete the first intermediate accounting course concurrently with the managerial accounting
principles course, and in the remaining courses to formally reflect a longstanding accounting program
requirement.

Degree Requirements Changes/BBA Accounting

It is requested that the degree requirements page be changed to reflect a change in the Major
Requirements section to allow students to satisfy their Accounting elective by selecting from more than
two accounting courses. The Major Requirements section for 21 hours should now read:

ACCT 3131 Intermediate Accounting I (3)
ACCT 3132 Intermediate Accounting II (3)
ACCT 3231 Managerial Accounting II (3)
ACCT 3330 Income Tax (3)
ACCT 4131 International Accounting (3)
ACCT 4430 Auditing (3)
Accounting Elective (3) Any approved 4000 or 5000 level accounting elective

A motion by Dr. Jallow and second by Dr. Smith to approve all of the above changes for the School of
Accountancy passed unanimously.

SCHOOL OF INFORMATION TECHNOLOGY

Dr. Han Reichgelt presented the following for the School of Information Technology.

Second Disciplines/Concentrations for the BS in Information Technology

Technical Writing
A key component of the BS/IT is the second discipline/concentration. As the proposal states:

Students will choose an area of secondary specialization to blend their IT knowledge with an
expanded knowledge of a focused application area.

A second discipline consists of 3 semester hours in Area F plus 18 semester hours specified by the
academic unit offering the program. The School of Information Technology Faculty and the
Undergraduate Curriculum Committee of the College of Business Administration have approved the
second discipline entitled Technical Writing.

A Hammitte/Ruebel motion and second was approved unanimously.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Ms. Nancy Wright presented the following items for the College of Liberal Arts and Social Sciences.

Subject Code Change
FROM: XIDS 2210 Turning Points and Connections
TO: IDS 2210 Turning Points and Connections
The reason for requesting this change is to better reflect Interdisciplinary Studies in the prefix. This has been approved by the College of Liberal Arts and Social Sciences. A motion by Dr. Smith and second by Ms. Davidson to approve this change was passed unanimously.

DEPARTMENT OF FOREIGN LANGUAGES

Dr. Donnie Richards presented the following agenda items for the Department of Foreign Languages.

Course Number Changes

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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<tbody>
<tr>
<td>FREN 5030</td>
<td>FREN 4030</td>
</tr>
<tr>
<td>Selected Topics in French</td>
<td>Selected Topics in French</td>
</tr>
<tr>
<td>FREN 5130</td>
<td>FREN 4130</td>
</tr>
<tr>
<td>Advanced Grammar</td>
<td>Advanced Grammar</td>
</tr>
<tr>
<td>FREN 5131</td>
<td>FREN 4131</td>
</tr>
<tr>
<td>French Phonetics</td>
<td>French Phonetics</td>
</tr>
<tr>
<td>FREN 5230</td>
<td>FREN 4230</td>
</tr>
<tr>
<td>Survey of French Literature</td>
<td>Survey of French Literature</td>
</tr>
<tr>
<td>FREN 5231</td>
<td>FREN 4231</td>
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<tr>
<td>Development of Theatre</td>
<td>Development of Theatre</td>
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<tr>
<td>FREN 5232</td>
<td>FREN 4232</td>
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<tr>
<td>Development of the Novel</td>
<td>Development of the Novel</td>
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<tr>
<td>FREN 5233</td>
<td>FREN 4233</td>
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<tr>
<td>French Poetry</td>
<td>French Poetry</td>
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<tr>
<td>FREN 5234</td>
<td>FREN 4234</td>
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<tr>
<td>Short Prose Fiction</td>
<td>Short Prose Fiction</td>
</tr>
<tr>
<td>FREN 5330</td>
<td>FREN 4330</td>
</tr>
<tr>
<td>Contemporary France</td>
<td>Contemporary France</td>
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<tr>
<td>FREN 5530</td>
<td>FREN 4530</td>
</tr>
<tr>
<td>French for Business</td>
<td>French for Business</td>
</tr>
<tr>
<td>FREN 5890</td>
<td>FREN 4890</td>
</tr>
<tr>
<td>Directed Study in French</td>
<td>Directed Study in French</td>
</tr>
</tbody>
</table>

The reason for changing these classes from 5000 level to 4000 level classes is to clarify registration procedures for students.

Proposed New Minor in Spanish for Business

Because of the increasing demand for human resources to serve both Service and Manufacturing Industries locally, nationally, and internationally in the Southeast area, the Department of Foreign Languages is pleased to announce the development of a Spanish for Business minor. The Department is also developing new courses in conjunction with the School of Technology. One of the courses being developed is “The Manufacturing Enterprise,” a national award-winning course. The purpose of this course is to develop and understand the organization and operation of a modern manufacturing firm. It does involve students in the “hands-on” management and production activities of operating an enterprise which makes a product for profit. Spanish language students will be involved in translation activities which will facilitate their application of knowledge in other Business Spanish courses. The proposed minor will include courses such as: Technology for Business; Translation and Interpretation (Spanish-English-Spanish); Business Through Hispanic Culture and Literature; The Manufacturing Enterprise; Spanish for Business (Introduction, Intermediate and Advanced levels). The professional internship is a key component for meeting the demand for students who are qualified in Spanish for Business and for
offering these students the opportunity of working with Service and Manufacturing Industries. The internship experience will enable the students to put into practice the theoretical knowledge acquired in their course of studies in this minor. The wording for the catalog page for the new Spanish for Business minor should read as follows: Prerequisites: SPAN 1001, 1002 or 1050, 2001, and 2002 or the equivalent(s). Minor Program: 15 hours of upper-division offerings in Spanish from the following: SPAN 3530, 3531, 4530, 4531, 4532, 4533, 4534.

New Courses

SPAN 3332  **Latin American Civilization II**
An examination of Latin American history/civilization from the eighteenth century to the present. Emphasis on political, social, and economic aspects in relation to the historical development in Latin America. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course will be a division of the present civilization course to cover more appropriately the content of the course.

SPAN 3333  **Peninsular Civilization I**
General survey of culture and civilization of the Iberian peninsula from its earliest inhabitants to the seventeenth century. 3 hours credit. Prerequisite: completion of SPAN 2002 or the equivalent.

This course allows for a more detailed study of pre-seventeenth century culture and civilization.

SPAN 3334  **Peninsular Civilization II**
General survey of culture and civilization of Spain from the seventeenth century to the present day. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course allows for a more detailed study of culture and civilization from the seventeenth century to the present day.

SPAN 3531  **Technology for Spanish for Business**
Study of basic foundation in vocabulary and discourse related to functional technology for business and industry in today’s global society. Researching, creating and applying technologies used in the business world. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course will provide students with another perspective on business in Hispanic countries and to offer an additional course for the new Spanish for business minor.

SPAN 4132  **Phonetics**
The course provides an understanding of Spanish articulatory phonetics. Students will learn the basic principles of Spanish pronunciation and enhance the correct pronunciation of Spanish through intensive oral drills. Students will also enhance their Spanish spelling and will be able to describe standard Spanish as well as other dialects of Spanish. 3 hours credit. Prerequisite: Completion of SPAN 3130 or the equivalent.

This course will provide students with a sound based appreciation of the Spanish language.

SPAN 4232  **Introduction to Latin American Literature II**
Introduction to the literature of Spanish America from the end of the 19th Century to the present. Study of representative authors, their themes and their significance for the development of the literary period. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

This course will be a division of one semester course into two for more thorough coverage.
SPAN 4233  Peninsular Literature I  
The study of authors and readings, with special attention given to literary movements and  
historical context, from the Middle Ages to the seventeenth century. 3 hours credit.  
Prerequisite: Completion of SPAN 2002 or the equivalent.  

This course allows for a more detailed study of pre-seventeenth century literature.

SPAN 4234  Peninsular Literature II  
The study of authors and readings, with special attention given to literary movements and  
historical context, from the seventeenth century to the present day. 3 hours credit.  
Prerequisite: Completion of SPAN 2002 or the equivalent.  

This course allows for a more detailed study of Spanish literature from the seventeenth century to the  

present day.

SPAN 4332  Caribbean Culture and Civilization  
Study of the development of the Caribbean in terms of history, culture, and civilization.  
In addition, the course will examine the literature, pictorial art, music, and the economic,  
social and political aspects of the area today. Emphasis on Cuba, Puerto Rico, and the  
Dominican Republic. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.  

This course will offer Spanish majors and minors a broad overview of the civilization of the Caribbean.

SPAN 4433  Golden Age of Prose and Poetry  
Study of representative works and its authors of the prose and poetry of Spain during the  
16th and 17th Centuries. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the  
equivalent.  

To offer a wider range of courses in the Golden Age period.

SPAN 4434  Golden Age Drama  
Study of drama in Spain during the 16th and 17th Centuries tracing its development from  
the Medieval through the Baroque periods. 3 hours credit. Prerequisite: SPAN 2002 or  
the equivalent.  

This course will offer a wider range of courses in the Golden Age period.

SPAN 4531  Advanced Spanish for Business II  
A continuation of the study of basic foundation in vocabulary and discourse related to  
functional technology for business and industry in today’s global society. Researching,  
creating, and applying technologies used in the business world. 3 hours credit. Prerequisite: SPAN 4530 or permission of instructor.  

This course will provide students with another perspective on business in Hispanic countries and to offer  
an additional course for the new Spanish for business minor.

SPAN 4532  Translation and Interpretation  
Introduction to comparative stylistics through translations. Comparative study of  
characteristic modes of expressions, introduction to the theoretical aspects and  
techniques of translation, using a variety of commercial documents in business and  
industry. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.  

This course will provide students with translation skills to enhance their ability as interpreters and to  
offer an additional course for the new Spanish for business minor.

SPAN 4533  Business Through Literature  
Reading in the social, economic and political changes of the Hispanic world through  
essays, novels, plays, short stories and poems. 3 hours credit. Prerequisite: Completion  
of SPAN 2002 or the equivalent.
This course will provide students with another perspective on business in Hispanic speaking countries and will offer an additional course for the new Spanish for business minor.

**SPAN 4534 The Manufacturing Enterprise**

**Title Amended to read:**

**SPAN 4534 Applied Business Spanish in the Manufacturing Enterprise**

This course is designed to provide a uniquely hands-on experience which entails student creation of a company and subsequent product development, marketing and production for a profit. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course will provide students with another perspective on business in Hispanic countries and to offer an additional course for the new Spanish for business minor.

**SPAN 5230 Medieval Literature**

Study of representative authors and their works through the 15th Century. 3 hours credit.  
Prerequisite: Completion of SPAN 2002 or the equivalent.

This will provide students with an in-depth study of medieval Spanish literature.

**SPAN 5234 Modern Peninsular Women Writers**

This course explores current literary works (prose, poetry, drama) by women in Spain. Analyzes selected works as individual literary creations, and also situates them in their cultural, historical and aesthetic contexts, using appropriate critical methodologies. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course allows for a more comprehensive study of modern Spanish women authors.

**SPAN 5331 Latinos in the U.S.**

This course is designed to familiarize students with significant cultural, historical and social contributions of Latinos in the United States. Emphasis will be placed on the diversity within the Latino community and the contributions of Latino literature. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This is a new course on a contemporary topic of great importance.

**SPAN 5332 Latin American Cinema**

To provide a knowledge of contemporary Latin American films in Spanish. The course will focus on Latin American culture in general and discuss a diversity of themes such as: traditions, customs, official history, women’s role, marginalized individuals, students’ needs, educational system, a search for identity, authentic dishes, exile, and politics. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

This course offers Spanish majors and minors cultural experiences through cinema.

**Course Deletions**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Catalog Description</th>
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<tbody>
<tr>
<td><strong>SPAN 3330 Peninsular Civilization</strong></td>
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<tr>
<td><strong>SPAN 4230 Introduction to Peninsular Literature</strong></td>
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<tr>
<td><strong>SPAN 4330 Contemporary Spanish Culture</strong></td>
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<tr>
<td><strong>SPAN 4331 Contemporary Hispano-American Culture</strong></td>
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<tr>
<td><strong>SPAN 4430 Literature of Honor and Faith</strong></td>
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The justifications for the deletion of these courses are that the courses either will be divided into two to be more adequately covered, will be absorbed into a new class, or will be replaced by two courses to offer a wider range of materials.

**Course Title, Catalog Description, and Prerequisite**

<table>
<thead>
<tr>
<th>FROM:</th>
<th><strong>SPAN 3130</strong> Spanish Conversation and Applied Phonetics</th>
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<td>Provides oral practice in Spanish using authentic communicative activities and a supplemental study of features of the Spanish language</td>
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which create pronunciation problems for the non-native speaker.

Prerequisite: Two Spanish courses at the intermediate II level or equivalent.

TO: SPAN 3130 **Conversation**

Provides oral practice in Spanish using authentic communicative activities. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

The justification for these changes is that the combination of conversation and phonetics in one course is too much for a one-semester course.

FROM: SPAN 3331 **Latin American Civilization**

A study of the culture and civilization of Latin America from the time of the pre-Colombian Indian societies through the present. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

TO: SPAN 3331 **Latin American Civilization I**

An examination of Latin American history/civilization from pre-Colombian period to the seventeenth century. Emphasis on political, social, and economic aspects in relation to the historical development in Latin America. 3 hours credit Prerequisite: completion of SPAN 2002 or the equivalent.

FROM: SPAN 4231 **Introduction to Spanish-American Literature**

The study of selections from major Spanish-American writers from the colonial period to 1925. Emphasis on literary movements and trends and their relation to history and culture. Prerequisite: SPAN 3230 and two other Spanish courses at the 3000 level or permission of instructor.

TO: SPAN 4231 **Introduction to Latin-American Literature I**

Introduction to the literature of Spanish America from the colonial Period to “Modernismo.” Emphasis on literary currents in connection with their history and culture. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

FROM: SPAN 4431 **Literature of Transition and Decay**

A study of literary works which focus on recurrent themes of transition from Spain’s status as a world power and the decay of traditional social values during the nineteenth century in Spain. Prerequisite: SPAN 4230 or permission of instructor.

TO: SPAN 4431 **19th Century Literature in Spain**

This course consists of a close reading and critical analysis of the principal works, schools, and movements of literature in nineteenth-century Spain. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.

FROM: SPAN 4530 **Advanced Spanish for Business**

An advanced level of commercial Spanish vocabulary and discourse related to functional business areas and situational practice for success in the Spanish speaking business world. Prerequisites: SPAN 3530 and two Spanish courses at the 3000 level or permission of instructor.

TO: SPAN 4530 **Advanced Spanish for Business I**

Provides an advanced level of commercial Spanish vocabulary and discourse related to functional business areas and situational practice for success in the Spanish business world. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.

A motion was made by Dr. Jallow and seconded by Dr. Hammitte to approve the above recommendations, with an agreement to change the title of SPAN 4534 to Applied Business Spanish in the Manufacturing Enterprise. The motion was passed unanimously.
DEPARTMENT OF HISTORY

Ms. Nancy Wright presented the following item for the Department of History.

New Course
HIST/AAST 4134  The Civil Rights Movement
The course explores the origins, ideologies, strategies and legacy of the modern civil rights movement in the North and the South with special focus on the impact of race, class and gender on civil rights from 1946-1968. (3 credit hours)
Prerequisites: None

This course takes advantage of the expertise of a new faculty member in the department and fills a curricular need for history majors and for the student population in general.

A Davidson/Jallow motion and second to approve this new course passed unanimously.

DEPARTMENT OF MUSIC

Ms. Wright presented the following item for the Department of Music.

Prerequisite Change
FROM: MUSC 4532  Secondary Instrumental Methods and Materials
EDUF 2131, EDUF 2230, Educational Psychology and admission to Teacher Education Program
TO: MUSC 4532  Secondary Instrumental Methods and Materials
MUSC 4432. Admission to Teacher Education Program required.

A motion by Dr. Hammitte and second by Dr. Ruebel to approve this prerequisite change passed unanimously.

DEPARTMENT OF COMMUNICATION ARTS

Dr. Hal Fulmer, Chair of the Communication Arts Department, presented the following agenda items for his department.

The following item was presented for information only.

Selected Topics Announcement
FILM/AAST 3030  African American Film (for Spring 2002)

Prerequisite Changes
FROM: BRCT 3331  Audio Production
COMM 2332
TO: BRCT 3331  Audio Production
BRCT 3335 (Writing for Electronic Media) and COMM 2332

FROM: BRCT 3332  Video Production
COMM 2332
TO: BRCT 3332  Video Production
BRCT 3335 (Writing for Electronic Media) and COMM 2332

The justification for these changes is the Broadcasting program, following a curriculum review, determined that the writing skills taught in BRCT 3335 are necessary for student success in BRCT 3331 and BRCT 3332.

Course Title and Catalog Description
FROM: JOUR 4335  Advanced Reporting
Serves as a capstone reporting course in providing instruction and practice in public affairs journalism, with emphasis on beat reporting,
It was determined that Journalism majors needed a capstone course which developed more sophisticated journalistic research activities and engaged the majors in the development of a series of journalistic writing on a single theme; both activities were not being accomplished in the class as it was currently structured.

This single course, currently in the PRCA curriculum, is being divided into four separate PRCA courses to provide maximum registration flexibility for PRCA majors who elect to complete an internship.

The reason for these three new courses is to create four separate courses to provide maximum registration flexibility for PRCA majors who elect to complete an internship.

The reason for deleting this course is because the course content is now being covered in BRCT 3331 and this will eliminate duplication.

Curricular Changes to the BS with Major in Broadcasting Pages for Catalog
FROM: BS with Major in Broadcasting/Administration Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
  BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3)
  BRCT 2333 - Telecommunications (3)
  CISM 1110 - Computer Applications (1)
  CISM 1120 - Computer Concepts (2)
  COMM 1100 - Introduction to Human Communications (3)
  COMM 2332 - Introduction to Mass Communication (3)
TO: BS with Major in Broadcasting/Administration Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
   BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3)
   ANTH 1102 - Introduction to Anthropology (3) or GEOG 1130 - World Regional Geography (3) or PSYC 1101 - Introduction to Psychology (3)
      or SOCI 1101 - Introduction to Sociology (3)
   BUSA 1105 - Introduction to Business (3)
   COMM 1100 - Introduction to Human Communications (3)
   COMM 2332 - Introduction to Mass Communication (3)

The rationale for these changes is that the University System Board of Regents required all system schools to retain only two mass communication classes in Area F to facilitate transferability among the schools: Introduction to Mass Communication and Introduction to Journalism. BRCT 2333 was changed to BRCT 3333 and moved from Area F into the BRCT major requirements to satisfy this requirement by the Board of Regents. Student input, as part of curriculum review for this emphasis, suggested that CISM 1110/1120 duplicated existing computer skills taught in high school. To avoid unnecessary redundancy, a course in introductory business practices is to be introduced as a replacement.

FROM: BS with Major in Broadcasting/Information Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
   BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3) or COMM 1100 - Introduction to Human Communication (3) with approval of advisor
   BRCT 2333 - Telecommunications (3)
   CISM 1110 - Computer Applications (1)
   CISM 1120 - Computer Concepts (2)
   COMM 2332 - Introduction to Mass Communication (3)
   JOUR 2331 - Introduction to Journalism (3)

TO: BS with Major in Broadcasting/Information Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
   BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3) or COMM 1100 - Introduction to Human Communication (3) with approval of advisor
   POLS 2101 - Introduction to Political Science (3)
   PHIL 2232 - Critical Thinking (3)
   COMM 2332 - Introduction to Mass Communication (3)
   JOUR 2331 - Introduction to Journalism (3)

The rationale for these changes is the same as for the Broadcasting/Administration sequence, with the exception of the replacement for CISM 1110/1120. To avoid unnecessary redundancy, PHIL 2232, a course in critical thinking, is introduced as a replacement.

FROM: BS with Major in Broadcasting/Production Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
   BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3)
   BRCT 2333 - Telecommunications (3)
   CISM 1110 - Computer Applications (1)
   CISM 1120 - Computer Concepts (2)
   COMM 1100 - Introduction to Human Communication (3)
   COMM 2332 - Introduction to Mass Communication (3)

TO: BS with Major in Broadcasting/Production Sequence
Area F - Courses Appropriate to the Major ............................................. 18 Hours
   BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public Speaking (3)
   ART 1335 - Photography I (3) or ART 2233 - Computer Graphics (3) or TCGT 1530 - Technology, Science and Environment (3) or THEA 2332 - Stagecraft (3)
FILM 2331 - Introduction to Film (3)
COMM 1100 - Introduction to Human Communication (3)
COMM 2332 - Introduction to Mass Communication (3)

The rationale for these changes is the same as for the Broadcasting/Administration Sequence, with the exception of FILM 2331, a course in introductory film principles, which is introduced as a replacement for CISM 1110/1120.

A Smith/Joyner motion and second to approve these Communication Arts recommendations was passed unanimously.

DEPARTMENT OF WRITING AND LINGUISTICS

Dr. Larry Burton presented the following proposed curriculum changes for the Department of Writing and Linguistics.

Prerequisite Changes
FROM: WRIT 3230 Writing in the Workplace
    ENGL 2111 or ENGL 2212
TO: WRIT 3230 Writing in the Workplace
    ENGL 1102

FROM: WRIT 4130 Creative Non-Fiction
    ENGL 2111 or ENGL 2212
TO: WRIT 4130 Creative Non-Fiction
    ENGL 1102

FROM: WRIT 5130 Modern English Grammar
    ENGL 2111 or ENGL 2212
TO: WRIT 5130 Modern English Grammar
    ENGL 1102

FROM: WRIT 5230 Theory of Composition
    ENGL 2111 or ENGL 2212
TO: WRIT 5230 Theory of Composition
    ENGL 1102

FROM: WRIT 5330 History of English Language
    ENGL 2111 or ENGL 2212
TO: WRIT 5330 History of English Language
    ENGL 1102

FROM: WRIT 5430 Poetry Writing
    ENGL 2111 or ENGL 2112
TO: WRIT 5430 Poetry Writing
    ENGL 1102

FROM: WRIT 5540 Fiction Writing
    ENGL 2111 or ENGL 2112
TO: WRIT 5540 Fiction Writing
    ENGL 1102

The justification for making these prerequisite changes is that the departmental faculty teaching this course no longer believe that World Literature should be a prerequisite. This prerequisite was established by the Department of English and Philosophy, which stopped offering these courses five years ago.

A motion by Dr. Jallow and second by Dr. Ruebel to approve these changes was passed unanimously.
COLLEGE OF EDUCATION

Dr. Jennie Rakestraw presented the following items for the College of Education.

**Change in Teacher Education Program Retention Policy**

At its November 30 meeting, the College of Education Curriculum Committee approved a revision in the requirements for Retention in the Teacher Education Program (TEP). The only change is in the first bullet. The rationale for the change is to bring the retention policy in line with the TEP Admissions Criteria approved by Undergraduate Committee at its October 16, 2001 meeting.

**FROM:** First bullet in the Retention Requirements currently reads:

Students must maintain a cumulative GPA of 2.50 or better on all course work.

**TO:** First bullet in the Retention Requirements changed to:

Students must maintain a cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F.

Therefore, the Retention Requirements will now read:

- Students must maintain a cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F.
- Students must maintain an adjusted GPA of 2.75 or better on all professional education and all teaching field course work.
- Students must successfully complete all field experiences.
- Students must not have been found in violation of the Georgia Southern Student Conduct Code. Reviews will be made on a case-by-case basis based on the seriousness of the violation and with regard to consistency.
- Students must not have violated the Georgia Professional Practices Commission’s Code of Ethics for Professional Educators. Students are provided a copy upon admission and must sign a statement agreeing to abide by this Code of Ethics upon admission into TEP.
- Students must be making satisfactory progress toward meeting program objectives. Programs will be responsible for monitoring student progress and providing guidance to students who may be having difficulty meeting retention requirements.

**Change in Admission to Student Teaching Requirements**

At its October 16, 2001 meeting, the COE Curriculum Committee approved a change in the TEP Admissions criteria, and subsequently approved a revision in the requirements of the TEP Retention criteria so that the retention policy would be in line with the newly approved admissions criteria. These changes to both sets of criteria state that students must have/maintain a cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F. (The criteria previously required a cumulative GPA 2.50 on all course work.)

Because a cumulative GPA 2.50 on all course work is required for certification, we now recognize the necessity for revising the requirements for Admission to Student Teaching. Therefore we are adding a bullet to clearly state this requirement.

**Change in Praxis II Requirement**

The College of Education Curriculum Committee submits the following change in the Praxis II requirement: Students are required to take the Praxis II examination prior to entering student teaching.

Students are not required to pass Praxis II as a degree requirement.

**Rationale:**

The Praxis II examination is the teacher certification test required by the Georgia Professional Standards Commission (GPSC). Currently students are required to pass the Praxis II examination in order to obtain a grade in student teaching and to graduate with a degree. Due to changes in GPSC rules that went into effect Summer 2001, it is now possible for persons with a degree to obtain a provisional certificate to teach without having passed the Praxis II exam. This policy change now makes universities legally vulnerable if they withhold degrees to students who could qualify for a provisional certificate and accept a teaching position.
The College of Education expects to work closely with colleagues in the other colleges to continue
aligning teacher preparation programs with Praxis II and to provide additional supports to students as
they prepare to take the examination. We currently have STEP committees conducting institutional
analyses of content preparation by teaching field and their work will continue under the guidance of the
Teacher Education Advisory Council and the establishment of Program Action Teams. With the federal
Title II reporting requirements now in effect, it is vitally important that students pass the Praxis II when
they take it during their senior year and that programs report high pass rates on this content competency
exam. Through advisement and the participation of departments across campus, we will sponsor
workshops and other activities to help students be prepared to take and pass the exam. Although we will
not require passing scores to enter student teaching or to graduate, we will communicate to our students
the need to have passed the exam and to fully qualify for teacher certification when they graduate from
Georgia Southern.

A motion by Dr. Joyner and second by Dr. Hammitte to approve these program changes was passed
unanimously.

DEPARTMENT OF CURRICULUM, FOUNDATIONS AND RESEARCH

New Course
EDUF 1230 Education, Society and Learners
Education of youth is one of the foremost responsibilities of any society and greatly
impacts the future well being of the society. As a member of a society, an employer, a
parent, a taxpayer, the future of our society depends upon the quality of the job done in
the education of its youth. This course utilizes both psychological and sociological
foundations of education to enable students to understand and participate in these
important social and political debates. (3 credit hours.)

The rationale for developing this new course to offer a free elective that is not limited to teacher
candidates. A motion by Dr. Hammitte and second by Dr. Jallow to approve the new course was passed
unanimously.

Dr. Rakestraw made the following announcement for information only.

Special Topics Announcement
EDUF 2090 Special Topics: Human Growth and Development/Principles of Teaching and
Learning

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dr. Diana Hammitte presented the following agenda items for the Department of Leadership, Technology
and Human Development.

Course Deletion
SPED 4761 Special Education Practicum III
This course is being replaced by SPED 4733 and SPED 4734 to more clearly link field based experiences
to specific Methods courses, SPED 4230, P-5 Methods, and SPED 4231, 6-12 Methods.

New Courses
SPED 4733 Special Education Practicum III
This practicum course is designed to provide an opportunity for students to work within
diverse P-5 classrooms to practice instructional and classroom management skills. In
addition to special education classrooms, students may be placed in inclusionary settings
and/or classrooms for students identified as being “at-risk” learners. The course is part
of the Special Education Block experience and is designed to support content taught in
the co-requisite course. Co-Requisite: SPED 4230—Instructional and Behavior
Management Methods, P-5. Prerequisites: SPED 3722, Special Education Practicum II
and course work related thereto, as well as READ 4131, Teaching Reading for Special
Education. Credit: 3 hours.
SPED 4734 Special Education Practicum IV
This practicum course is designed to provide an opportunity for students to work within
diverse classrooms, grades 6 through 12, to practice instructional and classroom
management skills. In addition to special education classrooms, students may be placed
in inclusionary settings and/or classrooms for students identified as being “at-risk”
learners. The course is part of the Special Education Block experience and is designed
to support content taught in the co-requisite course. Co-requisite: SPED
4231—Instructional and Behavior Management Methods, 6-12. Prerequisites: SPED
3722, Special Education Practicum II and course work related thereto, as well as READ
4131, Teaching Reading for Special education. Credit: 3 hours

The reason for introducing these two new courses is to more clearly link the practicum experience to the
Methods course covering methodology for working with students in grades Preschool through five and
grades 6 through 12.

A Ruebel/Davidson motion and second to approve these items was passed unanimously.

DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Dr. Kim Ruebel presented the following items for the Department of Middle Grades and Secondary
Education.

New Course
SCED 4731 Secondary School Practicum
This supervised practicum is a field-based teaching experience in a secondary school
classroom. Candidates will complete structured observations and plan and teach an
instructional unit one’s teaching field. Emphasis is placed on lesson and unit planning, a
variety of instructional strategies for diverse populations of students, classroom
management, multiple assessment strategies, strategies that enhance student learning, the
selection and use of instructional technology, and professional reflection. Prerequisites:
Admission to Teacher Education program. Corequisites: SCED 4138, EDUF 3234, and
the subject-specific methods course appropriate to the major. (3 credit hours)

The Board of Regents requires that each teacher education program include field experiences equivalent
to a full year of student teaching. This practicum is needed to meet Board of Regents field experience
requirement and provide student semester credit hours for the field experience requirement. This
practicum requirement is consistent with the other teacher education programs in the College of
Education.

Program Changes
BS in Education in Physics Education, Biology Education, Chemistry Education, History
Education, Geography Education, and Political Science Education
These programs will reduce the upper division electives by 3 hours. This modification does not
affect the number of credit hours in the major certification field. (See attached program of study)

BS in Education in Business Education
In this program, the 6 semester hours of free electives will be reduced to 3 semester hours. (See
attached program of study)

BS in Education in English Education
Course options in writing and linguistics have been reorganized in order to add the 3 semester
hour practicum. Additional modifications are being proposed in order to align the program with
the Praxis II exam (recommended by the STEP Committee). (See attached program of study for
specific changes.)
Summary of Proposed Modifications in the B.S.Ed. in English Education:
Cluster LING/WRIT 3430 Linguistics and Grammar for Teachers with the existing course
options that focus on linguistics and grammar (WRIT 5330 History of the English Language and
WRIT 5130 Modern English Grammar).
Provide a choice of two courses in adolescent literature (ENGL 5534 Teaching Literature to
Middle Grades & High School Students and ENGL 5534 Literature for Adolescents).
Include two additional course options—along with WRIT 3130, 4130, 5430, and 5540—in the area
of writing: Writing in the Workplace (WRIT 3230) and Technical Writing (WRIT 5930).
Within the 9 hours of upper division literature courses, candidates must include a minimum of
one literature genre course, selected from ENGL 4133, 4237, 4335, 5330, 5331, 5332, 5334,
5430, and 5438.
Add SCED 4731 Secondary School Practicum (3 hours) in order to provide credit for the
required field experience prior to student teaching.

BS in Education in Mathematics Education
In this program, the Department of Mathematics made a change in the Linear Algebra courses.
The 2 and 3 semester hour courses in Linear Algebra (MATH 2320 and 3335) were replaced by a
3 semester hour Linear Algebra course (MATH 2331). This change, along with the reduction of
the 4 semester hour free elective to a 3 hour elective, provided an opportunity to add the 3
semester hour practicum without changing the original program requirements. (See attached
program of study)

A motion by Dr. Smith and second by Dr. Hammitte to approve these changes was passed unanimously.

Catalog Descriptions
FROM: MGED 3721 Middle School Practicum I
This field-based course emphasizes instructional planning and teaching
classroom management, student diversity, assessment, technology, and
strategies for developing positive learning environments. The field
component involves extensive participation in a middle school.

TO: MGED 3721 Middle School Practicum I
This practicum involves structured observations, as well as planning and
teaching an integrated language arts/social studies instructional unit in a
middle grades classroom. Emphasis is placed on classroom
management, instructional strategies for diverse populations of students,
the integration of technology, classroom environment, and assessment of
student learning.

FROM: MGED 3722 Middle School Practicum II
This course is a pre-student teaching seminar and practicum that
emphasizes classroom management, parent-teacher-community
interactions, school law, learning styles, multiple assessment strategies,
an application of technology for instruction and adapting instruction for
diverse populations of students. The field experience will be linked to
methods courses in teaching math and science and will be held in
multiple locations and grade levels.

TO: MGED 3722 Middle School Practicum II
This practicum involves structured observations, as well as planning and
teaching instructional units in mathematics and science in a middle
grades classroom. Emphasis is placed on classroom management,
classroom environment, instructional strategies for diverse populations
of students, the integration of technology, and assessment of student
learning.

FROM: MGED 4629 Middle School Seminar
A seminar that is taken concurrently with student teaching. The course
focuses on issues in classroom management, assessment of student
learning, parent-teacher-community interaction, adjusting instruction for
diverse populations of students, and instructional planning. Student will
also develop a professional portfolio and will experience job
interviewing skills.

TO: MGED 4629 Middle School Seminar
A seminar that is taken concurrently with student teaching. The course
focuses on issues in classroom management, assessment of student
learning, parent-teacher-community interaction, adjusting instruction for
diverse populations of students, instructional planning, grant writing, and school law. Students will also develop a professional portfolio and will experience job interviewing skills.

The reason for making these catalog descriptions is to emphasize the connection between the practicum and the methods courses in social studies and language arts, and science and mathematics; and also to reflect three additional components in school law, grant writing, and parent-teacher-community interaction.

Catalog Description and Prerequisites

FROM: MSED 5333 Literature and Writing for the Middle and Secondary Schools
An in-depth study of appropriate literature and language concepts for the middle and secondary schools. Emphasis will be placed on the connection between composition, language, and literature. Prerequisite: Completion of an introductory methods course in teaching language arts.

TO: MSED 5333 Literature and Writing for the Middle and Secondary Schools
An intensive study of instructional strategies appropriate for integrating literature and writing instruction. Special attention will be given to identifying and accommodating reading and writing needs of diverse adolescent learners, as well as evaluating the effectiveness of instruction. Students will learn to develop cross-curricular instruction, diagnose reading problems, provide individualized feedback, as well as employ appropriate intervention and assessment methods. Prerequisites: Admission to Teacher Education Program (initial certification candidates only). (3 credit hours)

Dr. Rakestraw then presented the following items.

New Course
ESED 5232 Methods for ESOL
An introduction to current second language acquisition theory and its application to curriculum development and instructional strategies. Participants in this course will design curriculum and learning activities that facilitate the use of English as a Second Language in listening, speaking, reading, and writing. In addition, participants will learn how to develop strategies for integrating school, neighborhood, and home resources to further the education of ESOL students. Prerequisite: Admission to Teacher Education program or hold a valid teaching certificate. (3 credit hours)

The reason for proposing this new course is because of the shortage of ESOL teachers in the state. This will provide an opportunity for undergraduate students to enroll in the three courses that lead to an ESOL endorsement.

Course Number Changes

FROM: ESED 7233 Applied Linguistics: ESOL
TO: ESED 5233 Applied Linguistics: ESOL

FROM: ESED 7234 Cultural Issues: ESOL
TO: ESED 5234 Cultural Issues: ESOL

The reason for requesting these changes is because of the shortage of ESOL teachers in the state. The three courses that lead to the ESOL endorsement are being changed to a 5000 level in order to provide an opportunity for undergraduate students to enroll in these courses and qualify for the endorsement.

A Hammitte/Jallow motion and second to approve these catalog descriptions, prerequisites, new course, and course number changes was passed unanimously.
Dr. Virginia Richards presented the following items for the College of Health and Professional Studies.

DEPARTMENT OF HEALTH AND KINESIOLOGY

Program Changes

BSK Sports Medicine

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<thead>
<tr>
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<tr>
<td></td>
<td>In Area F: Replace MATH 1113 with MATH 1112</td>
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<td>Rationale:</td>
<td>MATH 1113 has been changed to a 4 hour course by the Math Department. Dr. Deal, Associate Dean in COST, has recommended that MATH 1112 be substituted for 1113 because MATH 1112 will serve as a prerequisite for Calculus I, is a 3 hour course, and will have more sections offered than MATH 1113.</td>
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BSK Exercise Science

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</tr>
</tbody>
</table>

A Joyner/Jallow motion to approve these program changes was passed unanimously.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Course Deletion

FACS 2024 Introduction to Family and Consumer Sciences

The reason for deleting this course is that it has been dropped from program requirements and will no longer be offered.

Program Changes

BS Fashion Merchandising and Apparel Design

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>FROM: Design Emphasis: Four Courses from the Following (12):</td>
<td>TCPM 1131 Intro to Printing Technology (3)</td>
</tr>
<tr>
<td></td>
<td>TMFG 2131 The Manufacturing Enterprise (3)</td>
</tr>
<tr>
<td></td>
<td>TMFG 5230 International Manufacturing (3)</td>
</tr>
<tr>
<td></td>
<td>TMFG 5431 Apparel Manufacturing Production (3)</td>
</tr>
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<td></td>
<td>TMFG 5433 Quality Control and Testing (3)</td>
</tr>
<tr>
<td>TO: Design Emphasis:</td>
<td>TMFG 2131 The Manufacturing Enterprise (3)</td>
</tr>
<tr>
<td></td>
<td>TCPM 1131 Introduction to Print Technology (3)</td>
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<tr>
<td></td>
<td>TCPM 1321/1411 Desktop Publishing (3)</td>
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<td></td>
<td>TPCM 5332 Multimedia Presentation (3)</td>
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<tr>
<td></td>
<td>THEA 4337 Costume Design (3)</td>
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<tr>
<td></td>
<td>MKTG 3131 Principles of Marketing (3)</td>
</tr>
<tr>
<td></td>
<td>MKTG 4136 International Marketing (3)</td>
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</tbody>
</table>

A motion by Dr. Campbell and second by Dr. Hammitte to approve these changes was passed unanimously.

Dr. Richards requested the next item on the agenda, Program Changes in the BSEd Family and Consumer Sciences Education, be tabled for a future meeting so that the College of Education could have a chance to review and approve these changes.
Catalog Description and Prerequisite Change

FROM: FMAD 4235  Computer Aided Design
An investigation of the diverse applications of computer technology in apparel design and manufacturing. Field trips and computer laboratory experience. Prerequisite: FMAD 1234

TO: FMAD 4235  Computer Aided Design
Investigation and application of computer technology in textile design, apparel design and apparel manufacturing. 3 semester credit hours. Prerequisites: FMAD 1234 and CISM 1110/1120.

The reason for making these changes is that basic computer skills are required in this course.

Prerequisite Changes

FROM: CHFD 4136  Assessment of Children and Families
Permission of the instructor

TO: CHFD 4136  Assessment of Children and Families
CHFD 3132 - Prenatal and Infant Development
Students need an introduction to infants and toddlers, as well as knowledge of their development, and exposure to various assessments used with them before being asked to administer the assessments in CHFD 4136.

FROM: FMAD 3235  History of Costume
HIST 1111 - World History; HIST 2110 - American History

TO: FMAD 3235  History of Costume
None

Changes in the core requirements in history necessitate this change.

FROM: FMAD 4231  Apparel Design Analysis I
FMAD 1234 - Apparel I

TO: FMAD 4231  Apparel Design Analysis I
FMAD 3236 - Apparel II

Completion of Apparel II (FMAD 3236) will give the students the foundations necessary to successfully construct a garment for the final project.

FROM: FMAD 4232  Apparel Design Analysis II
FMAD 4231 or consent of instructor

TO: FMAD 4232  Apparel Design Analysis II
FMAD 3236 Apparel II

Students do not need an understanding of flat pattern design to do well in draping design. They do need a thorough understanding of garment construction.

FROM: INDS 2435  Design Studio I
ART 1010, ART 1020, INDS 2430, INDS 2436, and a grade of C or better in INDS 2434; Co-requisite: INDS 3435.

TO: INDS 2435  Design Studio I
ART 1010, ART 1020, INDS 2430, and a grade of C or better in INDS 2434; Co-requisite: INDS 3435.

FROM: INDS 3432  History of Interiors II
INDS 3431 or permission of instructor

TO: INDS 3432  History of Interiors II
INDS 2430 or permission of instructor

FROM: INDS 3434  Lighting
INDS 3435 or permission of instructor
TO: INDS 3434  Lighting
INDS 2434 and INDS 2430 or permission of instructor

FROM: INDS 3436  Design Studio III
FMAD 3238, FACS 2437, TBCC 3121, ART 1030, and a grade of C or better in INDS 2435 and INDS 3435

TO: INDS 3436  Design Studio III
FACS 2437 and a grade of C or better in INDS 2435 and INDS 3435; and ART 1030 as prerequisite or co-requisite

FROM: INDS 3438  Professional Practices I
INDS 2436 and INDS 3435

TO: INDS 3438  Professional Practices I
INDS 3435

FROM: INDS 4435  Design Studio IV
INDS 3432, INDS 3434, INDS 3438, INDS 4790, and a grade of C or better in INDS 3436

TO: INDS 4435  Design Studio IV
INDS 3434, INDS 3435, FACS 2437, TBCC 3121, INDS 3438 prerequisite or required co-requisite, and a C or better in INDS 3436

FROM: INDS 4436  Design Studio V
A grade of C or better in INDS 4435. Co-requisite INDS 4616

TO: INDS 4436  Design Studio V
INDS 4790, and a grade of C or better in INDS 4435. Co-requisite: INDS 4616

These changes are needed to more effectively refine the curriculum, reflect the needs of the beginning design student and move students through the program more efficiently.

A motion by Dr. Smith and Dr. Hammittte to approve these prerequisite changes passed unanimously.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Judy Schomber presented the following items for the Vice President for Academic Affairs.

Change in Grade Mode
GSU 1120  Methods of Learning
FROM: Letter grade to S/U
Justification: Format of the course has changed. Following a review of student’s reasons for academic difficulty, students sign a contract to attend workshops and seminars which address these difficulties. Students will have different instructors for each component of the contracted program. Grade will be determined by completion of the program.

Program Changes in Bachelor of General Studies Degree
FROM: The General Studies Degree requires students to complete three areas of concentration, which they may select from a wide range of offerings. Two concentrations must consist of 18 semester hours and one may be 15 semester hours. Students must have a 2.0 overall AGPA and a Concentration AGPA of 2.0 or higher.
TO: Two concentrations must consist of 18 semester hours and one may be 15 hours, the latter chosen from the list of approved minors.
JUSTIFICATION: A 4-year review of graduated and current majors indicates that when students chose the 15-hour option, they overwhelmingly chose that option from one of our existing minor programs. Currently the third option is called “Individual Emphasis” (see below), which requires the advisor in consultation with the student, to submit a plan to department chairs for written approval. Since chairs most often recommend that the existing minor be sued as the individual emphasis, this proposal would eliminate an unnecessary step.
FROM: Students must have a 2.0 overall AGPA and a Concentration AGPA of 2.0 or higher.
TO: Students must have a 2.0 overall AGPA and an AGPA of 2.0 or higher in each Concentration.
JUSTIFICATION: This is what advisors have been enforcing and checking for graduation since the conversion to the semester system. It was the intent of the original language, but it has been expressed ambiguously in the catalog. The current language would allow the possibility that a student could complete an entire concentration with grades of “D” and another entire concentration with grades of “B” to achieve the “Concentration AGPA of 2.0 or higher.”

FROM: The three concentrations add up to a total of 51 semester hours. Nine of these hours may be at the lower division (1000-2000) level, but 42 of the hours must be at the upper division (3000 or above) level.
TO: Of the total hours in the three concentrations, at least 42 must be from the upper division.
JUSTIFICATION: Students who take 3 concentrations of 18 hours each would graduate with a total of 54 hours, not 51 hours. The total number of hours for the degree is not pertinent to the main point, which is that 42 hours from the three concentrations must be upper division hours.

FROM: Individual Emphasis
Student must submit a proposed plan including justification of the plan. The plan must be presented to the Bachelor of General Studies advisor and appropriate department chairs for approval. If the plan is acceptable, all involved must sign the plan indicating approval.
Emphasis must comprise 15-18 hours of upper level courses. Prerequisites and lower level courses will not count in the 15-18 hours. Only one Individual Emphasis is allowed.
TO: A student may choose to complete an Individual Emphasis of 18 hours of upper division courses as one of the three Concentrations. The student must submit a written plan, with justification, of the proposed courses for the Individual Emphasis. Then the Advisor and appropriate department chairs must approve the student’s plan.
JUSTIFICATION: Although our review shows that most students who choose an Individual Emphasis are selecting the equivalents of existing minors, we want to leave open the option for a student to use relevant background, experience, or courses to develop an academically sound group of courses in an area which is not currently represented by our existing concentrations or minors. As an additional way to “tighten” this program academically, we would like to require the full 18 hours for all Individual Emphases. A check of graduates and current students indicates that most Individual Emphases are of 18 hours.

After discussion, a motion by Dr. Joyner and second by Dr. Hammitte to approve these changes to the Bachelor of General Studies Degree was passed unanimously.

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Todd Deal presented the following agenda items for the Allen E. Paulson College of Science and Technology.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Computer Science Changes

New Courses
CSCI 3231 Logic Circuits and Microprocessors
Digital system and Logic Circuits Design. Topics include the study of the Logic gates, Boolean Functions representation and Minimization, Combinational and Sequential logic circuits, Programmable Logic Arrays, Data Representation, RAM, ROM, and Cache Memories, Register Transfer Language and micro-operations, Hardware Description Language (VHDL), Microprocessor Organization and Design, Assembly Language,
Computer Aided Design Tools and Field Programmable Gate Arrays. Corequisite: CSCI 1302

CSCI 5331 Computer Architecture

The reason for proposing these two new courses is that there is not time in the CSCI 5240 class to adequately cover all of the topics needed by the CS majors on the topic of computer organization/architecture. Therefore, these two three-hour lab courses are proposed.

CSCI 5335 Object Oriented Design
Introduction to concepts, methods, and current practice of object oriented design and analysis. Topics include the study of the Unified Modeling Language (UML), which has become an industry standard notation. UML topics will include use cases, diagramming notation (class, object, sequence and object state diagrams). Students will use UML to design and implement individual and small group projects. Additional topics include understanding Design Patterns in building applications. Prerequisite: Minimum grade of C in CSCI 3230.

The purpose of introducing this new course is that CSCI 5334/5334G is being deleted and replaced by CSCI 5335/5335G to better meet the changing needs of the CS majors. Over the last few years, introduction to OO programming has been moved to the freshman courses. Therefore, the OO programming course is no longer needed; rather a true design course is needed as an upper division course.

Course Number, Description, and Prerequisites

FROM: CSCI 5236 Theoretical Foundations
Language definition, grammars, finite state machine, push-down automata, the Chomsky language hierarchy, Turning machines and computable functions, and computational complexity. Prerequisites: MATH 2332 and CSCI 1302.

TO: CSCI 3236 Theoretical Foundations
A study of languages, formal grammars, and abstract representations of computation. Prerequisite: A minimum grade of C in both MATH 2332 and CSCI 1302.

The 3000 number better reflects the level of the class in the CS major; therefore, this will no longer have a graduate number.

Course Title and Description

FROM: CSCI 2230 C Programming
A study of the C programming language. Designed for transfer students. Credit cannot be received for this course and CSCI 1302 if Programming Principles II was taken in either the C or C++ programming language.

TO: CSCI 2230 C++ Programming
A study of the C++ programming language. Designed for transfer students. Credit cannot be received for this course and CSCI 1302 if Programming Principles II was taken in either the C or C++ programming language.

The reason for this change is that the new name and wording of the description better reflect the content of the course.
Course Descriptions and Prerequisites

Catalog Description

FROM: CSCI 1302 Programming Principles II
A continuation of CSCI 1301. Emphasis is on advanced programming
techniques such as recursion, data-driven design and implementation and
file processing techniques.

TO: CSCI 1302 Programming Principles II
Emphasis is on advanced programming techniques such as recursion,
data-driven design and implementation and file processing techniques.

The new description better describes the course.

Catalog Description and Prerequisites

FROM: CSCI 3230 Data Structures
Algorithmic design techniques to data manipulation and an introduction
to algorithm analysis and memory management. Prerequisites: CSCI
1302 and MATH 2320; Pre- or Corequisite: CSCI 5236

TO: CSCI 3230 Data Structures
Introduction to abstract data types such as lists, stacks, queues, and trees,
algorithm analysis and memory management. Prerequisite: Minimum
grade of C in CSCI 1302.

The new wording of the description better reflects the content of the course. The new statement of the
prerequisite(s) better describes what is needed to succeed in the course. CSCI 5236 has been changed to
CSCI 3236.

FROM: CSCI 5130 Data Management for Math and the Sciences
Topics in data management, including operating systems, word
processing, spreadsheets, and database management and their
applications to mathematics and the sciences education. Intended
primarily for those majoring in Mathematics and Mathematics Education
or certain sciences. For those majoring or minorinng in Computer
science, this course may not be used as an upper level Computer science
elective. Prerequisite: CSCI 1230 or permission of instructor.

TO: CSCI 5130 Data Management for Math and the Sciences
Topics in data management, including operating systems, word
processing, spreadsheets, and database management and their
applications to mathematics education. Intended primarily for those
majoring in Mathematics and Mathematics Education. For those
majoring or minorinng in Computer Science, this course may not be used
as an upper level Computer Science elective. Prerequisite: CSCI 1230

FROM: CSCI 5234 Parallel Processing
Fundamental concepts of parallel processing. Message passing model.
Shared memory model. Interconnection networks for parallel
processing. Efficiency and speed of parallel computation. Parallel
algorithms and programming. Prerequisites: CSCI 3230 and CSCI 5240.

TO: CSCI 5234 Parallel Processing
Fundamental concepts of parallel/distributed computing including
architectures of parallel/distributed computing systems, as well as
languages, algorithms, performance, and programming practice issues.
Prerequisites: Minimum grade of C in both CSCI 3230 and CSCI 3231.

The new wording of the description better reflects the content of the course. CSCI 5240 has been
replaced by the 3231-5331 sequence. Only CSCI 3231 is needed as a prerequisite here.

FROM: CSCI 5332 Data Communications and Networking
Fundamental concepts of data communication, with error detection and
correction. Principle and methods of connecting computers into
networks, including wide and local area networks. Prerequisites: CSCI 5232 and CSCI 5240.

TO: CSCI 5332  **Data Communications and Networking**
Fundamental concepts of data communications including architecture models, protocol suites, network programming, signal and data transmissions, error detection, and performance analysis. Prerequisite: Minimum grade of C in CSCI 5232.

The new wording of the description better reflects the content of the course. The new statement of the prerequisite(s) better describes what is needed to succeed in the course.

FROM: CSCI 5430  **Artificial Intelligence**
Introduction to different paradigms for creating agents that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Prerequisites: MATH 2332, CSCI 3230 and CSCI 5236.

TO: CSCI 5430  **Artificial Intelligence**
Introduction to different paradigms for creating software that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Prerequisite: Minimum grade of C in CSCI 3230.

The new wording of the description better reflects the content of the course. The new statement of the prerequisite(s) better describes what is needed to succeed in the course. CSCI 3230 is the content needed for AI.

**Prerequisite Changes**

FROM: CSCI 1301  **Programming Principles I**
A knowledge of MATH 1111 and one of the following: Knowledge of a programming language, CISM 1110, CISM 1120, and MATH 1441.

TO: CSCI 1301  **Programming Principles I**
Math 1111 or higher and a minimum grade of C in CSCI 12xx language or ENGR 1132.

FROM: CSCI 5230  **Discrete Simulation**
CSCI 1301, or equivalent, and STAT 5531.

TO: CSCI 5230  **Discrete Simulation**
Minimum grade of C in CSCI 3230 and STAT 5531 or permission of instructor.

FROM: CSCI 5232  **Operating Systems**
CSCI 3230.

TO: CSCI 5232  **Operating Systems**
Minimum grade of C in both CSCI 3230 and CSCI 3231.

FROM: CSCI 5432  **Database Systems**
CSCI 2120, CSCI 3230 and CSCI 5236.

TO: CSCI 5432  **Database Systems**
Minimum grade of C in CSCI 3230.

FROM: CSCI 5434  **Theory of Programming Languages**
CSCI 3230, CSCI 5236 and a knowledge of at least two different programming paradigms.

TO: CSCI 5434  **Theory of Programming Languages**
Minimum grade of C in both CSCI 3230 and CSCI 3236.

FROM: CSCI 5530  **Software Engineering**
CSCI 5432

TO: CSCI 5530  **Software Engineering**
Minimum grade of C in CSCI 3230.
The new prerequisites better describe what is needed to succeed in the courses.

Course Deletions

CSCI 1234 Mathematica Programming
This course has never been taught.

CSCI 5240 Computer Organization/Architecture
There is not time in the CSCI 5240 class to adequately cover all of the topics needed by the CS majors on the topic of computer organization/architecture. Therefore, two three-hour lab courses are proposed: CSCI 3231 and CSCI 5331.

CSCI 5334 Object-Oriented Programming
CSCI 5334/5334G is being deleted and replaced by CSCI 5335/5335G to better meet the changing needs of the CS majors. Over the last few years, introduction to OO programming has been moved to the freshman courses. Therefore, the OO programming course is no longer needed, rather a true design course is needed as an upper division course.

CSCI 5336 Applied Numerical Methods
This course is also listed as MATH 5336/5336G. Only the CSCI listing is being deleted. This is an applied math course and no longer appropriate as an upper division CSCI elective for majors since it does not build CS concepts.

A motion by Dr. Joyner and second by Dr. Ruebel to approve all these Computer Science changes was passed unanimously.

Mathematics Changes

New Course

MATH 5339 Partial Differential Equations
An in-depth study of analytic and numeric solutions to partial differential equations, including equations with at least three independent variables, and Green’s function. Prerequisite: MATH 5338/5338G; or MATH 3230 and permission of instructor.

This course is proposed as an upper division/graduate elective in applied mathematics. There currently is no mathematics class at this level with partial differential equations as its primary subject.

Course Title and Description

An introduction to discrete time models that arise from the study of ecological populations. Difference equation and matrix equation models for population will be formulated and analyzed both analytically and numerically. Prerequisite: MATH 1441 or permission of instructor.

TO: MATH 5430 Mathematical Models in Population Ecology
An introduction to discrete and continuous time models that arise from the study of ecological populations. Difference equation, matrix equation, and ordinary differential equation models for populations will be formulated and analyzed both analytically numerically. Prerequisite: MATH 1441 or permission of instructor.

The reason for this change is that the new description better describes the course.

Catalog Descriptions

FROM: MATH 3130 College Geometry
A study of Euclidean geometry. Prerequisite: MATH 2332.

TO: MATH 3130 College Geometry
A study of absolute and Euclidean geometry. Prerequisite: MATH 2332.
FROM: MATH 5332  Analysis II
Continuation of the study of the fundamental concepts of calculus, such as continuity, differentiation and integrability in Euclidean n-space, Metric spaces. Function spaces. Prerequisite: MATH 3331.

TO:  MATH 5332  Analysis II
Continuation of the study of the fundamental concepts of real analysis, such as continuity, differentiation and integrability in Euclidean n-space, Metric spaces. Functions spaces. Prerequisite: MATH 3331.

FROM: MATH 5434  Functions of a Complex Variable
Topics in complex variables including functions, limits, derivatives, integrals, the Cauchy-Riemann conditions, series representation of functions, Cauchy Integral formula. Prerequisite: MATH 2332.

TO:  MATH 5434  Functions of a Complex Variable
Topics in complex variables including functions, limits, derivatives, integrals, the Cauchy-Riemann conditions, series representation of functions, Cauchy Integral formula, and elementary conformal mappings. Prerequisite: MATH 2332.

FROM: MATH 5530  Mathematics for Scientists and Engineers
A survey of topics useful in the study of areas of applied mathematics such as physics, engineering and computer science. Topics include vector calculus, linear algebra, complex variables, numerical methods, Fourier series and partial differential equations. Prerequisite: MATH 2243 and MATH 3230.

TO:  MATH 5530  Mathematics for Scientists and Engineers
A survey of topics useful in the study of areas of applied mathematics such as physics, engineering and computer science. Topics include vector calculus, linear algebra, complex variables, numerical methods, Fourier series and partial differential equations. For non-math majors only. Prerequisite: MATH 2243 and MATH 3230.

The reason for these catalog description changes is that the new descriptions better fit the courses.

Catalog Description and Prerequisites

FROM: MATH 2332  Mathematical Structures
Propositional logic, predicate logic, induction, recursion, set theory, set operations, relations, functions, Boolean algebra and computer logic. Prerequisite: A minimum grade of C in MATH 2242 or equivalent.

TO:  MATH 2332  Mathematical Structures
Topics include propositional logic, predicate logic, induction, recursion, set theory, set operations, relations, functions, and Boolean algebra. Prerequisite: A minimum grade of C in MATH 2242.

FROM: MATH 5330  Operations Research
Introduction to the analytical formulation and solution of decision problems. Mathematical methods of optimization of classical operations research models. Prerequisite: MATH 3337.

TO:  MATH 5330  Operations Research
Introduction to basic deterministic and probabilistic operations research models of decision problems. Mathematical methods of optimization for these models will be analyzed both analytically and numerically. Prerequisite: MATH 2331 and MATH 3337 or permission of instructor.

FROM: MATH 5336  Applied Numerical Methods
Introduction to scientific computation on digital computers. Solution of nonlinear equations and systems of linear and nonlinear equations, polynomial interpolation, numerical differentiation and integration, data
fitting, and other numerical methods. Prerequisite: MATH 3335 and either CSCI 1232 or both CSCI 1301 and a knowledge of FORTRAN.

TO: MATH 5336 Applied Numerical Methods
Introduction to scientific computation. Solutions of linear and nonlinear equations, polynomial interpolation, numerical differentiation and integration, data fitting, and other numerical methods. Prerequisite: MATH 2331 and knowledge of a programming language.

The reason for making these description and prerequisite changes is that the new descriptions better describe the courses.

Course Deletions
MATH 5432 Math Models in Population Ecology II
This course has never been taught.

MATH 5438 Linear Programming
This course is not needed under the semester system, because most topics are covered in MATH 5330, Operations Research.

A motion by Dr. Smith and second by Dr. Joyner to approve all these changes in the Mathematics program was passed unanimously.

SCHOOL OF TECHNOLOGY
Dr. Gerald Jones presented the following item for the School of Technology.

Lab Hour Changes
FROM: ENGR 1132 Computing For Engineers
The number of lab hours is being changed from three (3) to 2 (two) at the recommendation of faculty who have been teaching the course. Also, this change will bring the course more in line with the equivalent course at Georgia Tech.

Dr. Waldo Meeks presented the following item.

Proposed Changes to the BS in Manufacturing
The Manufacturing Faculty wish to put Trigonometry back into the Manufacturing Program. It was in the quarter system but was not put into the semester system because Trig was no longer being taught.

Therefore, we wish to do the following:
1. Remove TCGT 1111 (1 hour course) from Area F.
2. Move TMFG 1122, Computer Drafting (as of summer 2002 this course number will be TMFG 2522) from Area F to Area G.
3. Put Internship as 4 credit hours instead of 6 (It may be 0-6).
4. Put Trigonometry (MATH 1112) in Area F.

(See the attachments to these minutes for a complete listing of the Manufacturing Program Advisement Sheet.)

A Jallow/Davidson motion and second to approve these School of Technology changes was passed unanimously.

OTHER BUSINESS
In response to a previous agenda item under other business, Dr. Hammitte distributed a copy of “Proposed Generic Course Proposal Guidelines.” These will be reviewed by each member and then discussed at a future meeting.
Dr. Koon also mentioned that the Core Curriculum survey will be soon be distributed to faculty members.

Mr. Deal reminded everyone that the next meeting of the committee will be on February 19. Agenda items for this meeting are due on February 5.

**ADJOURNMENT**

There being no further business, Dr. Koon adjourned the meeting at 4:35 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary

**UNDERGRADUATE COMMITTEE MINUTES, FEBRUARY 19, 2002**

Present: Dr. Constance Campbell; Dr. Phyllis Dallas; Ms. Laura Davidson; Dr. Mohammad Davoud; Dr. Diana Hammitte; Dr. Saba Jallow; Dr. Barry Joyner; Dr. Kathleen Koon; Dr. Alison Morrison-Shetlar; Ms. Sonya Shepherd; Dr. Mary Smith; Dr. Bob Haney.

Visitors: Dr. Denise Battles; Mr. Mike Deal; Mr. Patrick Murphey; Ms. Janet O’Brien; Dr. Barbara Price; Dr. Virginia Richards; Dr. Judy Schomber; Ms. Nancy Wright.

Dr. Kathleen Koon, Chair, called the meeting to order at 3:00 p.m.

**COLLEGE OF HEALTH AND PROFESSIONAL STUDIES**

Dr. Virginia Richards presented the following agenda items for the College of Health and Professional Studies.

**DEPARTMENT OF FAMILY AND CONSUMER SCIENCES**

**Child and Family Development Program Changes**

The Child and Family Development Program has experienced significant growth in the past five years. As of Fall Semester 2001, the program had 228 majors and 40 minors. In addition, the internship program has a departmental GPA requirement of 2.0. The program has had some students who have been denied entrance into the internship program because they do not have a 2.0 adjusted grade point average.

In an effort to improve services to our students and to meet higher professional standards, the faculty of the department has developed the following enrollment management plan. The department requests the Fall 2002 implementation of the following program admission criteria:

**PROGRAM ADMISSION CRITERIA:**

1. Admission to Georgia Southern University
2. An adjusted grade point average (GPA) of 2.0 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered)
3. Completed a minimum of 30 semester hours
4. A grade of “C” or better in all Area F course work attempted

**PROGRAM PROGRESSION REQUIREMENTS:**

1. Students must earn a grade of “C” or higher in all courses in Area F and within the major requirements, including guided major electives.
2. Students must also earn a grade of “C” or higher in a prerequisite course prior to registering for an advanced course.
3. Students must have a 2.0 adjusted grade point average to apply for the Child and Family Development internship (CHFD 4790).

The following prerequisite changes are requested to accommodate the above Program Admission and Program Progression Requirements.
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<thead>
<tr>
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<th>Research Methods in Child and Family Development</th>
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A motion by Dr. Smith and second by Dr. Morrison-Shetlar to approve these changes to the Child and Family Development Program was passed unanimously.

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<th>FROM:</th>
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<td>Interior Materials and Systems</td>
<td>INDS 2430; prerequisite or co-requisite: INDS 2434</td>
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</table>

A motion by Dr. Hammitte and second by Dr. Joyner to approve this prerequisite change was passed unanimously.
COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Ms. Nancy Wright presented the following agenda items for the College of Liberal Arts and Social Sciences.

DEPARTMENT OF WRITING AND LINGUISTICS

New Courses
LING 3030 Language, Power and Politics (Cross list with ANTH and POLS)
LING/COMM 3031 Phonology
LING/COMM 3032 Syntax

A motion to approve these new courses was made and seconded, but during the discussion it was noted that there were no course syllabi for these courses. Therefore, it was voted to table the motion and bring these back to the next meeting.

Prerequisite Change
FROM: LING/WRIT/ANTH 5330 History of English Language
      ENGL 2111 or ENGL 2212
TO:    LING/WRIT/ANTH 5330 History of English Language
      ENGL 1102

The Writing and Linguistics faculty teaching this course no longer believe that World Literature should be a prerequisite. This prerequisite was established by the Department of English and Philosophy, which stopped offering this course five years ago. This course is cross listed with WRIT 5330 and ANTH 5330.

A motion by Dr. Davoud and second by Dr. Joyner to approve this prerequisite change was passed unanimously.

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Barbara Price presented the following items for the School of Information Technology.

SCHOOL OF INFORMATION TECHNOLOGY

Second Disciplines/Concentrations for the BS in Information Technology
Applied Integrated Manufacturing
French
Technology and Political Analysis

A key component of the BS/IT is the second discipline/concentration. As the proposal states:

Students will choose an area of secondary specialization to blend their IT knowledge with an expanded knowledge of a focused application area.

A second discipline consists of 3 semester hours in Area F plus 18 semester hours specified by the academic unit offering the program. The School of Information Technology Faculty and the Undergraduate Curriculum Committee of the College of Business Administration have approved the second disciplines entitled Applied Integrated Manufacturing, French, and Technology and Political Analysis.

A Campbell/Jallow motion and second to approve these second disciplines was approved unanimously.

Prerequisite Changes
FROM: IT 1031 Introduction to IT
      MATH 1111 (College Algebra) or equivalent and a basic knowledge of application software.
TO:    IT 1031 Introduction to IT
      A basic knowledge of application software. Must have completed or be concurrently enrolled in MATH 1111 (College Algebra or equivalent.)
FROM: IT 1032 Survey of IT
IT 1031 (Introduction to Information Technology). Must have completed or be concurrently enrolled in CSCI 1236 (Introduction to Java Programming) and MATH 1232 (Survey of Calculus).

TO: IT 1032 Survey of IT
A “C” or better in IT 1031 (Introduction to Information Technology). Must have completed or be concurrently enrolled in CSCI 1236 (Introduction to Java Programming) and MATH 1232 (Survey of Calculus).

A motion by Dr. Morrison-Shetlar and second by Dr. Dallas to approve these prerequisite changes was passed unanimously.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Judy Schomber presented the following item for the Vice President for Academic Affairs.

Orientation Changes

I. That the GSU 1211, Orientation II, class be made voluntary effective Fall Semester 2002, for all new and currently enrolled students.

II. That GSU 1211 be removed as a graduation requirement. The minimum number of hours required for graduation will be 125 credit hours. The Area “University Requirements” will consist of 5 hours.

III. That new transfer students with more than 30 hours of transferable credit be exempt from the GSU 1210, Orientation I, requirement.

The motion was made by Dr. Hammitte and seconded by Dr. Smith to approve these recommended changes. Discussion followed. One question was whether or not the GSU 1211 class would still be offered, and it will be, as an elective. Another question was could the colleges use the extra hour to add another hour of requirement in another area. The answer to that question was no, they cannot. This will simply change the required number of hours for graduation from 126 to 125. Following the discussion, Dr. Koon called for the vote and the motion to approve the changes passed unanimously.

OTHER BUSINESS

Dr. Koon distributed copies of the proposed Course Proposal Guidelines. Following a discussion, which resulted in several suggested changes, it was decided that Dr. Hammitte would make the recommended changes to the proposed guidelines and bring the revised document to the next meeting. Dr. Koon will draft a memo to the colleges to be included with the proposed guidelines.

Dr. Koon also said that the General Education Outcomes survey had been mailed and several responses have been received. She thanked Dr. Haney’s office for the clerical support in mailing the survey.

Dr. Koon presented Ms. Janet O’Brien, Director of the Academic Success Center, who gave a brief summary of the mission of the Center. Ms. O’Brien said they do not feel like they are reaching the number of students they could be helping. They are asking for everyone’s help in spreading the word on what the Academic Success Center can offer our students. There seems to be a misconception that only low average students use the services of the Center. This is not true. They also help students to maintain their 3.0 GPA for HOPE scholarships. Mr. Patrick Murphey, Assistant Director, also gave some interesting data concerning the Center. Ms. O’Brien asked that everyone encourage students to avail themselves of the services offered by the Center.

ADJOURNMENT

There being no further business, Dr. Koon adjourned the meeting at 4:00 p.m.

Respectfully submitted,
SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair: Vaughn Vandegrift

The Academic Advisory Council met on February 26, 2002

1. Student appeals. Mike Deal distributed the following update to the council:
   202 approved appeals for Summer 2000-Fall 2001 were reviewed
   101 (50%) approved by Committee
   101 (50%) approved by the Provost
   97 of the 202 (48%) obtained Good Standing
   58 of the 101 (57.4%) approved by Committee obtained GS
   39 of the 101 (38.6%) approved by the Provost obtained GS

   The appeal process was discussed. The Provost suggested enforcing more rigorously deadlines for appeals, allowing a maximum of two exclusions, stopping 1st exclusion appeals at the Dean’s level, stopping 2nd exclusion appeals at the Academic Standard Committee level. The suggestions were received favorably by the council and Mike Deal was charged with updating the current written policy in order to include the changes in the catalog. The Librarian asked if these changes would be presented to the Senate and Dr. Vandegrift responded that he would discuss them with the Academic Standards Committee.

2. Summer program. Teresa Thompson discussed the Summer Freshman Program which will allow GSU to accept a limited number of capable students for Summer 2002 (approx. 200). These students, admitted on a provisional basis, will need a 2.00 GPA in order to continue as GSU students. They will not be able to drop the classes in which they are enrolled. (Requirements for admission: 890-920 SAT; 3.00 GPA; No CPC deficiencies).


4. Announcement: Virginia Samiratidu will have a new position and a new title. She will be Assistant to the Vice President in the Division of Student Affairs and Enrollment Management.

5. New business: No discussion.

6. Old business: No discussion.

7. Roundtable: No discussion.

8. Adjournment.

Submitted by Jean-Paul Carton
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

ACADEMIC STANDARDS COMMITTEE
Chair: M. Jill Lockwood

Academic Standards Committee met on March 26th and passed the following item:

Students majoring in international studies, international trade, and general studies who are appealing an exclusion shall have one appeal to their dean. The dean hearing the appeal will be determined by the Academic Standards Committee.

The Committee reviewed appeals for summer and fall, 2002. One appeal was granted.

The Committee will meet again on May 10, 2002 and May 13, 2002.

Submitted by Jill Lockwood

ELECTIONS COMMITTEE
Chair: Jean-Paul Carton

The committee met on April 11 and April 18 in order to discuss the 2002 Faculty Senate Elections and revise the operating procedures manual developed during the year. The committee will meet again on April 25.

FACULTY WELFARE COMMITTEE
Chair: David Dudley

No report submitted.

FACULTY DEVELOPMENT COMMITTEE
Chair: David Allen

The Faculty Development Committee had an extraordinary session at the end of March to discuss its overall charge, address strategic questions concerning its responsibilities, and revise application and evaluation procedures for future funding. Although the Committee’s name reflects its commitment to “Faculty Development”, traditionally it has placed emphasis, though not exclusively, upon funding projects directly linked to the improvement of classroom instruction, those which had an immediate impact upon large numbers of our students. This emphasis was reflected in several of the travel applications the Committee has issued which asked colleagues explicitly to address: “Which teaching skill do you expect to develop or enrich as a result of this proposed travel?” and to “...state how your participation will directly impact specific courses you teach or other aspects of the instructional process for which you are responsible”.

After considerable deliberation, the Committee has determined that this criteria is too narrow to reflect the wide array of legitimate projects that faculty are engaged in involving professional development. While reaffirming the Committee’s long standing commitment to the improvement of teaching and classroom, we also recognize that faculty have many reasons for seeking travel grants that go beyond our responsibilities in the
classroom. When faculty on our campus need additional resources to travel to conferences and special events that engage the life of the mind, their scholarly and research agendas as well as new areas of inquiry, to give public and professional presentations or simply to learn new techniques, technologies and approaches, it is to the Faculty Development Committee that they turn. All these needs reflect professional development and suggest their own criteria for justification and evaluation. At the same time, the Faculty Development Committee remains the only funding committee vested with the responsibility of supporting projects and awards aimed specifically at the enhancement of teaching in the classroom. In the recent past, a large number if not the majority of our funding proposals have been aimed at improving teaching. We as a committee felt it was of vital importance to this campus that those concerns be maintained and enhanced in the immediate future as well.

From now on, colleagues will be asked to justify and will be evaluated on the basis of how travel plans will effect professional development, and/or impact their students, the mission of the university, contribute to their colleagues, their field or community as a whole.

The Committee has also taken overall stock of our application and evaluation process(es) as well as our budget. We have made several recommendations and changes. We believe significant changes have been made to a) encourage more and new colleagues to apply for grants; b) to render the process more transparent—by laying out criteria and how the Committee makes evaluations more clearly; c) to offer more feedback and training to applicants in the future. For the first time in the Committee’s history, we will now have timely information on our budget, strengthening our ability to make funding decisions on a regular basis.

Respectfully submitted to the Faculty Senate,

David Allen, Chair of the Faculty Development Committee

FACULTY SERVICE COMMITTEE

Chair: Ann Pratt


Committee members in attendance: Ann Pratt, Chair, COST; Donald Neal Saye, CLASS; Virginia Richards; CHPS; Susan Trimble, COE; Charles Skewis, LIB; Carol Nessmith, COST; Lane Van Tassell, AVPAA & Dean of Graduate Studies.

Others present: Ms. Lee T. Mitchell, Excellence in Service Coordinator

The following nominations were submitted to the committee for the Excellence in Service Award:

Dr. Morgan P. Miles, COBA; Dr. Martha Schriver, COE; Dr. John B. White, COBA; Ms. Jocelyn Poole, LIB; Dr. Donald Drapalik, COST; Dr. June Alberto, CHPS; Mr. John L. Parcels, CLASS. The two recipients of this award will be announced at Commencement.

Respectfully submitted by Lee T. Mitchell, Coordinator

FACULTY RESEARCH COMMITTEE

Chair: Karen McCurdy

Report of the Minutes of the Faculty Research Committee March and April Meetings

Spring Grant Competition

The Faculty Research Committee met Thursday, March 7 to consider the Spring Grant Competition applications. All committee members were either present or submitted scores and comments on the 25 grant proposals. The total amount of research support requested was $60,267. The committee awarded
$37,608, with at least partial funding to nineteen of the proposals. The twenty-five proposals submitted represented 15 departments in 4 colleges.

2002 Awards for Excellence in Research, Scholarly, and/or Creative Activity

The Faculty Research Committee met Monday, April 8 to consider the portfolios submitted for the 2002 Awards for Excellence in Research. Committee members Hagan, Wilson, Chamblee, Briggs, Kaplan, and McCurdy were present to discuss the merits of the sixteen impressive research portfolios submitted. Recommendations were made to the Provost for the announcement of two award recipients at the Spring Commencement Exercises. The committee noted that it was terribly impressed by the wide range of quality research being conducted across the campus.

The sixteen submitted portfolios were from the following Colleges and Departments:

CHPS: Recreation and Sport Management (1)
CLASS: Foreign Languages (1), History (3), Literature and Philosophy (2), Psychology (1)
COBA: Finance and Economics (1)
COE: Curriculum, Foundations, and Research (2), Middle Grades and Secondary Education (1)
COST: Biology (2), Chemistry (1), Physics (1)

Submitted by Karen McCurdy
April 11, 2002

GRADUATE COMMITTEE

Chair: Ming Li

Graduate Committee Meeting Minutes, March 21, 2002

In Attendance: Dr. Jim Randall, COBA; Dr. Ruth Carroll, COE; Dr. Deborah Thomas, COE; Dr. Caren Town, CLASS; Dr. Jerry Wilson, COBA; Ms. Bonnie Gruben, Graduate Student Representative; Dr. Ming Li, CHPS; Dr. Lane Van Tassell, AVPAA & Dean of Graduate Studies; Dr. Lucindia Chance, COE; Dr. J. B. Claiborne, COST; Dr. Leon Spencer, COE; Dr. Sudha Ratan, CLASS; Dr. Kevin Burke, CHPS; Nick Pearson, Student Government Association Representative

Others: Dr. John R. Diebolt, Ms. Lee Mitchell

Visitors: Dr. Todd Deal, COST; Dr. Mike McDonald, COBA

The Graduate Committee Meeting was called to order by Dr. Ming Li at 3:30 p.m. on Thursday, March 21, 2002, in the Dean’s Conference Room of the College of Education Building.

APPROVAL OF MINUTES

Minutes of the February 21, 2002, Graduate Committee meeting were approved as submitted.
CURRICULUM AMENDMENTS AND PROGRAM CHANGES

Program Proposals and Curriculum amendments presented by the College of Education, College of Science and Technology and the College of Business Administration were approved by the Graduate Committee. See Approved by Graduate Committee Report.

OLD BUSINESS

Dr. Diebolt presented a proposal for recording study concentrations on transcripts. Dr. Thomas motioned that the proposal be adopted. The motion was seconded by Dr. Burke and approved by the committee.

Dr. Ruth Carroll, Chair, Graduate Faculty Appointment Subcommittee, motioned for approval of the report from the subcommittee regarding graduate faculty appointment recommendations. The motion was seconded by Dr. Town and approved by the graduate committee. Those approved for Associate Graduate Faculty status were: Arif Ahmed, Maria S. Fox, Elaine Clift Gore, Mary Ann Nelson, Robert C. Pirro, Peter C. A. Smith, Shawn Smith, Kathy Thornton, Suelynn Duffey, Magdi A. Essawy and Jeffrey A. Todd. Those approved for Full Graduate Faculty status were: Mark Hanna, Darrell F. Parker, Ken Johnston, Christina A. Lemon, Margaret McLaughlin, Catherine Reavis and Martha Schriver.

NEW BUSINESS

Dr. Van Tassell announced that Dr. Charles Hardy has been named as the Interim Dean for the College of Graduate Studies effective July 1, 2002.

ANNOUNCEMENTS

Bonnie Gruben announced that the National Association of Graduate-Professional Students 2002 Southeast Regional Conference will be held April 4-7, 2002 at the Hyatt Regency in Savannah, Georgia. Ms. Gruben also announced that Career Services attended the Graduate Student Organization meeting held March 5, 2002.

ADJOURNMENT

There being no further business, the meeting was adjourned at 4:40 p.m.

Respectfully submitted by Lee Mitchell

LIBRARY COMMITTEE

Chair: David Robinson

No report submitted.
UNDERGRADUATE COMMITTEE

Chair: Kathleen Koon

UNDERGRADUATE COMMITTEE MINUTES

March 20, 2002, Henderson Library, 4th Floor Conference Room

Present: Dr. Constance Campbell; Ms. Laura Davidson; Dr. Mohammad Davoud; Dr. Diana Hammitte; Dr. Saba Jallow; Dr. Barry Joyner; Dr. Kathleen Koon; Dr. Alison Morrison-Shetlar; Ms. Sonya Shepherd; Dr. Mary Smith; Dr. Bob Haney. 

Visitors: Dr. Frank Arasanyin; Mr. Tony Barilla; Dr. Larry Burton; Dr. Kate Conway-Turner; Mr. Mike Deal; Dr. Todd Deal; Ms. Donna Fisher; Dr. Marvin Payne; Dr. Han Reichgelt; Dr. Judy Scomber; Ms. Nancy Wright.

Dr. Kathleen Koon, Chair, called the meeting to order at 3:03 p.m.

COLLEGE OF BUSINESS ADMINISTRATION

DEPARTMENT OF FINANCE AND ECONOMICS

Dr. Mary Smith introduced Ms. Donna Fisher, who presented the following items on behalf of Regional Economic Development.

Subject Number and Prerequisite Change

FROM: REDV 4130 Introduction to Regional Economic Development
   ECON 2106, Business Economics
TO:   REDV 3130 Introduction to Regional Economic Development
       ECON 2105, Economics in a Global Society

The reason for making these changes is to allow students outside the College of Business Administration to more easily qualify for this course, which could lead to an increase of majors in Regional Economic Development and to an increasing number of students working toward a minor in Economic Development.

Prerequisite Change

FROM: REDV 4131 Applied Regional Analysis
       BUSA 3131, Business Statistics, and BUSA 3132, Quantitative Analysis
TO:   REDV 4131 Applied Regional Analysis
       BUSA 3131, Business Statistics, and BUSA 3132, Quantitative Analysis, or comparable courses in quantitative methods.

This proposed change will allow students from non-business disciplines to work toward a minor in Economic Development by using their area’s quantitative course(s) as a foundation for REDV 4131.

A motion by Dr. Joyner and second by Ms. Davidson to approve these two changes was passed unanimously.
Mr. Tony Barilla presented the following items on behalf of the Department of Finance and Economics.

**Course Title Changes**

**FROM:** ECON 3131 Aggregate Economic Analysis  
**TO:** ECON 3131 Intermediate Macroeconomics

**FROM:** ECON 3231 Microeconomic Analysis  
**TO:** ECON 3231 Intermediate Microeconomics

The reasons for making these title changes is to more clearly describe the course content, and to make the title consistent with the comparable courses offered at other colleges and universities.

**Course Title and Catalog Description**

**FROM:** ECON 4431 Economic Development  
Focuses on the economic analysis of growth patterns and technological changes, with an emphasis on the macro-economic aspects of development planning and development strategies. Part of the debate will center on specific case studies of Third World Countries.

**TO:** ECON 4431 International Economic Development  
Covers economic development theories with applications. Examines the evolution of developing and transition economies and presents empirical evidence that supports or contradicts the existing theories. The student will gain an understanding of how economic development has occurred historically around the world and what lessons have been learned and are now being applied in international development policies (3 credit hours).

The justification for making these changes is to make the course title more clearly describe the course content and to make the course title consistent with the comparable course offered at other colleges and universities.

**Course Description**

**FROM:** ECON 4830 Special Problems in Economics  
A customized course that is under the direction of a faculty sponsor. Designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with the faculty sponsor. (3 credit hours)

**TO:** ECON 4830 Special Problems in Economics  
A customized course that is under the direction of a faculty sponsor. It allows students to pursue further study in a specific topic.

The reason for making this change is to more clearly describe the course and to explicitly list some potential topics that the course may cover.
Course Deletions

ECON 3531 Economics of Social Issues
ECON 4432 Agricultural and Rural Economics
ECON 4433 Evolution of Economic Systems
ECON 4436 Land Use and the Environment
ECON 4438 State and Local Public Finance
ECON 4531 Applied Economic Analysis

The reasons for deleting these courses are to reduce the number of economics course offering to more effectively utilize instructional resources, the courses have not been taught in many years or have never been taught, the topics covered can easily be covered in other courses, or little student demand anticipated.

New Courses

ECON 4335 Public Finance and Public Policy
A study of the role of government in a market economy, how governments can efficiently allocate expenditures among the various members of society, the government decision-making process, cost-benefit analysis, government expenditures, and the effects and incidence of taxation. The focus of the course is on the federal government. The course also examines various public policy issues, such as welfare to work programs, health care, and Social Security. (3 credit hours)

This course examines the role of government in the American economy. The course will prepare the student to understand and appreciate the role that government plays in our economy and how it can correct economic failures that sometimes result in a market-based economy.

ECON 4336 Industrial Organization and Regulation
An introduction to the scientific study of imperfectly competitive markets. Topics include the causes of market imperfections (economics of scale, barriers to entry, etc.), behavioral and performance responses by firms to market imperfections, and government policy responses to market imperfections (antitrust law and regulation). (3 credit hours) Prerequisites: Junior Standing, ECON 2105 and ECON 2106.

The reason for developing this course is to help students understand how firms actually behave in our economy by helping them to understand how firms behave in imperfectly competitive markets, and to show how regulation and the enforcement of antitrust law can effect firm behavior in imperfectly competitive markets.

FINC 4534 Business Insurance
A study of alternative methods of managing financial risk of the firm using business insurance products. Although the course emphasizes insurance methods, alternatives to insurance are also examined. Financial concepts are applied to the evaluation of alternative courses of action for the firm. The course also focuses on regional insurance topics, such as marine insurance, aviation insurance and crop insurance that affect southeast Georgia (3 credit hours). Prerequisite: Junior Standing.
This course replaces portions of the old FINC 4531 and FINC 4533 courses. The scope of the new course is limited to commercial risk management issues, emphasizing insurance, and including a new emphasis on regional insurance issues. This course will serve as the third required course for the risk management emphasis for Finance majors.

A motion by Dr. Jallow and second by Dr. Hammitte to approve all these changes for the Department of Finance and Economics was passed unanimously.

SCHOOL OF INFORMATION TECHNOLOGY

Dr. Han Reichgelt presented the following items for the School of Information Technology.

Second Disciplines/Concentrations for the BS in Information Technology

Imaging Information Systems
Multimedia for Information Technology
Digital Imaging Systems
Technology Education Program

A key component of the BS/IT is the second discipline/concentration. As the proposal states:

Students will choose an area of secondary specialization to blend their IT knowledge with an expanded knowledge of a focused application area.

A second discipline consists of 3 semester hours in Area F plus 18 semester hours specified by the academic unit offering the program. The School of Information Technology Faculty and the Undergraduate Curriculum Committee of the College of Business Administration have approved the second disciplines entitled Imaging Information Systems, Multimedia for Information Technology, Digital Imaging Systems, and Technology Education Program.

A Davidson/Smith motion and second to approve these second disciplines unanimously approved.

COLLEGE OF EDUCATION

DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Dr. Virginia Richards, representing the College of Health and Professional Studies, presented the following proposed program changes on behalf of the College of Education.

Program Changes in B.S.Ed. in Family and Consumer Sciences

PROPOSED PROGRAM CHANGES IN FAMILY AND CONSUMER SCIENCES EDUCATION

Delete FACS 2024 - Introduction to Family and Consumer Sciences from the major requirements.

Rationale: This course was developed to orient students to the major. The new FACS 2010, Perspectives in FACS, covers the same material and is required of all Family and Consumer Sciences Majors. This departmental change makes the FACS 2024 course redundant.
Remove CHFD 4134 - Family Life Education from the major requirements.
Rationale: This course repeats concepts learned in the Pedagogy courses required in the College of Education.

Remove FMAD 3236 - Apparel II from the major requirements.
Rationale: Secondary school curriculum in Georgia and the nation is de-emphasizing sewing and emphasizing apparel consumer skills.

Add FACS 2220 - Social Survival Skills to the major requirements.
Rationale: Students in this major will be expected to know basic social skills in their roles as leaders of their communities. The content skills taught in this course will be an invaluable addition to their knowledge base.

Add SCED 4731 - Secondary School Practicum to “Pedagogy for Professional Educators.”
Rationale: This new course will be a part of the Secondary Education Professional Block.

Increase FACS upper division electives from 8 hours to 12 hours in the major requirements.
Rationale: Adding to the guided electives will give students maximum flexibility in developing their content knowledge. This curriculum change allows our FACS Ed students to pursue a particular content interest.

CURRENT CATALOGUE COPY: 2001-2002

FAMILY AND CONSUMER SCIENCES EDUCATION B.S.Ed. 126 HOURS

Please refer to the degree program within the College of Education.

See pages GSU Catalogue for Core Curriculum, required of all students.

Area A - Essential Skills ................................................................. 9 Hours
Area B - Institutional Options .......................................................... 4 Hours
Area C - Humanities and Fine Arts .................................................. 6 Hours
Area D - Science, Mathematics, and Technology ............................... 11 Hours
Area E - Social Science ................................................................. 12 Hours
Area F - Courses Appropriate to Major ............................................. 18 Hours

Pre-professional Block (taken concurrently)
COED 2110 - Pre-Professional Block Practicum (1)
EDUF 2120 - Foundations of Education (2)
EDUF 2121 - Human Growth and Development (2)
SPED 2120 - Introduction to Special Education (2)
ITEC 2120 - Introduction to Instructional Technology (2)

Other courses for the major:
CHFD 2134 - Family Development (3)
INDS 2430 - Design Appreciation (3)
NTFS 2530 - Nutrition and Health (3) OR NTFS 2534 - Introduction Food Science (3)
Health and Physical Education Activities ........................................... 4 Hours
Faculty Senate Librarian’s Report, *April 17, 2002*

**HLTH 1520 - Healthful Living (2)**

**Physical Education Activities (2)**

**Orientation I & II ................................................................. 2 Hours**

**Pedagogy for Professional Educators ............................................. 18 Hours**

**EDUF 3234 - Educational Psychology: Secondary (3)**

**FACS 3035 - Teaching Family & Consumer Sciences (3) **

**SCED 4138 - Secondary Curriculum (3)**

**SCED 4799 - Student Teaching in Secondary Education (9)**

**Major Requirements ................................................................. 39 Hours**

**CHFD 2130 - Family Economic Environment (3)**

**CHFD 2135 - Child Development (3)**

**CHFD 4134 - Family Life Education (3)**

**CHFD 4135 - Parenting (3)**

**FACS 2010 - Perspectives in FACS (1)**

**FACS 2024 - Introduction to FACS (2)**

**FACS 4610 - Senior Seminar (1)**

**FMAD 1234 - Apparel I (3)**

**FMAD 3234 - Textiles (3)**

**FMAD 3236 - Apparel II (3)**

**NTFS 2534 - Introduction Food Science OR NTFS 2530 - Nutrition & Health (3)**

**NTFS 3536 - Meal Management (3)**

**8 hours of electives-FACS courses (8)**

**Elective .................................................................................................. 3 Hours**

**ADVISEMENT: Each student in Family & Consumer Sciences Education is assigned to an advisor in the College of Education**

Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: bwray@gsvms2.cc.gasou.edu

**PROGRAM ADMISSION CRITERIA:** See B.S.Ed. Degree Requirements

- Must be admitted into the Teacher Education Program

**OTHER PROGRAM REQUIREMENTS:**

- Must meet all requirements for retention in the Teacher Education Program
- Must earn a “C” or better grade on all courses in the teaching field and professional education, an adjusted GPA of 2.75 or better in this course work, and maintenance of overall Cumulative GPA of 2.50 or better
- Must successfully complete all field experiences
- Must take courses in proper sequence
- Must meet requirement for admission to Student Teaching including passing score on the Georgia teacher certification test, Praxis II

**PROPOSED CATALOGUE COPY: 2002-2003** (Deletions crossed through; additions in bold)

FAMILY AND CONSUMER SCIENCES EDUCATION B.S.Ed. 126 HOURS

Please refer to the degree program within the College of Education.

See pages GSU Catalogue for Core Curriculum, required of all students.
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<th>Area</th>
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12 hours of upper division electives in Family and Consumer Sciences Dept. (8) (12)

Elective .................................................................................................................................................................................................................. 3 Hours

ADVISEMENT: Each student in Family & Consumer Sciences Education is assigned to an advisor in the College of Education

Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: bwray@gsvms2.cc.gsu.edu

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OTHER PROGRAM REQUIREMENTS:

- Must meet all requirements for retention in the Teacher Education Program
- Must earn a “C” or better grade on all courses in the teaching field and professional education, an adjusted GPA of 2.75 or better
- Must successfully complete all field experiences
- Must take courses in proper sequence
- Must meet requirement for admission to Student Teaching including passing score on the Georgia teacher certification test, Praxis II

A motion by Dr. Joyner and second by Dr. Hammitte to approve these program changes was passed unanimously.

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Todd Deal presented the following items for the Allen E. Paulson College of Science and Technology.

DEPARTMENT OF BIOLOGY

Catalog Descriptions

FROM: BIOL 3133 Evolution and Ecology

Provides a review of major principles in evolutionary biology, genetics, and ecology. Covers Mendelian genetics, quantitative and population genetics, and relevant aspects of probability theory and statistical analysis. Students are introduced to cladistics, the historical development of population biology, and the neo-Darwinian paradigm, with emphasis on microevolutionary processes of natural selection, drift, and gene flow. Evolutionary principles are integrated into the presentation of ecosystem function, community development, and species interactions. 3 credit hours. Prerequisites: BIOL 2111 and BIOL 2131

TO: BIOL 3133 Evolution and Ecology

An introduction to major principles of genetics, evolution, and ecology. This course covers the origin and maintenance of genetic variation (mendelian and population genetics), genetic change in populations over time (microevolutionary processes of selection, drift, and gene flow), and taxonomic diversification (macroevolutionary process of speciation). Students will see how this evolution and diversification are shaped by ecological interactions between organisms and their abiotic and biotic environment. These ecological interactions will be studied at the
population, community, and ecosystem levels. 3 credit hours.
Prerequisites: BIOL 2111 and BIOL 2131

FROM: BIOL 4890 Undergraduate Research
 Well-prepared biology majors may be permitted to carry out an
independent research project upon the recommendation of the
instructor with whom the student wishes to work. The
recommendation must have approval of the head of the biology
department. A written abstract and an oral presentation of the
results by the student must be presented at the end of the semester.
1-4 credit hours. Prerequisites: Minimum GPA of 2.75 and junior
standing.

TO: BIOL 4890 Undergraduate Research
 Biology majors will be encouraged to conduct a research project
under the supervision of faculty. The faculty recommendation
must have approval of the head of the biology department. A
written abstract and an oral presentation of the results by the
student must be presented at the end of the semester. A maximum
of five credit hours of Biology 4890 may be counted toward the 22
(BA) or 32 (BSB) credit hours needed in Biology Elective course
work. 1-4 credit hours. Prerequisites: Minimum GPA of 2.75 and
junior standing.

The justification for making these course description changes is to better reflect the content of the
courses and to establish a limit to the number of hours that can count towards the major.

Selected Topics Announcement
BIOL 5099 Neurobiology and Behavior

A motion by Dr. Jallow and second by Dr. Morrison-Shetlar to approve these items for the
Department of Biology was passed unanimously.

DEPARTMENT OF CHEMISTRY

Prerequisite Changes
FROM: CHEM 3140 Advanced Inorganic Chemistry
 A minimum grade of C in CHEM 3342 and CHEM 3440, or
equivalent.

TO: CHEM 3140 Advanced Inorganic Chemistry
 A minimum grade of C in CHEM 3342 and CHEM 3441, or
equivalent.

FROM: CHEM 3442 Physical Chemistry II
 A minimum grade of C in CHEM 3440, or equivalent.

TO: CHEM 3442 Physical Chemistry II
 A minimum grade of C in CHEM 3441, or equivalent.
The reason for making these prerequisite changes is because the course number of CHEM 3440 has been changed to CHEM 3441.

A Hammitte/Davoud motion to approve these prerequisite changes was passed unanimously.

**DEPARTMENT OF PHYSICS**

Dr. Deal and Dr. Marvin Payne presented the following items for the Department of Physics.

**New Courses**

**PHYS 2211H Principles of Physics 1 Recitation**  
An honors recitation section to accompany Principles of Physics I. Students taking this recitation receive honors credit in co-requisite Principles of Physics I. Course will concentrate on problem solving but will introduce additional topics as needed. Co-requisite: PHYS 2211 and permission of instructor.

**PHYS 2212H Principles of Physics II Recitation**  
An honors recitation section to accompany Principles of Physics II. Students taking this recitation receive honors credit in co-requisite Principles of Physics II. Course will concentrate on problem solving but will introduce additional topics as needed. Co-requisite: PHYS 2212 and permission of instructor.

These courses will emphasize problem solving as well as introduce additional topics, as needed. The additional topics will complement and extend the topics of PHYS 2211 and PHYS 2212.

A motion by Dr. Smith and second by Dr. Davoud to approve these two new courses was passed unanimously.

**SCHOOL OF TECHNOLOGY**

**Prerequisite Change**

**FROM:** TMFG 2133 3-D Computer Drafting  
TMFG 1121, TMFG 2522

**TO:** TMFG 2133 3-D Computer Drafting  
TMFG 1121, TMFG 2522, or permission of instructor

This change is to allow for former equivalent prerequisite courses taken and/or former experiences of students in this subject area.

**Title, Course Description and Prerequisite Changes**

**FROM:** TMFG 5233 Manufacturing Management Issues and Methods  
A senior level seminar covering essential issues related to technical management of manufacturing production systems. Emphasis on technical problem solving techniques, problem/opportunity
identification, practical problem solving techniques, non-quantitative aspects of technical project justification, and project management in support of operations goals in the manufacturing environment. Prerequisites: Senior standing, five hours of statistics or quality assurance and five hours of technical processes, TMFG 3131, TMFG 3231, or permission of the instructor.

TO: TMFG 5233 Manufacturing Applications in Information Technology
A senior level course emphasizing the application of commercially available software to solve manufacturing production problems. Topics include Theory of Constraints, Failure Mode and Effect Analysis, Flow Charting, and Project Management. Three credit hours. Prerequisites: Senior standing, three hours of statistics or quality assurance, and three hours of technical processes, or permission of the instructor.

The reason for making these changes is to better describe the new content for the course based on recommendations from respondents to a survey of regional industries. The change from the five quarter hours prerequisite of statistics or quality assurance and technical processes, as well as the prerequisites of TMFG 3131 and TMFG 3231, is due to the conversion to the semester system.

A Davoud/Joyner motion and second to approve these changes was passed unanimously.

Dr. Deal made the following announcement for information only.

Information Only Announcement – Course Number Change
FROM: ENGR 1132 Computing for Engineers
TO: ENGR 1631 Computing for Engineers
This change is at the request of the Georgia Tech Admissions and Registrar’s offices so that the Georgia Southern course can be made equivalent to the Georgia Tech course COE 1361, Computing for Engineers.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
Ms. Nancy Wright presented the following items for the College of Liberal Arts and Social Sciences.

DEPARTMENT OF HISTORY

New Course
HIST/RELS 3334 History of Christianity (Cross list with RELS)
The major theme of this course is the development of various Christian traditions in Europe from the early middle ages to the Enlightenment. Topics include the spread of Christianity, formation of distinct Christian churches, and the many wars fought in the name of Christianity. 3 crs. Prerequisites: None.
This course takes advantage of the expertise of a new faculty member in the Department of History and fills a curricular need for history majors and for the student population of Georgia Southern University in general.

A Jallow/Smith motion and second to approve this new course was passed unanimously.

**DEPARTMENT OF WRITING AND LINGUISTICS**

Dr. Larry Burton presented the following agenda items for the Department of Writing and Linguistics.

**New Courses**

**LING/COMM 3031 Phonology (Cross list with COMM)**

An in-depth introduction to sounds and sound structures within formal grammar. Relation of basic units of sound structure to major components of linguistics including syntax, morphology and semantics. Reading and discussion of trends in phonological theory, including nonlinear phonology and current optimality approaches. (3 hrs) Prerequisite: ENGL 1102

**LING/COMM 3032 Syntax (Cross list with COMM)**

A broad introduction to syntactic theory within historical and contemporary approaches to language and linguistic representation. Exploration of language as a systematic structure drawing on the Generative Transformational models complemented by the Minimalist paradigm. (3 hrs). Prerequisite: ENGL 1102

**LING/ANTH/POLS/AAST 3337 Language, Power, Politics**

An in-depth investigation of the role of language in national and international power structures. Comparative evaluation of language in social organization of politics, economic policy and law as aggregated by race, culture, ethnicity, class, group ideology and gender. Emphasis on social policy management and minority/linguistic rights. (3 hrs) Prerequisite: ENGL 1102

The justification for developing these new courses is to fill a void in the department’s linguistic offerings.

A motion by Dr. Hammitte and second by Dr. Joyner to approve these three new courses was passed unanimously.

**Preliminary Proposal for New Program**

**B.A. Major: Writing and Linguistics**

Dr. Burton made an in-depth presentation of the need for this program. He distributed additional information in the form of two handouts, which indicated evidence of student interest in the program and detailed the major requirements of the program. Copies of these handouts and the complete program proposal are available as attachments to these minutes.
After a lengthy discussion, a motion was made by Dr. Jallow and seconded by Dr. Campbell to approve the preliminary program proposal. The motion was unanimously approved.

OTHER BUSINESS

Dr. Koon called on Dr. Hammitte, who distributed copies of the “New Course Proposal Guidelines.” These were discussed and changes suggested. Dr. Koon developed a memo which will be mailed to Deans, Directors and Department Chairs with the new guidelines as an enclosure.

Dr. Koon also gave a report on the survey of the Core Curriculum Surveys that were mailed out earlier. There were 273 surveys mailed and 78 responses received.

Mr. Deal mentioned a proposed schedule of committee meetings for the 2002-2003 academic year. This will be e-mailed to committee members for review and will be finalized at the next meeting. This schedule was developed from the current schedule and in conjunction with the Faculty Senate meeting schedule.

ADJOURNMENT

There being no further business, the meeting was adjourned at 4:50 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

The Academic Advisory Council met on April 9, 2002

I. Grade Repeat Policy and Student Appeals. Mike Deal distributed a draft of a policy proposing limiting the number of times students may repeat courses in which they receive a grade of “D” or “F” (twice) and “C” (once). There was some disagreement regarding how many times a course in which a student has received a “C” may be repeated (Deans’ recommendation) and Jayne Perkins and Michael Deal agreed to bring back to the AAC in the Fall data concerning students who repeat courses and the results of a best-practice survey at other institutions. Other issues raised by the policy include computing the adjusted GPA, repeated courses before or after graduation, replacement courses for courses which are no longer offered, and exceptions.

Mike Deal also distributed a spreadsheet describing the proposed appeal process, which excludes the President.

II. ITS Update and issues. Lisa Spence distributed a copy of a memo to all department chairs, requesting information (list of all services provided to the outside) necessary for the implementation of a firewall system aimed at protecting data on the campus network. The memo, with some changes that were suggested during the discussion, will be sent to the Deans, chairs, and directors.
Lisa Spence also reported on ITS’s efforts to identify and implement a groupware standard on campus. A Groupware Task Force has been appointed for this purpose.

ITS is also currently working with tech. representatives on campus in order to identify standards for purchases.

III. Summer program. Teresa Thompson reported that an enrollment of 75 is projected for the Summer Freshman Program (62 currently enrolled). She also reminded the AAC of the upcoming open house.


V. Announcements.

VI. New business: No discussion.

VII. Old business: No discussion.

VIII. Roundtable: No discussion.

IX. Adjournment

Submitted by Jean-Paul Carton
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

**ACADEMIC STANDARDS COMMITTEE**
Chair: M. Jill Lockwood
The committee met twice before summer term to hear appeals from students on exclusion.

**ELECTIONS COMMITTEE**
Chair: Jean-Paul Carton
The committee met on April 25 to finish working on the operating procedures manual developed during the year. The manual will be presented to the Senate at the June meeting. It may be viewed on the Faculty Senate website at [http://www2.gasou.edu/FacultySenate/Operating_Procedures.pdf](http://www2.gasou.edu/FacultySenate/Operating_Procedures.pdf).

**FACULTY WELFARE COMMITTEE**
Chair: David Dudley
No report submitted

**FACULTY DEVELOPMENT COMMITTEE**
Chair: David Allen
No report submitted

**FACULTY SERVICE COMMITTEE**
Chair: Ann Pratt
No report submitted

**FACULTY RESEARCH COMMITTEE**
Chair: Karen Mc.Curdy
No report submitted

**GRADUATE COMMITTEE**
Chair: Ming Li

**Graduate Committee Meeting Minutes, April 18, 2002**

In Attendance: Dr. Ruth Carroll, COE; Dr. Jerry Wilson, COBA; Ms. Bonnie Gruben, Graduate Student Representative; Dr. Lane Van Tassell, AVPAA & Dean of Graduate Studies; Dr. Kevin Burke, CHPS; Dr. Frank French, COST; Dr. Quentin Fang, COST; Dr. Bede Mitchell, LIB; Dr. Robert Stevens, COE

Others: Dr. John R. Diebolt, Ms. Lee Mitchell

Visitors: Dr. Todd Deal, COST; Dr. Curtis Ricker, CLASS
The Graduate Committee Meeting was called to order by Dr. Ruth Carroll (acting for Dr. Ming Li) at 3:30 p.m. on Thursday, April 18, 2002, in the Dean’s Conference Room of the College of Education Building.

APPROVAL OF MINUTES

Minutes of the March 21, 2002, Graduate Committee meeting were approved as submitted.

CURRICULUM AMENDMENTS AND PROGRAM CHANGES

Program Proposals and Curriculum amendments presented by the College of Education, College of Science and Technology, College of Liberal Arts and Social Sciences and the College of Health and Professional Studies were approved by the Graduate Committee. See Attachment 1: Curriculum Amendments Approved by Graduate Committee Report.

OLD BUSINESS

No old business was presented to the committee.

NEW BUSINESS

No new business was presented to the committee.

ANNOUNCEMENTS

Dr. Van Tassell expressed his gratitude to the Committee for the work they had done on the committee. He also announced that this would be his last meeting with the committee as Graduate Dean.

Bonnie Gruben announced that the last Graduate Student Organization was held on April 16th and 17th, 2002. Ms. Gruben advised that they discussed projects for next year.

Lee Mitchell distributed a list of the 2002-2003 Graduate Committee meeting dates.

ADJOURNMENT

There being no further business, the meeting was adjourned at 4:15 p.m.

Respectfully submitted,

Lee Mitchell
LIBRARY COMMITTEE

Chair: David Robinson

Library Committee Meeting Minutes, April 8, 2002

Present were committee members David Robinson, Robert Costomiris, Cynthia Frost and library faculty Dean Bede Mitchell, Associate Dean Ann Hamilton, Charles Skewis, Iris Durden, and Fred Smith.

Bede Mitchell gave a “worst case scenario” of budget cuts. Issues discussed included the problem of cutting subscriptions - if they are later reinstated, it costs extra money to get the missing issues (if they can be had at all.) Or the library could cut back on hours or cut back on purchasing monographs.

[UPDATE. In a May 15 memo to the Library Committee, Bede Mitchell announced that the feared cuts would not be necessary: "Provost Vandegrift has been able to obtain $175,000 in end-of-year funds for the library's collection budget. We will make a pre-payment to our subscription vendor and be able to maintain our essential periodicals. In addition, Vaughn says he will be able to restore the $64,000 that was to be taken from our FY2003 collection budget as part of the 5% state-wide budget cuts. Thus for all intents and purposes the library has been protected from the budget reductions except for a cut in our student assistant line, and we should be able to mitigate that cut with our casual labor funds. We will not need to reduce library hours or services." (DWR).]

Fred Smith reported on Access Services matters. He explained what is being done to try and get back overdue library materials. Henderson Library doesn’t charge late fines. Now students get 3 notices; 22 days after the due date, they are blocked and can’t check out materials, get the GALILEO password, etc. He would like to change this to one notice the day the item is due (21 days after checkout) and then block the person at 28 days. This would fit with the University System of Georgia’s GIL Express, which will be implemented this fall. Items borrowed from the USG libraries through this service will check out for 28 days. Once an item is overdue, the person is blocked.

A letter is going out to all faculty concerning books that they have checked out that are due May 3. They are asked to return any books they aren’t using. For books they still want to keep, they can renew online from the library’s catalog, or return the letter with the titles marked and the library will renew. They can mail back any books they no longer need or call the library and staff will come to their offices and pick up the books. If the faculty member doesn’t return or renew each of these now overdue items, when they try to checkout materials this summer they will be alerted that they have overdue materials that need to be returned or renewed. Once fall semester starts, faculty with any overdue items may be blocked from library services until the items are returned.

David distributed handouts for the "Colloquium on Copyright in the Digital Age” which is now scheduled from 8:30 to noon on April 15. The whole colloquium will be recorded so it can later be viewed on computer by streaming.

[UPDATE: The Colloquium was held as scheduled, and pronounced a success by all involved. The complete presentations by the four speakers and the concluding panel discussion may be viewed online in Real Audio format by visiting the Web site http://ogeechee.litphil.gasou.edu/colloquium.html. To access Dr. Gasaway's talk, give username as "guest" and password as "Erk" (case sensitive). Special thanks go the the Bede Mitchell, Alison Morrison-Shetlar, and Barbara Price for sponsoring this event. (DWR).]
Ann Hamilton showed the committee floor plans and a building model for the proposed library additions and improvements.

Cynthia Frost
May 9, 2002

UNDERGRADUATE COMMITTEE
Chair: Kathleen Koon

UNDERGRADUATE COMMITTEE MINUTES
April 16, 2002, Henderson Library, 4th Floor Conference Room

Present: Dr. Constance Campbell; Dr. Phyllis Dallas; Ms. Laura Davidson; Dr. Mohammad Davoud; Dr. Saba Jallow; Dr. Kathleen Koon; Dr. Alison Morrison-Shetlar; Ms. Sonya Shepherd; Dr. Mary Smith; Dr. Bob Haney. Visitors: Dr. Todd Deal; Dr. Virginia Richards; Dr. Judy Schomber; Dr. Jimmy Solomon; Dr. Mark Welford; Ms. Nancy Wright.

Dr. Kathleen Koon, Chair, called the meeting to order at 3:02 p.m.

COLLEGE OF BUSINESS ADMINISTRATION

SCHOOL OF INFORMATION TECHNOLOGY

Dr. Mary Smith requested that the following agenda item be tabled because it has not been through all the channels in the College of Business Administration.

New Course
IT 4830 Special Problems in Information Technology

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Todd Deal presented the following items for the Department of Chemistry.

DEPARTMENT OF CHEMISTRY

Course Deletion
CHEM 4612 Senior Seminar II

The reason for deleting this course is that it was complicated to fit CHEM 4612 into student’s schedules, and one year of seminar (CHEM 3610-Junior Seminar and CHEM 4611-Senior Seminar I) is standard among programs.
Prerequisite Change
FROM: CHEM 4244 Advanced NMR Spectroscopy
A minimum grade of C in CHEM 3440 and CHEM 3342, or equivalent.
TO: CHEM 4244 Advanced NMR Spectroscopy
A minimum grade of C in CHEM 3342, or equivalent.

The justification for making this change is that the current prerequisites include a course most often taken by students in the senior year, making enrollment in CHEM 4244 difficult for them. This change will ease that problem.

Title Change
FROM: CHEM 4611 Senior Seminar I
TO: CHEM 4611 Senior Seminar

The reason for making this change is to reflect the change in the sequence.

A Davoud/Smith motion to approve these changes for the Department of Chemistry was passed unanimously.

Dr. Mark Welford presented the following items for the Department of Geology and Geography.

GEOGRAPHY PROGRAM

Course Deletions
GEOG 3132/S Cultural Geography of Ireland
GEOG 3133/S Physical and Biogeography of Ireland

The reason for deleting these courses is that the courses no longer fit the departmental goals. The deletion allows for maximum use of departmental staff resources to provide a solid, directed major in geography.

Title and Prerequisite Changes
FROM: GEOG 3530 Advanced Cultural Geography
GEOG 1101
TO: GEOG 3530 Cultural Geography
Permission of instructor.

The justification for these changes is that there is not an introduction to Cultural Geography course in the catalog so its original name: Advanced Cultural Geography is confusing and redundant—the department wishes to remove the confusion by removing the word “Advanced” from the title. We wish to remove the prerequisite of GEOG 1101 and change it to permission of instructor so that Middle Grades Education majors might opt to take GEOG 3530.
Prerequisite Changes

FROM: GEOG 4543 Advanced GIS
       GEOG 3543
TO:  GEOG 4543 Advanced GIS
       GEOG 3430

The reason for this change is because GEOG 3543 was deleted and replaced by GEOG 3430.

FROM: GEOG 4632 Advanced Cartography
       GEOG 3631
TO:  GEOG 4632 Advanced Cartography
       GEOG 4541

GEOG 3631 was deleted and replaced by GEOG 4541.

New Course

GEOG 5091 Selected Topics in GIS

Advanced applications of GIS design and modeling to a specific topical and/or geographic area. Topics and areas will be rotated over time. Prerequisite: GEOG 3430–Introduction to Geographic Information Systems.

This course introduces junior and senior Geography majors and GIS minors to advanced topical and regional understanding of the application of GIS and its place in modern business and government. This is the capstone GIS course for geography majors and GIS minors. Extra take-homes, paper and project will be required of graduate students.

Changes to the Minor in GIS

FROM:
Prerequisites for Minor Program Courses:
GEOG 1521 Real World Applications of GIS (2 hours)

List of Courses for the Minor Program:
   Lower Division (0-6 hours)
   Upper Division (9-15 hours)
   GEOG 3430 Introduction to GIS (4 hours)
   GEOG 4543 Advanced GIS (4 hours)
   GEOG 5091 Selected Topics in GIS (4 hours)
   and at least one of the following:
   GEOG 4541 Cartography (4 hours)
   GEOG 3741 Remote Sensing (4 hours)

Additional Minor Requirements/Recommendations:

TO:
Prerequisites for Minor Program Courses:
GEOG 1521  Real World Applications of GIS (2 hours)

List of Courses for the Minor Program:
- Lower Division (0-6 hours)
- Upper Division (9-15 hours)
  - GEOG 3542  Introduction to GIS (4 hours)
  - GEOG 4543  Advanced GIS (4 hours)
  - GEOG 5091  Special Topics in GIS (3 hours)
  and at least one of the following:
  - GEOG 3631  Introduction to Cartography (3 hours)
  - GEOG 3741  Remote Sensing (4 hours)

Additional Minor Requirements/Recommendations:

GEOLOGY PROGRAM

Course Deletions
- GEOL 3120  Scientific Photography
- GEOL 5090  Selected Topics in GIS
- GEOL 5143  Introduction to Micropaleontology
- GEOL 5221  Geophysics Resistivity and Refraction
- GEOL 5222  Geophysics Gravity andMagnetics
- GEOL 5223  Geophysics Reflection

The reason for deleting GEOL 5090 is because the course is listed in the catalog as a geology course when it is actually a geography course. The reason for deleting the remainder of these courses is that the courses no longer fit the departmental goals. Deletion allows for maximum use of departmental staff resources to provide a solid, directed major in geology.

A Davoud/Jallow motion to approve all these changes for the Department of Geology and Geography was passed unanimously.

Dean Jimmy Solomon presented the following agenda item for the Department of Mathematics and Computer Science Department.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

New Course
MATH 1101  Introduction to Math Modeling
Mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. The investigation and analysis of applied problems and questions, and effective communication of quantitative concepts and results. Topics include linear, quadratic, polynomial, exponential and logarithmic models of real-world phenomena. Prerequisites: Two
years of high school algebra or equivalent.

This course will serve as an alternative to MATH 1111-College Algebra to satisfy area A core curriculum requirements for students who do not need a calculus preparatory mathematics course.

A Davidson/Davoud motion to approve this new course was passed unanimously.

Dr. Todd Deal presented the following items for the School of Technology.

SCHOOL OF TECHNOLOGY

Prerequisite Changes
FROM: ENGR 1631 Computing for Engineers
Co-requisites: MATH 1441
TO: ENGR 1631 Computing for Engineers
Concurrent or prior completion of MATH 1441

FROM: ENGR 2334 Circuit Analysis
ENGR 2341 and PHYS 2212. Co-requisites: MATH 3230.
TO: ENGR 2334 Circuit Analysis
ENGR 2341 and PHYS 2212. Concurrent or prior completion of MATH 3230.

FROM: ENGR 2431 Creative Decisions and Design
ENGR 1133 or its equivalent. Co-requisites: MATH 2430 and ENGR 2230.
TO: ENGR 2431 Creative Decisions and Design
ENGR 1133 or its equivalent; Concurrent or prior completion of ENGR 2230 and MATH 2430.

The reason for making these prerequisite changes is that by listing the MATH courses as co-requisites, BANNER will not allow a student who has already taken these courses to register for the ENGR courses. By changing the wording to concurrent or prior completion of the MATH courses, the problems will be solved.

Catalog Descriptions
FROM: TCPM 2132 Image Preparation I
An exploration of the tools, processes and planning procedures used in the initial capture, editing, and production of an image for the graphic communication and information technology industries. The layout and design process from a printing perspective is discussed and evaluated. Three hours lecture per week (3 semester hours credit). Corequisite: TCPM 2212. Prerequisites: TCPM 1131, TCPM 1321 and TCPM 1411.
TO: TCPM 2132 Image Preparation I

An exploration of the tools, processes, and planning procedures used in the initial capture, editing, and production of an image for the graphic communications and information technology industries. The layout and design process from a printing perspective is discussed and evaluated. Three hours lecture per week. Corequisite: TCPM 2212. Prerequisites: TCPM 1131, TCPM 1321 and TCPM 1411. (Required for Printing Management Majors only. Information Technology discipline students and Printing Management minor students should consult with the assigned Printing Management program advisor.) Three credit hours.

FROM: TCPM 2212 Image Preparation I Laboratory

Provides hands-on experiences that coincide with the TCPM 2132. The lab experiences include using the tools and processes used in the initial capture and production of an image and its editing. Corequisite: TCPM 2131. Prerequisites: TCPM 1131, TCPM 1321 and TCPM 1411.

TO: TCPM 2212 Image Preparation I Laboratory

The lab experience includes using the tools and processes used in the initial capture and production of an image and its editing. Corequisite: TCPM 2131. Prerequisites: TCPM 1131, TCPM 1321 and TCPM 1411. (Required for Printing Management Majors only. Information Technology discipline students and Printing Management minor students should consult with the assigned Printing Management program advisor.) One credit hour.

These changes are being made to fit with the Information Technology second discipline.

A Davoud/Morrison-Shetlar motion to approve these changes for the School of Technology was passed unanimously.

OTHER BUSINESS

Survey Results

Dr. Koon distributed copies of a draft report of the results from the General Education Outcomes survey. Dr. Haney noted that the core courses should not be presented as being the only courses falling into the ten categories of the General Education Outcomes document. Dr. Koon said she hopes that the survey did accomplish something useful, and several members indicated that they feel it has done so.

Communicating Committee Business to Colleges and Departments

Dr. Koon presented for discussion the topic of how the business of the Undergraduate Committee is disseminated to the faculty across campus. She feels that perhaps the faculty members are not getting the entire package of actions. She presented a copy of the listing of actions taken by the Graduate Committee as a possible example of how Undergraduate Committee actions could be encapsulated. It is especially important that advisors know what actions have been taken, what courses have been deleted, added or changed in some way, and when those changes are effective, for instance, the new Introduction to Math Modeling course that has just been approved to be effective Fall 2002. It was suggested that the actions be put on the Registrar’s web site after they
have been approved at all levels. Dr. Schomber indicated that she also would put them on the Academic Advisors web page.

Proposal for Operating Guidelines for Undergraduate Committee
Dr. Koon distributed copies of the “Operating Code for the Graduate Committee.” She thought perhaps the Undergraduate Committee might want to consider adopting similar goals for the upcoming year.

Schedule of Meetings for 2002-2003
The schedule of meetings for the Undergraduate Committee for the 2002-2003 academic year was finalized. The final meeting of the 2001-2002 year will be on May 22.

ADJOURNMENT
There being no further business, the meeting was adjourned at 3:47 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary

UNDERGRADUATE COMMITTEE MINUTES
May 22, 2002, Henderson Library, 4th Floor Conference Room

Present: Dr. Phyllis Dallas; Ms. Laura Davidson; Dr. Kathleen Koon; Dr. Alison Morrison-Shetlar; Ms. Sonya Shepherd; Dr. Mary Smith; Dr. Bob Haney. Visitors: Dr. Diana Cone; Mr. Mike Deal; Dr. Todd Deal; Dr. Donnie Richards; Dr. Judy Schomber; Dr. Nancy Shumaker; Ms. Nancy Wright.

Dr. Kathleen Koon, Chair, called the meeting to order at 3:04 p.m.

MINUTES

There had not been enough responses via e-mail to approve the minutes of the April 16 meeting of the Undergraduate Committee; therefore, Dr. Koon asked for a motion and second to approve the minutes. They were approved unanimously.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Nancy Shumaker presented the following agenda items for the Vice President for Academic Affairs and the Center for International Studies.

Proposal to Include NURS 4090s/7090s and HIST/INTS/AAST 3530 in the B.A. in International Studies Curriculum for Majors and Minors
The Center for International Studies is requesting to add NURS 4090s/7090s–Nursing in a Global
Community and HIST/INTS/AAST 3530–History of Africa to 1800 to the B.A. in International Studies curriculum for majors and minors. (See attachments to these minutes for complete listing of major and minor courses, including these changes.)

**Changes in Area F of the Bachelor of Arts in International Studies Degree**

The Center for International Studies is requesting to remove STAT 2232–Introduction to Statistics II from the required courses in Area F and place it within the list of approved courses for Area F (six to twelve hours section); and to add INTS 2130–Introduction to International Studies as a required course in Area F. (See attachments to these minutes for complete listing of degree requirements and advisement checklist.)

A Davidson/Smith motion to approve these changes was passed unanimously.

**COLLEGE OF BUSINESS ADMINISTRATION**

Dr. Mary Smith presented the following items for the College of Business Administration.

**DEPARTMENT OF INFORMATION SYSTEMS AND LOGISTICS**

**Prerequisite Change**

<table>
<thead>
<tr>
<th>FROM:</th>
<th>CISM 4135</th>
<th>Project Management and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A “C” or better in CISM 3135 and MGNT 3130</td>
<td></td>
</tr>
<tr>
<td>TO:</td>
<td>CISM 4135</td>
<td>Project Management and Development</td>
</tr>
<tr>
<td></td>
<td>A “C” or better in CISM 3135</td>
<td></td>
</tr>
</tbody>
</table>

The reason for this change is to make the course more accessible to non-COBA majors–particularly those majoring in IT.

**SCHOOL OF INFORMATION TECHNOLOGY**

**New Course**

<table>
<thead>
<tr>
<th>IT 4830</th>
<th>Special Problems in Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A customized course that is under the direction of a faculty sponsor. Special Problems is designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with the faculty sponsor. (3 credit hours)</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Permission of Director.</td>
</tr>
</tbody>
</table>

The justification for offering this new course is to give students an opportunity to pursue studies in Information Technology not covered in a regularly offered course.

A Dallas/Morrison-Shetlar motion to approve these two items for the College of Business Administration was passed unanimously.
COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Ms. Nancy Wright presented items for the College of Liberal Arts and Social Sciences.

Change in Core Curriculum for Area C – Humanities and Fine Arts


With the reduction of credit for all lower-level foreign languages courses from four (4) hours to three (3) hours, these courses now fit with others from the College of Liberal Arts and Social Sciences which are also included in Area C. The level which may be used for credit will depend on the experience which students bring from high school. Change effective Fall 2002.

CENTER FOR AFRICANA STUDIES

Ms. Wright presented the following item for information only.

Selected Topics Announcement

AAST 3030 Representation of Blacks in European Art and Literature

This course examines the various ways in which Black people have been viewed by Europeans from the Middle Ages to the present. Through an analysis of art work, as well as contemporary, historical, and scholarly texts, students will gain a better understanding of the development of western European perceptions of people of African descent. (3 hours)

This topic is introduced to utilize the expertise of a faculty member.

DEPARTMENT OF HISTORY

Course Number Change and Cross Listing

FROM: HIST 4332 “Woman Question” in Europe

An intellectual history course focusing on the debate over women’s nature, women’s roles, and the notion of “woman.” Although the “woman question” has a history spanning the entire modern period, the course will examine the period 1848-1950 when many of the classic texts appeared (three credit hours).

TO: HIST/WGST 4335 “Woman Question” in Europe

An intellectual history course focusing on the debate over women’s nature, women’s roles, and the notion of “woman.” Although the “woman question” has a history spanning the entire modern period, the course will examine the period 1848-1950 when many of the classic texts appeared (three credit hours).

The reason for these changes is that the Director of Women’s Studies made a request to cross list HIST 4332 with Women and Gender Studies. The Department of History agrees that this course is a natural fit for that program. The Women and Gender Studies program already has a course listing
for 4332, hence the course number change.

A Smith/Dallas motion to approve these changes was approved unanimously.

**DEPARTMENT OF MUSIC**

Ms. Wright made the following announcement for information purposes only.

**Selected Topics Announcement**

**MUSC 5031 Finale Workshop**

The course is an introduction to the use of FINALE music software in school and professional applications. Prerequisites: Successful completion of the undergraduate Common Body of Music requirements in theory, piano, and technology or permission from the instructor.

**DEPARTMENT OF POLITICAL SCIENCE**

**New Courses**

**CRJU 4930 Justice Studies Honors Thesis**

A substantial research project in Justice Studies structured jointly by a University Honors Program student and faculty mentor, approved by the University Honors Program director.

This establishes a course for use with capstone projects for students in the University Honors Program.

**POLS 5930 Political Science Honors Thesis**

A substantial research project in Political Science structured jointly by a University Honors Program student and a Political Science Department faculty member, approved by the University Honors Program Director. (3 credits)

This establishes a course for use with capstone projects for students in the University Honors Program.

**POLS/IRSH 3432 Celtic Identity and Conflict**

This course examines contemporary issues raised by the conflict in Northern Ireland by studying conflicts in the broader historical context of the experience of the Celtic people in Ireland, Scotland, and Wales who sought to preserve their political and cultural identities in the British Isles. (3 credits)

This course is requested as on-going offering for Irish studies minor. It will also attract students interested in Ireland and Celtic heritage to the Political Science Department.

These new courses were approved unanimously on a motion by Dr. Morrison-Shetlar and second by
Dr. Dallas.

**Course Number Change and Cross Listing**

FROM: POLS 3238  Southern Politics  
TO:  POLS/AMST 3333  Southern Politics

These changes create a cross-listing between an existing POLS course and the American Studies program.

**Catalog Description Changes**

FROM: POLS 2101 Introduction to Political Science  
Introduction to the history, scope, and methods of the discipline of political science. Required of all majors and minors in political science.

TO:  POLS 2101 Introduction to Political Science  
An introduction to the concepts that are considered in the systematic study of politics, such as justice, equity, regimes, and democracy. This course will examine the means by which political scientists explore politics theoretically and in applied settings. Required of majors and minors in political science. (3 credits)

FROM: POLS 3230 Modern Political Thought  
Examines political themes and thinkers from the Renaissance to the nineteenth century.

TO:  POLS 3230 Modern Political Thought  
The course in modern political thought is concerned with the differentiation of politics as an activity distinct from, and independent of, religion. Political thinkers in the modern period are distinguished by their turn to scientific and other modern modes of rationality as foundations for the analysis of politics. Central concerns include delineating the rights and powers of the individual and establishing a secular basis for a just society. (3 credits.)

FROM: POLS 3236 International Relations  
Designed to introduce students to the basic concepts of international relations, including those of war and peace, power, foreign policy, international organizations, markets, demography, and ecology. Students will be provided with the necessary conceptual tools to gain a better understanding of the nature and problems of international relations. (3 credits)

TO:  POLS 3236 International Relations  
Introduces students to the basic concepts of international relations, including those of war and peace, power, foreign policy, international organizations, markets, demography, ecology, and the impact of information technology. Students will be provided with the necessary concepts, theories, and methods used in the discipline including quantitative analysis in order to gain a better understanding of the nature and problems of international relations. (3 credits)
FROM: POLS 3331  Introduction to Public Administration
The administrative process in American Government with special
attention focused upon the points between political branches and
administrative agencies.

TO: POLS 3331  Introduction to Public Administration
An examination of how local, state, and federal governments make
use of human resources, financial resources, and information
resources to assist in policy making, provide services to citizens, and
exercise the regulatory power of government. (3 credits)

FROM: POLS 4131  Public Policy
A study of the process in the American political system, focusing on
the analysis, formulation, implementation, and evaluation of public
policies. Specific policy areas, such as welfare, education, health, and
foreign policy are emphasized. (3 credits)

TO: POLS 4131  Public Policy
A study of the policy process in the American political system,
focusing on the analysis, formulation, implementation, and evaluation
of public policies. Specific policy areas, such as welfare, information
technology, education, health, and foreign policy will be examined.
(3 credits)

FROM: POLS 4139  Contemporary Political Thought
Examines selected political themes and thinkers from the twentieth
century.

TO: POLS 4139  Contemporary Political Thought
Theorists since the onset of the twentieth century have questioned the
scientific foundations of modern political ideas and institutions.
Issues to be discussed may include the nature and limits of liberalism,
the rise of mass politics, the benefits and dangers of modern
technology, and the emergence of multiculturalism and feminism. (3
credits.)

Title and Catalog Description Change
FROM: POLS 3135  Congressional Behavior
Examines the policy making process through the focus on
congressional behavior. This includes aspects of decision making,
agenda setting, congressional elections, and institutional
arrangements. Students will become familiar with the three
contemporary approaches to the study of Congress, behavioral,
historical, and formal. The student is strongly urged to be familiar
with either statistical analysis or formal theory before taking this
course.

TO: POLS 3135  Legislative Behavior
The ability of elected bodies whether they are local, state, regional or
national to represent the preferences of their constituents is linked to
the ability of elected officials, their staffs, and the executive agency
administrators to manage change in an arena of inadequate
information. This course will examine decision making, agenda
setting, elections, and institutional arrangements with a particular
concern for the mechanisms legislatures have for processing
information. Students will become familiar with the three contemporary approaches to the study of legislatures: historical, behavioral, and formal. (3 credits)

The reasons for these changes are to better describe what is covered in the courses and to reflect the inclusion of this class in the political science core for a second discipline in the information technology major.

**Cross Listing**

**POLS/CRJU 3137 Judicial Process**

This program now cross lists the existing Political Science course with the Justice Studies course offerings. This class is a required Justice Studies class in their major’s core.

All of these course changes and cross listings for the Department of Political Science were approved unanimously on a Dallas/Davidson motion and second.

**COLLEGE OF HEALTH AND PROFESSIONAL STUDIES**

Dr. Diana Cone presented the following agenda items for the College of Health and Professional Studies.

**Catalog Descriptions and Prerequisites**

**FROM: RECR 4790 Internship**

A sixteen-week supervised work experience related to their area of emphasis, and the opportunity to apply classroom knowledge and theory to practice. Prerequisites: Completion of majors core requirements, area of emphasis, non-recreation courses, and permission of advisor.

**TO: RECR 4790 Internship**

A sixteen-week supervised work experience related to student’s emphasis area which allows application of classroom knowledge and theory to practice. Prerequisites: Adjusted GPA of 2.0 or better, completion of major core requirements, area of emphasis, non-recreation courses, 200 hours of community service, and permission of advisor.

These changes are needed to make requirements clear and accurately articulated in the catalog.

**FROM: INDS 3435 Design Studio II**

The design planning process as it applies to the moderate scale (800-5,000 s.f.) residential interior environment. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, building codes and diverse populations. Area of emphasis is residential. 3 credit hours. Prerequisites: INDS 2436, ART 1010, ART 1020, INDS 2430, and a grade of C or better in INDS 2434. Corequisite: INDS 2435
TO: INDS 3435 Design Studio II
The design planning process as it applies to the moderate scale residential interior environment. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, and diverse populations. Area of emphasis is residential. 3 credit hours. Corequisite: INDS 2435. Prerequisites: ART 1010, ART 1020, INDS 2430, and a grade of C or better in INDS 2434.

The new course description allows more flexibility with the actual design projects utilized in the learning experience. The new prerequisites are needed to more effectively refine and update the class. This change will allow the design student to progress more rapidly through our program.

FROM: INDS 3436 Design Studio III
The design planning process as it applies to the complex large scale (5,000-10,000 s.f.) interior environment. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, building codes and diverse populations. Areas of emphasis include hospitality, multi-residential, healthcare, and commercial. 3 credit hours. Prerequisites: FMAD 3238, FACS 2437, TBSS 3121, ART 1030, and a grade of C or better in INDS 2435 and INDS 3435.

TO: INDS 3436 Design Studio III
The design planning process as it applies to the medium scale interior space. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, building codes and diverse populations. Areas of emphasis may include hospitality, multi-residential, healthcare, adaptive reuse and commercial. 3 credit hours. Prerequisites: ART 1030 prerequisite or corequisite, FACS 2437, INDS 2436, and a grade of C or better in INDS 2435 and INDS 3435.

FROM: INDS 4435 Design Studio IV
The design planning process as it applies to the complex large scale (15,000 s.f.+ ) interior environment. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, building codes and diverse populations. Areas of emphasis include commercial offices including systems, hospitality, healthcare, and adaptive reuse. 3 credit hours. Prerequisites: INDS 343, INDS 3435, FACS 2437, TBCC 3121, and a grade of C or better in INDS 3436, INDS 3438 prerequisite or required corequisite.

TO: INDS 4435 Design Studio IV
The design planning process as it appears to the more complex larger scale interior space. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, building codes and diverse populations. Areas of emphasis may include work environments including systems, hospitality, retail, adaptive reuse,
and other appropriate commercial environments.  3 credit hours. Prerequisites: INDS 3434, FMAD 3238, TBCC 3121, and a grade of C or better in INDS 3436, INDS 3438 prerequisite or required corequisite.

The above two new course descriptions allow more flexibility with the actual design projects utilized in the learning experience. The new prerequisites will allow the design student to progress more rapidly through our program.

Course Title
FROM: FACS 2437 Computer-Aided Drafting and Design
TO: FACS 2437 Interior Design CAD I

The reason for making this change is to better describe the current content of the course. This change reinforces the FIDER Standard 1. Curriculum Structure, which reads “The curriculum must follow a logical sequence and the course content must increase in degree of difficulty.”

Correct Lecture, Lab and Contact Hours
FROM: INDS 3438 Professional Practices I
  Lecture Hrs. Low 1 High 1
  Lab Hrs. Low 4 High 4
  Contact Hrs. Low 5 High 5
TO: INDS 3438 Professional Practices I
  Lecture Hrs. Low 3 High 3
  Lab Hrs. Low 0 High 0
  Contact Hrs. Low 3 High 3

A curriculum change was presented at the January 30 meeting of the Undergraduate Committee to change the prerequisites for this course. The lecture, lab and contact hours were inadvertently listed incorrectly. This is a request to correct the hours shown on the curriculum form submitted at the January 30 meeting.

Prerequisite Change
FROM: INDS 4436 Design Studio V
  INDS 4790, a grade of C or better in INDS 4436. Corequisite: INDS 4616.
TO: INDS 4436 Design Studio V
  INDS 4790, FACS 3427, a grade of C or better in INDS 4435. Corequisite: INDS 4616.

The reason for making the changes in prerequisites is to incorporate into the curriculum the new course and to reinforce the sequence of courses and complexity as required for FIDER accreditation.
Course Description

FROM: INDS 4616 Interior Design Seminar
A senior level seminar course for the interior design student which explores common design issues and components relative to the execution of a complex design project.

TO: INDS 4616 Interior Design Seminar
A senior level seminar course for the interior design student which explores common design issues and allows the student to further develop their design portfolio.

The reason for making this change is that the one hours course which is a co-requisite to Design Studio V has evolved into a study of current design issues along with an opportunity for the senior to complete a comprehensive and professional portfolio which builds on the initial portfolio developed in an earlier class (prior to securing an internship). The addition of this continued portfolio development coincides with the final semester and better prepares the student to secure an actual job.

The above catalog description, prerequisite, title and contact hour changes were unanimously approved on a Morrison-Shetlar/Dallas motion and second.

New Course

INDS 3427 Interior Design CAD II
Further develops the student’s ability to use the computer as a drafting tool for Interior Design at an advanced level. Subjects addressed in this course will be working drawings in conjunction with INDS 4435, schedules, details, and 3-D modeling. Prerequisites: FACS 2437 Interior Design CAD I. Co-requisite: INDS 4435.

The reason for creating this new course is to add it to the non-major requirements. The program must meet FIDER Standard 4.a. Communication; student work must demonstrate a competence in drafting and lettering, both manual and computer-aided techniques. The creation and addition of this course will enable students to develop more advanced skills in CAD and 3D Modeling which are considered industry standards for a competency in CAD drafting and design.

A motion/second by Dr. Dallas and Ms. Davidson to approve this new course was passed unanimously.

Program Changes in Hotel & Restaurant Management
See the attachments to these minutes for a complete listing of the course requirements for the program.

Program Changes in Sport Management
See the attachments to these minutes for a complete listing of the course requirements for the program.

Program Changes in Interior Design B.S.
See the attachments to these minutes for a complete listing of the course requirements for this program, incorporating the changes.

The purpose in making these changes is to better meet the FIDER accreditation requirements for the program.

These changes were all unanimously approved on a Davidson/Morrison-Shetlar motion and second.

**Program Admission Requirements in Interior Design**

**Program Admission Criteria:**

1. Admission to Georgia Southern University
2. An adjusted grade point average (GPA) of 2.25 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered)
3. Completed a minimum of the following Area F courses: INDS 2430, INDS 2434, and 2 of the 3 ART classes in Area F
4. A grade of “C” or better in all Area F course work attempted
5. By the deadline, students shall have:
   a. Turned in a completed Information Form including copies of college transcripts for all work completed to date
   b. Attended an orientation session with Interior Design Faculty
6. Students transferring in with an Interior Design Major from other schools are required to have their portfolio and transcript evaluated by Interior Design faculty who are responsible for determining which design courses remain to be taken and which design courses receive transfer credit.

**Program Progression Requirements**

1. Students must earn a grade of “C” or higher in all courses within the major requirements including Area F
2. Maintain a 2.25 Adjusted GPA. An admitted student whose Adjusted GPA falls below 2.25 will be on probation for one semester. If the student’s GPA remains below 2.25 after the probation semester, the student will be dropped from the program.
3. Until admission criteria are met, students will be considered “Pre-Interior Design” majors and will be advised in the College of Health and Professional Studies Student Services Center.

**NOTE:** Students transferring into the Interior Design major from other majors may not be able to graduate necessarily within the traditional four-year period.

The reason for these changes is to better meet the FIDER accreditation requirements.

A Dallas/Shepherd motion and second to approve these changes was passed unanimously.

**ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**
Dr. Todd Deal presented the following items for the Allen E. Paulson College of Science and Technology.

DEPARTMENT OF BIOLOGY

Course Deletion
BIOL 5538  Vertebrate Paleoecology

The reason for deleting this course is that there are no plans to teach this course under the semester system.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

New Course
MATH 4910  Undergraduate Seminar

A specialized study of various topics in mathematics with the intention to engage students independent reading, writing and presentation of these topics under the supervision of mathematics faculty. Prerequisites: A minimum grade of C in MATH 2332 and MATH 2443.

The intent of this course is to engage junior and senior undergraduate students in independent reading, writing and presentation of topics in mathematics. There is no such course in the current catalog.

SCHOOL OF TECHNOLOGY

Course Subject, Description and Prerequisite Changes
FROM:  TIET 3230  Productivity Measurement & Improvement

A study of various methods and tools used in industry and business to measure work productivity and the methods and tools used to improve work procedures. Content areas include: methods study, motion study, time study, predetermined time standards systems, work factors, work sampling, incentive systems, ergonomics, safety, and other special topics for methods improvement and work measurement. Prerequisites: TIET 3130 or equivalent course by permission.

TO:  TMFG 3230  Productivity Measurement & Improvement

A study of various methods and tools used in industry and business to measure work productivity and the methods and tools used to improve work procedures. Content areas include: methods study, motion study, time study, predetermined time standards systems, work factors, work sampling, incentive systems, ergonomics, safety, and other special topics for methods improvement and work measurement.
measurement. MS Excel will be used to solve problems. Three credit hours. Prerequisites: TMFG 2131

The Manufacturing Program has assumed the responsibility for teaching this Industrial Engineering Technology course. Manufacturing students compose the majority of enrollment. The course will now emphasize application of manufacturing management technology rather than theoretical engineering concepts. Therefore, the prerequisites of statistics and calculus are not required.

FROM: TIET 4531 Plant Layout
The fundamental theories, practices, and methods for the design of manufacturing and service facilities to enable productive flow of goods and services. Software will be used in the lab in support of a layout project that will grow throughout the semester. Prerequisite: TIET 3230.

TO: TMFG 4531 Plant Layout
The fundamental theories, practices, and methods for the design of manufacturing and service facilities to enable productive flow of goods and services. Emphasis is placed on applied exercises utilizing MS Excel and AutoCAD software that culminates in a semester project. Three credit hours. Prerequisites: TMFG 2131, TMFG 2522 & TMFG 3230.

The Manufacturing Program has assumed the responsibility for teaching this Industrial Engineering Technology course. Manufacturing students compose the majority of enrollment.

FROM: TIET 4533 Production Planning
The methods used to plan and control the efficient and effective use of equipment, tooling, people, materials, and other resources to manufacture products. Prerequisite: TIET 4531

TO: TMFG 4533 Production Planning
The methods used to plan and control the efficient and effective use of equipment, tooling, people, materials, and other resources to manufacture products. MS Excel will be used to solve problems. Three credit hours. Prerequisite: TMFG 2131

The Manufacturing Program has assumed the responsibility for teaching this Industrial Engineering Technology course. Manufacturing students compose the majority of enrollment. Lab time is required for the application of M.S. Excel to production planning problems.

Course Subject and Prerequisite Changes

FROM: TIET 4330 Cost Engineering
None

TO: TMFG 4330 Cost Engineering
TMFG 2131
The Manufacturing Program has assumed the responsibility for teaching this Industrial Engineering Technology course. Manufacturing students compose the majority of enrollment.

All of the above changes for the College of Science and Technology were approved unanimously on a Morrison-Shetlar/Dallas motion and second.

OTHER BUSINESS

Faculty Survey
Dr. Koon distributed a draft copy of the “Report of the Undergraduate Committee on the Survey of Faculty Views on the Extent to Which Core Courses Assist Students in Attaining the University’s General Education Outcomes.” The majority of faculty who responded to the survey believe that students are achieving the applicable General Education Outcomes in the courses that they teach. Several individuals indicated that large class size interfered with their ability to satisfactorily achieve certain objectives, such as verbal and written communication. Only one response came from the Turning Points and Connections area; therefore, it may be desirable to further evaluate the course. Dr. Koon asked committee members to review this draft and report back to her by June 10 with any comments. The draft will be e-mailed to those committee members who were not present at the meeting.

Undergraduate Committee Goals
Dr. Koon reported that the Committee has accomplished the goals that were established at the beginning of the academic year. A recommended goal for next year would be to develop operating guidelines for the Undergraduate Committee.

Recognition of Committee Members
Dr. Haney asked for permission to address the committee. He recognized members of the committee who are serving their last year of membership, and those who are leaving Georgia Southern for other positions. Dr. Haney thanked each one for their hard work and dedicated service to the committee.

ADJOURNMENT

There being no further business, the meeting was adjourned at 4:02 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary

Report of the Undergraduate Committee on the Survey of Faculty Views on the Extent to Which Core Courses Assist Students in Attaining the University’s General Education Outcomes

The Undergraduate Committee of the Faculty Senate conducted a survey of faculty members’ views
on the extent to which core courses assist students in attaining Georgia Southern University’s General Education Outcomes. According to the University System of Georgia General Guidelines for the Core Curriculum, courses in the core curriculum must clearly address the general education outcomes for the institution. The Core Curriculum at Georgia Southern University was designed to address Georgia Southern University’s General Education Outcomes, consistent with the University System of Georgia’s Guidelines.

Methodology

Faculty members were asked to rate the extent to which they thought that their course (or courses) assist(s) students to attain each of the listed General Education Outcomes, using a scale of 7 - “extensively” to 1 - “not at all.” In total, there are ten outcome categories in Georgia Southern University’s list of General Education Outcomes. Outcomes one through seven and nine were included as discreet survey items to be rated by the study participants using the previously described scale (See Appendix A). Outcome eight, “Basic Area of Knowledge,” was not included on the survey form, because we thought that achievement of basic knowledge in the cognitive area was inherent in the courses that were selected for inclusion in Georgia Southern University Core Curriculum. Outcome ten, “Worthy Use of Leisure” was judged to be beyond the scope of the survey and at least partly addressed through extracurricular activities and in the courses that comprise the six credit hours of Institutional Options (health, physical education activities, and university orientation/leadership). Faculty members teaching the courses constituting the six hours of Institutional Options were not included in the survey.

Two narrative items were also included on the survey. Respondents were asked to “comment about specific outcomes that [they] consider to be a strength of this course” and to indicate whether [they] believe there are “any changes that should be made to the General Education Outcomes.” Approval of the University’s Institutional Review Board was obtained. A list of core courses was compiled, omitting the courses in the core area, “Institutional Options” (physical education activity, health, and orientation). Next, a list of faculty, who taught these core courses in the Fall of 2001 or Spring 2002, was obtained from the Registrar’s Office. The survey forms, together with an explanatory cover letter, were distributed to the previously identified faculty by campus mail during Spring Semester 2002. Data were analyzed using the Statistical Package of the Social Sciences. Narrative items were entered into a word processing program and then were reviewed for themes and saliency using content analysis.

Results and Analysis

Of the 65 survey forms that were returned, 63 were usable. Since some faculty rated more that one course on a single survey form, a total of 76 course offerings were evaluated. Results were reported by Areas of the Core Curriculum, in part, to preserve the anonymity of the respondents. Overall, faculty who responded think that they are attaining most of the outcomes extensively, with the exceptions of: a) Outcome 1C: Foreign language, b) Outcome 5: Aesthetic appreciation, and c) Outcome 7D: Familiarity with major issues such as emerging technologies. We believe that it is notable that the majority of the faculty who responded to the survey believe that students are achieving the applicable educational outcomes in the courses that they teach.

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1 Not all outcomes apply to every course.
Ninety-three percent of the respondents indicated that competency in a foreign language (Outcome 1C) was not achieved through their course or courses (three respondents did not answer this item). We are uncertain as to why anyone responded positively to this item, as competency in a foreign language is not currently a requirement of the core curriculum at Georgia Southern University. Only 30.3 percent of respondents indicated that aesthetic appreciation (Outcome 5) was extensively achieved (7-6) through their course or courses. However, the six respondents in Area C: Humanities/Fine Arts rated aesthetic appreciation at a 7 or 6, suggesting that these faculty believe that students are achieving this outcome in the appropriate or designated courses. Faculty evaluation of Outcome 7D, “familiarity with and some understanding of such major issues as ...the impact of emerging technologies,” yielded some surprises. Only 32 percent of the respondents believe that this outcome is being extensively achieved in their course or courses (rated 7 or 6). However, an additional 33.3 percent rated this outcome as achieved in their courses at the 5 to 4 level on a scale of 7 to 1 (where 1 is “not at all”).

A total mean “outcome rating” for courses in each area of the core was calculated. That is, the mean of all outcome ratings given by faculty who teach a course or courses in Areas A, B, C, D, and E were calculated by Area of the Core. These total mean scores were then recalculated without Outcome 1C (competency in a foreign language). The mean scores ranged from 5.40 to 5.67, with the exception of the mean outcome rating given by faculty who teach a course in Area D. Faculty who teach a course in Area D, gave a mean rating of only 4.10 to the overall achievement of the educational outcomes. One reason for the low rating of outcomes in Area D may be the diversity of courses in this area. For example, faculty who rated pre-calculus apparently did not see that any of the outcomes were addressed by this course, since the highest rating given to any outcome was a 3. Responding faculty members who teach a chemistry course, gave their highest ratings to Outcomes 2A and B (effective analysis of information) and 3 (problem-solving). Faculty members who teach statistics perceived that only Outcomes 1A (effective communication and expression in standard English), 2A, and 3 were applicable to this course. Faculty teaching Biology in the core felt that they were addressing a somewhat broader range of outcomes (2A, 3, 4, 7A, &B, and 7C). Overall, apparently some Area D faculty did not perceive that they were addressing the core outcomes in their courses. However, it appears that there is a need to review the designation of outcomes to courses to determine if all the designated outcomes are really applicable. For example, Outcome 7 is designated as an outcome of MATH 1441: Calculus I. This outcome indicates that “Students will demonstrate familiarity with and some understanding of such major issues facing all societies as the growing global economic interdependence of world regions, ecological and environmental interdependence, health issues, and the impact of emerging technologies.” Responding faculty members do not believe that this outcome is addressed through Calculus I. It was not clear to us as to how Outcome 7 might be addressed in this course, unless possibly the course specifically focused on the issue of the “impact of emerging technologies.”

Narrative Comments

Eight respondents stated that they believe that the core outcomes are a strength of the curriculum. Specific comments and recommendations were as follows: a) the technology component of the core is weak and needs to be strengthened; b) critical thinking should be offered as a separate/discrete course and is not adequately addressed in the current core curriculum; c) there are needs for more writing intensive courses and for more writing across core courses; d) some core courses can more effectively be taught with smaller class sizes; d) GSU 1210 and 1211 should be eliminated; e) COMM 1111 should be a required course in the core (rather than an elective) in order to be able to adequately address/achieve Outcomes 1A, 1B, 1C, 2C, and 9. Several respondents felt that specific
outcomes should be added for math and science courses, suggesting that these individuals, perhaps, did not fully understand the general education outcomes. Two individuals felt that teaching responsible citizenship is not an appropriate outcome or goal for a university. One respondent pointed out that the content of the outcomes themselves may need to be reviewed in light of the (proposed?) Regents Examination in Mathematics. At least one respondent stated that a foreign language should be added as a requirement in the core.

Summary

In general, we believe that the survey supports the strengths of the core curriculum and the University’s General Education Outcomes. In addition, we believe that the survey served, serendipitously, to better acquaint faculty with these Outcomes, resulted in the updating of the table of Core Curriculum Courses and General Education Outcomes, and led to the publication of the core outcomes on the Georgia Southern University Website for the benefit of both faculty and students. However, a specific review of the appropriateness of outcomes in relationship to specific courses may be indicated. In particular, a review of core classes in the College of Science and Technology and how they relate to the General Education Outcomes might be appropriate. In addition, it may be appropriate to give further consideration to the question of whether outcomes 1A, 1B, and 1C (oral communication and writing across the curriculum) are being adequately achieved through core courses. Outcomes 1A and 1B had mean responses of 5.7 and 5.3, relatively low scores. Finally, the adequacy of courses and/ or other instructional strategies designed to address the introduction to modern technology (outcome 7D) and information literacy (outcome 2C, with a total mean score of 4.9) should be further evaluated.

May 22, 2002

Appendix A: A Survey of Faculty Views on the Extent to Which Core Courses Assist Students in Attaining the University’s General Education Outcomes

The Undergraduate Committee of the Faculty Senate is conducting a survey of instructors of core courses to assess the extent to which core courses assist students in attaining the University’s General Education Outcomes. For each of the outcomes described below, please assess on a scale of 7 to 1 (from extensively to not at all) the extent to which you believe that your course assists students to attain the outcome described. If you teach more than one core course, please complete one survey form for each core course that you teach (not each section of the same course).

Course Title: ________________________________

Please indicate the extent to which you believe that your course assists students in attaining each of the following General Education Outcomes:
<p>| Outcome | | | | | | |
|---------|---|---|---|---|---|
| 1A. Students will demonstrate <strong>effective communication</strong> by their ability to conceive ideas about a topic, synthesize and arrange them logically, and express them clearly in both oral and written standard English. | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 1B Students will demonstrate <strong>effective communication</strong> by oral and written competence in presenting opinions persuasively, in adapting communication to specific purposes and audiences, and in understanding opposing points of view. | | | | | | |
| 1C. Students will demonstrate <strong>effective communication</strong> by their basic competency in at least one foreign language. | | | | | | |
| 2A. Students will demonstrate <strong>effective analysis of information</strong> by their ability to recognize inconsistency in logic, to separate fact from opinion, to know the difference among theory, fact, and proof, and to organize, interpret, and communicate the results obtained by observation and experimentation. | | | | | | |
| 2B. Students will demonstrate <strong>effective analysis of information</strong> by their ability to identify and comprehend main and subordinate ideas in written works and to summarize the ideas in their own words; to draw conclusions from information found in a variety of written, numerical, and visual forms of data for the purposes of analysis, synthesis, and evaluation; and to read critically, seeing relationships among language, form, and content in expository and imaginative writing. | | | | | | |
| 2C. Students will demonstrate <strong>effective analysis of information</strong> by their ability to locate and integrate research materials and credit sources appropriately and responsibly with full attention to the standards of academic honesty and to use computers for basic information processing. | | | | | | |
| 3. Students will demonstrate <strong>problem-solving</strong> ability by identifying and formulating problems and proposing and evaluating ways of solving them, including application of the scientific method and the principles of mathematics to real world situations and to problems in other disciplines. | | | | | | |
| 4. Students will demonstrate <strong>intelligent decision-making</strong> by making informed decisions and recognizing the ethical dimensions of their decisions. | | | | | | |
| 5. Students will demonstrate <strong>aesthetic appreciation</strong> by their ability to address activity in the fine, literary, and performing arts as media for human expression. | | | | | | |
| 6A. Students will demonstrate <strong>responsible citizenship</strong> through active participation as a citizen, by understanding and assuming opportunities and responsibilities associated with being citizens of the U.S. and world communities. | | | | | | |</p>
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<th>Outcome</th>
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<td>6B. Students will demonstrate <strong>responsible citizenship</strong> through active participation as a citizen, by recognizing ethical issues implicit in their personal behavior and in the operation of political, social, and economic institutions.</td>
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<td>6C. Students will demonstrate <strong>responsible citizenship</strong> through active participation as a citizen, by examining their assumptions about themselves, about others as individuals, and about their society as a whole.</td>
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<td>7A. Students will demonstrate <strong>familiarity with and some understanding of such major issues</strong> facing all societies including the growing global economic interdependence of world regions.</td>
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<td>7B. Students will demonstrate <strong>familiarity with and some understanding of such major issues</strong> facing all societies including ecological and environmental issues and alternatives.</td>
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<td>7C. Students will demonstrate <strong>familiarity with and some understanding of such major issues</strong> facing all societies including health issues (including those pertaining to human sexuality).</td>
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<td>7D. Students will demonstrate <strong>familiarity with and some understanding of such major issues</strong> facing all societies including the impact of emerging technologies.</td>
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<td>9. Students will demonstrate <strong>tolerance and understanding</strong> through their comprehension of, and appreciation for, diversity in human behavior, points of views, and values.</td>
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Please comment about the specific outcomes that you consider to be a strength of this course and give examples about how you meet them.

In your opinion, are there any changes that should be made to the General Education Outcomes? If so, what are they?

Thank you for your assistance with this survey.

February 12, 2002

**SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING**

Chair: Vaughn Vandeugriff
No activity to report since the last Librarian report.
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

**ACADEMIC STANDARDS COMMITTEE**
Chair: Not listed
No report submitted

**ELECTIONS COMMITTEE**
Chair: Jim LoBue
No report submitted

**FACULTY WELFARE COMMITTEE**
Chair: David Dudley
No report submitted.

**FACULTY DEVELOPMENT COMMITTEE**
Chair: Mary Marwitz
Has not yet met, per last year’s chair David Allen.

**FACULTY SERVICE COMMITTEE**
Chair: Alice Hall
No report submitted

**FACULTY RESEARCH COMMITTEE**
Chair: Karen McCurdy
No report submitted

**GRADUATE COMMITTEE**
Chair: Not listed
No report submitted

**LIBRARY COMMITTEE**
Chair: David Robinson
No report submitted.

**UNDERGRADUATE COMMITTEE**
Chair: Not listed
No report submitted

Submitted by Richard Flynn
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

ACADEMIC STANDARDS COMMITTEE
Chair: Not listed
No report submitted

ELECTIONS COMMITTEE
Chair: Jim LoBue
No report submitted

FACULTY WELFARE COMMITTEE
Chair: David Dudley
No report submitted

FACULTY DEVELOPMENT COMMITTEE
Chair: Mary Marwitz
The Committee for Faculty Development and Welfare has so far met four times in executing its duties; first to review the charge and function of the committee and further to distribute funds for two competitions. Of 13 proposals received for grants in Development of Instruction, requesting a total of more than $45,900, the committee was able to fund 8 requests in whole or in part, awarding a total of $12,017.60. The second competition, that for Travel, includes 28 proposals requesting funding of more than $23,637, which are now being considered.

FACULTY SERVICE COMMITTEE
Chair: Alice Hall
The Faculty Service Committee has not met, but will do so on Monday October 21 to discuss the applications for the fall cycle of faculty service awards.

FACULTY RESEARCH COMMITTEE
Chair: Karen McCurdy
No report submitted

GRADUATE COMMITTEE
Chair: Jerry Wilson
The graduate committee met in September. Minutes are pending committee approval.

LIBRARY COMMITTEE
Chair: David Robinson
No report submitted.

UNDERGRADUATE COMMITTEE
Chair: Not listed
The committee is meeting on October 15th to select a chair.
SUMMARY OF THE ACADEMIC ADVISORY COUNCIL
Chair Vaughn Vandegrift

The Academic Advisory Council met on October 8, 2002

1. Update from Registrar. Mike Deal reported that a faculty member had suggested that the 48 hours allowed for the submission of final grades needed to be extended. After studying the May 2002 calendar, he concluded that all grades had to be in within 48 hours after the final in order to process grades, financial aid SAP (Satisfactory Academic Progress Reports) and HOPE letters in time for the start of the first summer term. There was some discussion of whether to change the policy of requiring the submission of grades within 48 hours of each exam given to requiring them within 48 hours (including Saturday and Sunday) of the last exam in the university exam schedule. Mr. Deal volunteered to come up with language for a possible revised policy.

After distribution of a handout delineating Drop Dates and Repeat Policies at Georgia, Peer, and Aspirational Institutions, there was a lengthy discussion of the possibilities of putting a limitation on the number of courses a student could repeat to improve his or her adjusted GPA, and some discussion about the possibility of doing away with the adjusted GPA. At Provost Vandegrift’s request, Mr. Deal will discuss these options with the Enrollment Management Council so that we may consider the framework of retention before making any decisions.

There followed a discussion of the drop deadline. All of the institutions on the list have drop dates of midterm or later. Georgia Southern’s drop date is the 31st day of class. The question of the drop date was referred to the Enrollment Management Council for possible discussion in tandem with discussions of midterm grades.

2. Update from IT Services. Lisa Spence reported the hiring of university webmaster Scott Taylor, of a system analyst who will start November 4, and announced a search for a Technical Support Director for the school of Instructional Technology. She also announce the implementation of a Tech Purchasing Policy that will include IT review (a Board of Regents policy) with a set of clear standards to facilitate routine purchases and an exception policy. Provost Vandegrift reminded the council that the webmaster’s primary job was to oversee the main university site, and that he was not a general resource person. Although it is not his primary function, he may offer some guidance to department webmasters. He will also oversee compliance and quality assurance.

Ms. Spence reported on the COBA groupware pilot project, and said that the Groupwise e-mail and calendar programs would be recommended as the university standard. Resource 25 would remain the university campus events calendar. She also reported on imaging technologies in various departments including Financial Aid and the Registrar, exploration of TeachNet for web-based payment capabilities, and Campus Pipeline (a student portal). Finally, she reported that there were 9 network services construction projects underway, and that a Departmental Advocate Program has been implemented in CLASS.

3. Update from Institutional Research. Jayne Perkins reported on the ACT-SOS (Student Opinion Survey) and indicated that the report would be discussed at an upcoming administrators’ retreat.

4. Update from CET/Faculty Development. Kent Rittschof reported on the Extended New
Faculty Orientation, and distributed a list of the meetings and topics covered. Newly recruited faculty will have 3-5 PM held on their schedules on Mondays for the orientation sessions.

6. Roundtable
7. New Business
8. Announcements
9. Adjournment

Submitted by Richard Flynn
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

ACADEMIC STANDARDS COMMITTEE
Chair: David Lowder

The Academic Standards Committee met October 29, 2002. The committee elected David Lowder (LIB) as its chair. Then it heard 11 appeals. None were approved by the committee.

Submitted by David Lowder

ELECTIONS COMMITTEE
Chair: Jim LoBue

Minutes of the Senate Elections Committee
Meeting of September 9, 2002
4:00 PM

Chair and recorder: James M. LoBue with help from Jennie Dilworth
In attendance: James LoBue, Bruce Schulte, Jennie Dilworth, Marla Morris, David Lowder, Marc Cyr, William Bolen
absent: Richard Tichich

Introductions were made.

The immediate purposes and tasks of the committee were reviewed.

The task of forming college election committees and in drafting college election documents in those colleges was discussed.

1. It was found that the Library has a committee formed and is working on their document.
2. The College of Education has also got a committee working on an elections document.
3. The College of Business already has a body formed and an elections document drafted. Their work is already complete.
4. The administration of the College of Health and Professional Studies is aware of these issues and a committee will soon be formed.
5. We discussed the situation in the College of Liberal Arts and Social Sciences, but were unable yet to formulate an agenda for the college.
6. The College of Science and Technology does not have a committee, but does retain the services of those who are most familiar with the election process (J. B. Claiborne and Bruce Schulte).
7. The new College of Information Technology was discussed. It was decided that we would keep Barbara Price informed and perhaps direct her to put an ad hoc committee together to draft a document by the end of the school year.

The deadline of, October 18, 2002 to have all college elections documents finished was discussed. We decided that the dates given in the Senate Elections Committee “Operating Procedures” must be somewhat flexible. Since the elections of 2002 were
carried off smoothly, and since it is impossible to expect that these college elections
documents will cover all details, the elections in 2003 will still be run successfully run. The formation of an elections “Helpdesk” was discussed. It was decided that the technology person should be brought on-line as early this semester as possible. We will approach the Provost’s office and the director of computer services, Lisa Spence. Models for the document will be distributed to the colleges having difficulty getting the process going, and a memo will be drafted to send to colleges where the least progress has taken place.

FACULTY WELFARE COMMITTEE
Chair: David Dudley

The Faculty Welfare Committee has met twice this term in full session. At our meeting of September 13, 2002, we determined that Pat Walker would continue chairing our subcommittee dealing with harassment issues, and decided that David Dudley would replace Shawn Forbes (whose Senate term has expired) as chair of the subcommittee investigating the issue of benefits for domestic partners of university faculty and staff. Since then, both subcommittees have been actively seeking information, clarifying their charge, and deciding what to present to the Senate for action. Look for each subcommittee to be bringing motions before the Senate next term. The domestic partners' benefits subcommittee, for example, intends to provide Senators with information about the issue at the January meeting and to offer a motion for a vote at the February meeting.

In addition to the work of the two subcommittees, the full Welfare Committee will meet Friday, November 22, to discuss the motion made by Clara Krug at the October Senate meeting, having to do with further clarifying tenure and promotion guidelines for faculty.

Respectfully submitted, David Dudley
Chair, Faculty Welfare Committee

FACULTY DEVELOPMENT COMMITTEE
Chair: Mary Marwitz

The Committee for Faculty Development and Welfare met to complete evaluation of the travel fund requests for Fall 2002. Of the 28 proposals requesting funding of more than $23,637, the committee funded 22 proposals in whole or in part in the amount of $10,170 for travel during the fall semester with an additional $1,636.50 allocated for spring disbursement. The committee also considered and responded positively to the 3 requests submitted for temporary leave.

Respectfully submitted,
Mary Marwitz, Chair

FACULTY SERVICE COMMITTEE
Chair: Alice Hall

Monday, October 21, 2002
Conference Room, Administration Building
8:00 a.m.

Committee members Alice Hall, Chair, CHPS; Michael Pemberton, CLASS;
in attendance: Virginia Richards, CHPS; Susan Trimble, COE, Carol Nessmith, COST; Charles Skewis, LIB; Alison Ridley, Associate VPAA

Others present: Ms. Natalie Laney, Faculty Service Grant Coordinator

Voting absentia: Dr. Russell Kent, COBA

FACULTY SERVICE COMMITTEE REPORT

The Faculty Service Committee met to consider the applications for Faculty Service Fall Grant awards. The committee reviewed twenty-seven grant applications requesting a total of $56,954.88. 15 of the 27 proposals received grants that were either fully or partially funded awarding a total of $17,632.00. The second competition (Cycle #2) will be in February with the remaining funds of $27,222.89 to be awarded.

Respectfully submitted,

Natalie L. Laney
Coordinator

FACULTY RESEARCH COMMITTEE
Chair: Karen McCurdy

Minutes of October 31, 2002 meeting

Present: Karen McCurdy, chair; Charlie Hardy, provost’s representative; Joelle Romanchik-Cerpovicz (CHPS); Charles Briggs (CLASS); Jerry Wilson (COBA); Greg Chamblee (COE); Norman Schmidt (COST); Jo Ellen Broome (LIB).

A discussion of the form that Georgia Southern University support for faculty research should take commenced. Background: over the past two years, the committee has struggled with questions of how to evaluate the projects of senior investigators compared to junior investigators; on-going and start-up projects; and when an on-going project should no longer receive committee funding. Current guidelines provide very little guidance on these issues. The committee is reviewing alternate funding models and will make a recommendation for possible changes to the Faculty Senate this coming spring term.

The committee foresees holding a faculty forum for public discussion of whatever proposal is forthcoming in February or March in advance of coming to the Faculty Senate for approval of a new funding formula which would take effect in Academic Year 2004-2005.

The meeting for consideration of fall funding support will be held Tuesday, November 19, with awardees announced November 20, 2002.
GRADUATE COMMITTEE
Chair: Jerry Wilson

Georgia Southern University
Graduate Committee
Meeting Minutes
September 19, 2002

In Attendance: Dr. Jerry Wilson, COBA; Dr. Charles J. Hardy, Acting Dean, College of Graduate Studies; Dr. Bede Mitchell, LIB; Dr. Donna Hodnicki, CHPS; Dr. Delores Liston, COE; Dr. John Murray, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Deborah Thomas, COE; Dr. James B. Claiborne, COST; Dr. Jim McMillan, CHPS; Dr. Jim Randall, COBA; Dr. Bob Fernekes; Dr. David Stone, COST; Dr. Cindi Chance, Academic Affairs; Dr. Mike McDonald, COBA; Dr. Carol Cornwell, CHPS; Saket Sengar, Graduate Student Organization Representative

Others: Dr. John R. Diebolt, Ms. Lee Mitchell, Dr. Dan Hagan, COST; Dr. Henry Eisenhart, CHPS; Dr. Curtis Ricker, CLASS

The Graduate Committee Meeting was called to order by Dr. Charles J. Hardy at 3:30 p.m. on Thursday, September 19, 2002, in the Dean’s Conference Room of the College of Education Building. The first order of business was the election of the Chair of the Graduate Committee. Dr. Jerry Wilson was elected Chair by acclamation and the meeting was turned over to Dr. Wilson.

APPROVAL OF MINUTES
Minutes of the April 18, Graduate Committee meeting were approved as submitted.

CURRICULUM AMENDMENTS AND PROGRAM CHANGES
The College of Business Administration curriculum amendments were presented by Dr. Mike McDonald.

Motion: Dr. Jim McMillan moved the approval of the College of Business Administration curriculum amendments. The motion was seconded by Dr. Deborah Thomas and approved.

The College of Education curriculum amendments were presented by Dr. Deborah Thomas.
Motion: Dr. Deborah Thomas moved the approval of the College of Education curriculum amendments. The motion was seconded by Dr. Jim McMillan and approved.

The College of Science and Technology curriculum amendments were presented by Dr. Dan Hagan.
Motion: Dr. Donna Hodnicki moved the approval of the College of Science and Technology curriculum amendments. The motion was seconded by Dr. Jim Randall and approved.

The College of Health and Professional Studies amendments were presented by Dr. Jim McMillan and Dr. Donna Hodnicki.
Motions: Dr. Jim McMillan and Dr. Donna Hodnicki moved the approval of the College of Health and Professional Studies curriculum amendments. The motions were seconded by Dr. Donna Hodnicki, Dr. Deborah Thomas and Dr. Jim McMillan and were approved.

The College of Health and Professional Studies program proposals were presented by Dr. Henry Eisenhart.
Motion: Dr. Jim McMillan moved the approval of the program proposals. The motion was seconded by Dr. Carol Cornwell and approved.

See Attachment 1: Curriculum Amendments Approved by Graduate Committee Report.

OLD BUSINESS
No old business was presented to the committee.

NEW BUSINESS
Dr. McMillan discussed the change in membership of the Graduate Committee. The Graduate Committee will be comprised of one elected member from each college. Each college will be responsible for selecting their member.

Dr. Hardy addressed the issue of the Senate Executive Committee’s charge to the Graduate Committee regarding allocations of the Graduate Faculty Development Fund. The Faculty Senate has charged the Graduate Committee to submit a proposal to the Faculty Senate no later than November 25, 2002. After some discussion the committee decided that this issue should be placed on the agenda for the next meeting and Dr. Hardy would provide the committee with additional information.

ANNOUNCEMENTS
Dr. Hardy announced that Graduate Committee information will now be submitted to the College of Graduate Studies electronically. This will bring the graduate committee procedures in line with the Undergraduate Committee. This will include Program/Curriculum Proposals/Amendments, Meeting Agenda Items and Meeting Minutes.

ADJOURNMENT
There being no further business, a motion was made to adjourn at 4:30 pm. It was passed.

Respectfully submitted,
Lee Mitchell, Recording Secretary

LIBRARY COMMITTEE
Chair: David Robinson

Minutes
Library Committee
September 26, 2002
Library Conference Room, 4pm

Present: David Robinson, chair and CLASS; Kathleen Gruben, COBA; Mercy Popoola, CHIPS; David Stone, COST; Matthew Black, student; Cynthia Frost, Library; Bede Michell, Library; and Ann Hamilton, Library.

Attendees introduced themselves.

Cynthia Frost was selected to be secretary for the year.

Kathleen Gruben expressed concern about the library dropping a Gale electronic resource that she and a colleague need for their marketing classes. Bede told her he would look into the matter and update her as soon as possible.

Reports:

Bede Mitchell, Library Dean: Bede passed out a table showing what was spent last year and is allocated for 2002/03 for the acquisition and cataloging of books and periodicals. No new
subscriptions of journals were possible and the cost of what Henderson Library does subscribe to is estimated to increase by 10% over the 2001/02 year. Bede has to ask for “end of year” funds every year from the University to keep from dropping some journal titles. This past year, based on a questionnaire to faculty, some journal titles were dropped. Budget cuts for 2002/03: Personnel. The student budget was cut by 1/3 and money from casual labor may be moved to student line. Last year one faculty position in Information Services was lost. The C&RS department is down two staff positions – one of those is currently “frozen” but the other can be advertised and filled. For future positions, the University will decide on a case-by-case basis. A search for the Information Services head is in process. The Level 3 strategic plan was distributed and committee members are invited to read and e-mail Bede with any questions.

Ann Hamilton, Associate Library Dean: The architects’ plans of the new addition to the library were shown. We hope to break ground next fall. It might be finished two years after that. Because so much of the project is renovation (phase two of the project) it might take longer than that to finish. Parking will be very much affected during the construction. This building is #1 on the Regents’ List. The Automated Retrieval System was discussed and we can see a short video on it at the next meeting. David Robinson asked how people can browse and we discussed call number searches. A patron could request all books pulled in a certain range of call numbers. Also, if books are used per circulation or in-house statistics, they won’t be put in the ARS and anything that’s in there and is pulled out more than once may then be left out. When the building renovation is finished, there will be 3 chillers.

New Business:

David Robinson discussed ideas for the 2003 Spring Colloquium. There isn’t as much money this year for speakers as we had last year. He hopes to do a program on the how the U.S. Patriot Act has affected or will affect libraries, information gathering, academics, citizens, etc. His idea is for in-state experts to attend and talk in roundtable format.

Announcements:

Bede shared the Library’s procedures in the event that any staff is presented a court order or subpoena for patron records or patron information – such a request would be sent to the Georgia Southern attorneys for action. (On September 18, Bede distributed a handout to all library departments entitled “Confidentiality of Library Records.” Any library employee who is asked for the names of borrowers or users should reply that the information is confidential and protected by law.)

David Robinson reminded us that the entire 2002 Colloquium is available in streaming format from his website (http://ogeechee.litphil.gasou.edu).

When the Lorimer Reading Room is completed, the Committee will be invited for a tour.

There is a teleconference scheduled for December 11 about the U.S. Patriot Act sponsored by several national library organizations. Rm. 2150 in the College of Education building has been reserved for viewing the teleconference from noon to 3 pm. that day. Please call the library office (681-5115) if you would like to attend because seating is limited and several area libraries have been invited. Here is more information on the teleconference from the American Library Association (ALA) Washington Office:

The ALA Washington Office is pleased to join the Association of Research Libraries, the American Association of Law Libraries, the Medical Library Association, and the Special Libraries Association in sponsoring a satellite teleconference:

"SAFEGUARDING OUR PATRONS' PRIVACY: What Every Librarian Needs to Know About the USA PATRIOT Act & Related Anti-Terrorism Measures."

This teleconference will provide libraries and their governing institutions with an analysis of the implications of the recent anti-terrorism measures, including the USA PATRIOT Act, the Attorney General's Guidelines expanding the investigative powers of the FBI, and the Homeland
Security Act. Panelists will address the key legal issues and policy implications for libraries as well as the impact of legislative and regulatory proposals on the privacy and First Amendment rights of library users. Panelists will also identify steps that institutions need to take to comply with proper search warrants, subpoenas, and wiretap requests from law enforcement.

WHEN:
December 11, 2002
12:00 - 3:00 p.m. EST

PANELISTS:

* Tracy Mitrano, Policy Advisor, Director of Computer Law and Policy, Office of the Vice President for Information Technology, Cornell University
* James Neal, Vice President and University Librarian, Columbia University Libraries
* Gary Strong, Director, Queens Borough Public Library
* Peter Swire, Professor of Law, Ohio State University

Respectfully submitted,

Cynthia Frost, Secretary
October 17, 2002

UNDERGRADUATE COMMITTEE
Co-Chairs: Constance Campbell and Phyllis Dallas

UNDERGRADUATE COMMITTEE MINUTES
October 15, 2002
Henderson Library, 4th Floor Conference Room

Present: Ms. Sharon Barrs; Dr. Constance Campbell; Dr. Ruth Carroll; Dr. Phyllis Dallas; Dr. Mary Hadley; Dr. Amy Heaston; Dr. Barry Joyner; Ms. Sonya Shepherd; Ms. Cynthia Sikes; Mr. Fred Smith; Dr. Mary Smith; Dr. Bob Haney. Visitors: Mr. Mike Deal; Dr. Jimmy Solomon; Dr. Kathleen Koon; Dr. Richard Rogers; Dr. Ronnie Sheppard; Dr. Jake Simons; Dr. Han Reichgelt.

Dr. Kathleen Koon, Past Chair, called the meeting to order at 3:00 p.m. Dr. Koon gave an overview of the actions of the 2001-2002 committee and distributed copies of several documents pertaining to the goals of the committee, the survey on the General Education Outcomes, and responsibilities of the Undergraduate Committee.

ELECTION OF CHAIR
Dr. Koon conducted the election of a new chair for the 2002-2003 academic year. Only Faculty Senate members are eligible to serve as chair. After much discussion and compromise, Dr. Constance Campbell and Dr. Phyllis Dallas were elected Co-Chairs of the committee. Dr. Campbell assumed the Chair position for this meeting, with the understanding that she and Dr. Dallas will alternate chairing the meetings.

VICE PRESIDENT FOR ACADEMIC AFFAIRS
The agenda items from International Studies were withdrawn and will be presented at the next meeting.

COLLEGE OF BUSINESS ADMINISTRATION
Dr. Mary Smith introduced Dr. Han Reichgelt, who presented the following agenda item for the School of Information Technology.

**SCHOOL OF INFORMATION TECHNOLOGY**

**Second Discipline/Concentration for the B.S. in Information Technology**

**German**

A key component of the BS/IT is the second discipline/concentration. As the proposal states:

Students will choose an area of secondary specialization to blend their IT knowledge with an expanded knowledge of a focused application area.

A second discipline consists of 3 semester hours in Area F plus 18 semester hours specified by the academic unit offering the program. The School of Information Technology Faculty and the Undergraduate Curriculum Committee of the College of Business Administration have approved the second discipline entitled German.

A Dallas/M. Smith motion and second to approve this second discipline was unanimously approved.

**ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**

Dr. Jimmy Solomon presented the following items for the Allen E. Paulson College of Science and Technology.

**DEPARTMENT OF BIOLOGY**

Dr. Solomon made the following announcements for information purposes only.

**Selected Topics Announcements**

**BIOL 5099 Emerging Diseases**

Study of the epidemiology of emerging and re-emerging human diseases throughout the world but with emphasis on the situation in North America. New and resurging diseases and disorders caused by viruses, bacteria, protozoa, fungi, arthropods and helminths will be discussed, including some vector-borne and tropical diseases. (3 Credit Hours) Prerequisites: Completion of BIOL 3132 and BIOL 3133 or permission of the instructor.

This course is being taught on an experimental basis for eventual inclusion as a permanent course offering.

**BIOL 5099 Molecular Ecology**

This course emphasizes how cutting-edge molecular techniques and computational data analysis can be used to study natural populations. This synthesis of molecular biology and ecology provides students with hands-on experience in how to address ecological questions of long-standing including the process of differentiation between natural populations, the geographic structure of populations with estimation of gene flow rates, speciation, hybridization, and the molecular basis of adaptation. 4 credit hours. Prerequisites: BIOL 2131, 3132 and 3133 or equivalents or permission of instructor.

We are now in a biotechnology era. Molecular techniques have been applied to every field in biology. This course teaches students how to apply molecular techniques to the study of fundamental issues in ecology. This will prepare students for future work in ecology. Graduate students will complete additional work.

**DEPARTMENT OF GEOLOGY AND GEOGRAPHY**

**Reactivate**

**GEOL 5090 Selected Topics**
These are offered on an experimental basis. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121 and GEOL 1110.

This is a reactivation of GEOL 5090, Selected Topics, which was deleted in error.

A motion by Dr. Heaston and second by Ms. Shepherd to approve the reactivation of this course was passed unanimously. The following announcement was made by Dr. Solomon for information purposes only.

**Selected Topics Announcement**

**GEOL 5090 Selected Topics – Volcanology**

An introduction to the scientific study of volcanoes and volcanic phenomena; includes an introduction to global plat tectonics, origins and chemistry of magmas and volcanic gases, reasons for differing eruptive styles and the resulting land forms, impacts of volcanic eruptions, distribution of volcanoes, and areas of high volcanic risk. Emphasis will be placed on field work, geology, and geomorphology of the Hawaiian islands. Prerequisites: GEOL 1121 and GEOL 1110. 3 credits.

**COLLEGE OF EDUCATION**

Dr. Amy Heaston presented the following agenda items for the College of Education.

**DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION**

**Course Deletion**

**MGED 4629 Middle School Seminar**

The reason for deleting this course is because the course content is addressed in other courses in the middle grades program. The course credits are needed for Practicum I and Practicum II in order to align credit hours with the clock hours in the field experiences.

**Course Number and Credit Hour Change**

**FROM:** MGED 3721 Middle School Practicum I

2 credit hours

**TO:** MGED 3731 Middle School Practicum I

3 credit hours

The justification for increasing the credit hours from two to three is to more accurately reflect the actual student contact hours in the school setting.

**Course Number, Credit Hour and Prerequisite Changes**

**FROM:** MGED 3722 Middle School Practicum II

2 credit hours

Prerequisites: MGED 3131, 3332, 3432, 3721 and Admission to Teacher Education Program. Corequisites: MGED 3232, 3532, and EDUF 3233

**TO:** MGED 3732 Middle School Practicum II

3 credit hours

Prerequisites: MGED 3131, 3332, 3432, 3731 and Admissions to Teacher Education Program. Corequisites: MGED 3232, 3532, and EDUF 3233

Increasing the credit hours to three hours more accurately reflects the actual student contact hours in the school setting.
Prerequisite Change
FROM: MGED 4799 Student Teaching in Middle Grades
Completion of the teaching field and professional education courses and Admission to the Student Teaching Program.
Corequisite: MGED 4629
TO: MGED 4799 Student Teaching in Middle Grades
Completion of the teaching field and professional education courses and Admission to the Student Teaching Program.

The deletion of MGED 4629, in order to increase the credit hours of MGED 3721 and MGED 3722 from two hour courses to three hour courses, necessitates the deletion of MGED 4629 as a corequisite for this course.

Title and Catalog Description
FROM: MGED 3131 The Middle School
Examines the curriculum, instruction and organization of middle grades schools. Provides a substantial knowledge base in the nature and needs of early adolescents, as well as in middle school curriculum and instruction. Also includes a full, one school day field component in the form of a shadow study. Prerequisite: Admission to the Teacher Education Program.
TO: MGED 3131 Nature and Curriculum Needs of the Middle Grades Learner
Examines the curriculum, instruction and organization of middle grades schools. Provides a substantial knowledge based in the nature and needs of early adolescents, as well as in middle school curriculum and instruction. The course also includes a field component. Prerequisite: Admission to the Teacher Education Program. (3 Credit Hours)

The justification for making these changes is to align the course title with the one recognized by the Professional Standards Commission for middle grades program approval and certification. In addition, the course has expanded the field component to thirty clock hours.

A Heaston/Dallas motion and second to approve all of the above changes was passed unanimously.

Reading Concentration for B.S. Ed. in Middle Grades
Reading is being proposed as a fifth concentration area for candidates seeking a B.S.Ed. in Middle Grades Education. Candidates currently select two teaching field concentrations from science, mathematics, social studies and language arts.

The following changes are being proposed in order to comply with the Board of Regents requirements for concentration areas.

Prefix and Corequisites
FROM: ECED 2230 Cognition and Language
Prerequisite: Sophomore Standing. Corequisite: Concurrent enrollment in Area F Pre-Professional Block
TO: READ 2230 Cognition and Language
Prerequisite: Sophomore Standing.

The Board of Regents requires that each concentration area in the Middle Grades program have an approved content course designation (prefix) in order to differentiate between content courses and methodology. For a Reading Concentration, a READ prefix is the Board of Regents approved course designation in order to meet the 12 semester hours for a reading concentration. The course content of READ 2230 is not linked to the content in the Pre-Professional Block; therefore, the corequisite is being deleted.
Title and Prerequisites

FROM: READ 4131 Teaching Reading for Special Education
EDUF 3235 or concurrent enrollment

TO: READ 4131 The Teaching of Reading
EDUF 3235 or READ 2230 or concurrent enrollment

In order for this course to be included as part of the Reading Concentration in the B.S.Ed. in Middle Grades Education, the course title is being revised to provide an opportunity for Middle Grades majors, as well as Special Education majors, to enroll in the course. The prerequisite is being revised in order to allow Middle Grades majors to take the course, since EDUF 3235 is not taken by Middle Grades majors.

Prefix and Prerequisites

FROM: ECED 4233 Literacy: Assessment and Instruction
ECED 3262

TO: READ 4233 Literacy: Assessment and Instruction
ECED 3262 or READ 4131

The Board of Regents requires that each concentration area in the Middle Grades program have an approved content course designation (prefix) in order to differentiate between content courses and methodology. For a Reading Concentration, a READ prefix is the Board of Regents approved course designation in order to meet the 12 semester hours for a reading concentration. The prerequisite is being revised in order to allow both Middle Grades and Early Childhood majors to take the course.

A Carroll/Dallas motion and second to approve these changes was passed unanimously.

Program of Study Change for B.S. Ed. in Middle Grades Education

Add READ 2230 to Area F as a requirement for candidates seeking a concentration in language arts or reading.

Add the following courses to reflect the 9 semester hours of upper division courses in Reading for a concentration in Reading: READ 4131, READ 4233, and READ 3330.

The Board of Regents requires a minimum of 9 hours of upper division courses in a concentration. MSED 5333 is already a required course in the B.S.Ed. in Middle Grades. This change would meet the Professional Standards Commission requirement for a 15 semester hour concentration in Reading.

DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND READING

Program of Study Change for B.S.Ed. in Early Childhood Education

Prefix changes ECED 2230 to READ 2230 and ECED 4233 to READ 4233

A motion by Dr. Heaston and second by Dr. Hadley to approve the program changes for the B.S.Ed. in Middle Grades Education and the program changes for the B.S.Ed. in Early Childhood Education passed unanimously.

Prerequisite Change

FROM: ECED 3262 P-5 Language and Literacy
Prerequisites: ECED 2230, ECED 3131. Corequisite: ECED 3732

TO: ECED 3262 P-5 Language and Literacy
Prerequisites: READ 2230, ECED 3131. Corequisite: ECED 3732

The reason for making this change is because the prefix for ECED 2230 is being changed to READ 2230; therefore the prefix change needs to be reflected in the prerequisite for ECED 3262.
A Joyner/Heaston motion and second to approve this change was passed unanimously.

OTHER BUSINESS

Sonya Shepherd said the Library administration wants to know how they can help facilitate the Education Outcomes goal. How is Information Literacy being addressed in the curriculum? How is the information being taught? What are the students doing with the information? What does the definition of literacy cover? The library has a document that was distributed at the Undergraduate Committee a couple of years ago that poses these same questions (American Library Association’s Association of College and Research Libraries’ Information Literacy Competency Standards). Sonya will send the document out to the members of the committee as an e-mail attachment. This topic will be on the agenda for the next meeting.

Mike Deal reminded everyone that the January meeting of the Undergraduate Committee will be the last meeting for agenda items to be approved for inclusion in the 2003-2004 catalog.

ADJOURNMENT

There being no further business, the meeting was adjourned at 3:50 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL
Chair Vaughn Vandegrift

Minutes of the Academic Advisory Council’s November 19th meeting will appear in the February Librarian’s Report.

Respectfully submitted,
Richard Flynn