

2002

## Faculty Senate Librarian's Report-2002

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3  
4 A summary of business conducted by Faculty Senate committees since the last Faculty Senate  
5 Librarian's report.

6  
7 **ACADEMIC STANDARDS COMMITTEE**

8 Chair: M. Jill Lockwood

9 *No report submitted*

10  
11 **ELECTIONS COMMITTEE**

12 Chair: Jean-Paul Carton

13  
14 The meeting was called to order at 9:00 a.m. on Thursday, January 10, 2002. In attendance were:  
15 Jean-Paul Carton who chaired the meeting, Richard Tichich, Jennie Dilworth, Bruce Schulte, Iris  
16 Durden, Lowell Mooney, and Laura Davidson. Not in attendance: Marla Morris.

17  
18 The success of the mock election was assessed. Mostly positive comments have been received  
19 about the electronic elections. A few minor glitches were discovered and quickly resolved during  
20 the mock elections.

21  
22 Bruce Schulte reported that of those completing the mock elections indicated that allowances  
23 should be made for people who don't want to vote electronically. The matter was discussed but a  
24 final decision about the issue was tabled.

25  
26 Bruce suggested that before the upcoming Senate elections we heavily advertise the fact that  
27 they will be done electronically. He suggested that we advertise it through more than just e-  
28 mails, possibly by an article in the *George-Anne* or other campus publications. Jennie suggested  
29 that a paper memo be distributed to every faculty member as further advertisement.

30  
31 It was clarified that when electronic ballots are distributed, they will be accompanied by a notice  
32 that each faculty member will receive only one ballot and there will be no further reminders to  
33 vote.

34  
35 The issues of link errors and sending ballots to old e-mail addresses were discussed.

36  
37 Lowell questioned if it would be possible to simultaneously conduct university and college  
38 elections in concert with the Senate elections. Discussion ensued and it was decided that for this  
39 first electronic election, only Senate elections will be completed electronically (unless colleges  
40 decide to run their own elections electronically). Once the elections are completed, an  
41 appointment will be made with Dr. Grube to discuss incorporating university and college  
42 elections into the electronic Senate elections process. Also long-term personnel issues will need  
43 to be clarified in terms of who will handle the software side of elections and give "technical  
44 support" when needed.

45  
46 Per the new "Operating Procedures" distributed by the Faculty Elections sub-committee, Exhibit  
47 D must be submitted to the Elections Committee chair by February 7th, 2002, by the committee

1 representative for each college. In addition, a current e-mail list of all eligible voters for each  
2 college will also be submitted at that time. It was decided that these two items will be submitted  
3 to Jean-Paul by Feb. 7 who will forward them to J.B. Claiborne to create the ballots. Once  
4 created, the ballots will be distributed to all members of this committee for final approval.  
5 Those present also discussed the nominations process to take place before the Feb. 7 deadline.

6  
7 Members of the sub-committee clarified that each unit determines how nominations will take  
8 place and which faculty are eligible to vote within their unit.

9  
10 The meeting was adjourned at 10:45

11  
12 *Submitted by Jennie Dilworth*

13  
14 **Minutes of Jan. 17, 2002 Meeting of the Faculty Senate Elections Committee**

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

17  
18 The meeting was called to order at 9:00 a.m.

19  
20 Two documents, lists of eligible voters and those eligible to serve in the Senate for each college,  
21 previously sent to all committee members via e-mail were discussed. In terms of eligibility to  
22 serve and vote, members were directed to the Senate *Bylaws*, specifically Article 4, Section 1.  
23 These minimum guidelines should be followed by units. However, additional specifications can  
24 be determined by units.

25  
26 Lowell passed out the revised Exhibit A from the Operating Procedures, which combines the  
27 previous Exhibits A, and C.

28  
29 An official confirmation of the revised schedule for the upcoming elections will be e-mailed to  
30 each committee member with carbon copies sent to Deans so they will be aware of the procedure  
31 and the deadlines. Lowell will e-mail the revisions (full calendar and simplified version) to Jean-  
32 Paul in the afternoon of Jan. 17. The simplified version will be used in this e-mail.

33  
34 Jean-Paul will ask the Senate Moderator, Candy Schille, to make a request of Vaughn Vandegrift  
35 that an official memo be sent to all Deans informing them that the election process is under way  
36 and that their unit representative on the Senate Election Committee will contact them regarding  
37 the new procedures.

38  
39 Exhibit I of the Operating Procedures was discussed and some changes were made. Lowell will  
40 complete these revisions and send them to committee members. Suggested changes to the  
41 elections timetable were discussed, namely the extension from Feb. 7 to Feb. 15 for  
42 representatives to obtain nominations from each unit.

43  
44 Jean-Paul will contact David Thompson to advertise the electronic elections.

45  
46 The meeting was adjourned at 9:55 a.m.

47  
48 *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.

1 The meeting was adjourned at 10:10 a.m.

2  
3 *Minutes submitted by: Jennie Dilworth*

4  
5 **FACULTY WELFARE COMMITTEE**

6 Chair: David Dudley

7 *No report submitted.*

8  
9 **FACULTY DEVELOPMENT COMMITTEE**

10 Chair: David Allen

11  
12 **Faculty Development Report**

13 The Faculty Development Committee met to distribute nearly \$7000 in travel grants for  
14 colleagues to use this spring to improve the quality of their teaching and professional work.28  
15 applications were received and reviewed in this competition. We were able to fund part or all of  
16 12 proposals and encouraged 6 other candidates to resubmit for the Summer cycle.

17  
18 *Submitted by David Allen*

19  
20 **FACULTY SERVICE COMMITTEE**

21 Chair: Ann Pratt

22  
23 Faculty Service Committee will meet 2/20 to discuss faculty service Awards.

24  
25 **FACULTY RESEARCH COMMITTEE**

26 Chair: Karen Mc.Curdy

27  
28 **Meeting of October 12, 2001**

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

33  
34 **Spring Stipend Competition**

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

42  
43 Submitted by Karen M. McCurdy, chair

44  
45  
46

1 **GRADUATE COMMITTEE**

2 Chair: Ming Li

3  
4 **Meeting of November 15, 2001**

5 (Attachments: [Curriculum Amendments](#), [Policy Revisions](#))

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

12  
13 Others: Dr. John R. Diebolt, Ms. Lee Mitchell

14  
15 Visitors: Dr. Curtis Ricker, CLASS; Dr. David Williams, COST; Dr. Jimmy Solomon, COST;  
16 Dr. Sue Moore, CLASS; Dr. Stephen Vives, CLASS; Dr. Charlie Hardy, CHPS

17  
18 The Graduate Committee Meeting was called to order by Dr. Ming Li at 3:30 p.m. on Thursday,  
19 November 15, 2001, in the Dean's Conference Room of the College of Education Building.

20  
21 **APPROVAL OF MINUTES**

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

24  
25 **CURRICULUM AMENDMENTS AND PROGRAM CHANGES**

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

29  
30 **OLD BUSINESS**

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

36  
37 Dr. Diebolt brought back before the committee the listing of study options on transcripts. After  
38 some discussion the committee decided that Dr. Diebolt should present a written draft of the  
39 proposal for the next meeting on January 17, 2002.

40  
41 Dr. Bob Fernekes discussed the progress report of the MS Thesis Format Sub-Committee. The  
42 subcommittee requested that they be consulted on the next revision of the MS Thesis Guidelines.

43  
44 Dr. David Williams, COST, brought back to the table course TMFG 5233G. The committee had  
45 recently reviewed this course and had asked that it be taken back to the department for

1 clarification. Dr. Frank French motioned that the changes in the course presented by Dr.  
2 Williams be accepted. Dr. McMillan seconded the motion.

3  
4 **NEW BUSINESS**

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

15  
16 **ANNOUNCEMENTS**

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

20  
21 **ADJOURNMENT**

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

23  
24 *Respectfully submitted, Lee Mitchell*

25  
26 **LIBRARY COMMITTEE**

27 Chair: David Robinson

28 The Library Committee hasn't met since the last Senate meeting.

29  
30 **UNDERGRADUATE COMMITTEE**

31 Chair: Kathleen Koon

32  
33 **Undergraduate Committee Minutes, November 14, 2001, College of Education Building,**  
34 **Room 1100J**

35 **Present:** Mr. Jonathan Boyd; Dr. Constance Campbell; Dr. Phyllis Dallas; Ms. Laura Davidson;  
36 Dr. Mohammad Davoud; Dr. Bob Haney; Dr. Saba Jallow; Dr. Kathleen Koon; Mr. Jonathan  
37 Perkins; Dr. Kim Ruebel; Ms. Sonya Shepherd; Dr. Mary Smith. **Visitors:** Dr. Barry Balleck;  
38 Mr. Mike Deal; Dr. Shawn Forbes; Dr. Mark Hanna; Dr. Gerald Jones; Dr. Jim McMillan; Dr.  
39 Barbara Price; Dr. Virginia Richards; Dr. Judy Schomber; Dr. Steve Vives; Dr. Mark Welford;  
40 Ms. Nancy Wright.

41  
42 Dr. Kathleen Koon, Chair, called the meeting to order at 3:00 p.m.

43  
44 **COLLEGE OF BUSINESS ADMINISTRATION**  
45 **DEPARTMENT OF FINANCE AND ECONOMICS**

46 Dr. Shawn Forbes presented the following agenda items for the Department of Finance and  
47 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.



1 **FINC 4232 Personal Insurance Planning**

2 A study of alternative methods of managing the primary pure risk exposures of  
3 individuals; life, health and property-casualty risks. The course emphasizes the  
4 use of insurance as the primary tool for managing hazard risks facing households.  
5 3 credit hours. Prerequisite: FINC 3131  
6

7 This course replaces the FINC 4531 (Property-Liability RMI) and FINC 4532  
8 (Personal/Personnel RMI) courses. The scope of the new course is limited to personal risk  
9 management issues and is revised to be compatible with the existing FINC 4231 (Personal  
10 Financial Planning) course.  
11

12 A motion by Dr. Campbell and second by Dr. Dallas was unanimously approved.  
13

14 **DEPARTMENT OF INFORMATION SYSTEMS AND LOGISTICS**

15 Dr. Mark Hanna presented the following items for the Department of Information Systems and  
16 Logistics.  
17

18 **Title Change and Catalog Description**

19 **FROM: MGNT 4436 Planning and Control Operations Management**

20 Designed to further the understanding of Production/Operations Management.  
21 Students will learn advanced concepts and techniques in planning and controlling  
22 production and how these concepts/techniques are applied.

23 **TO: MGNT 4436 Planning and Control Systems**

24 Student will learn advanced concepts and techniques in planning and controlling  
25 operations and how these concepts/techniques are applied in an organization, with  
26 emphasis placed on the utilization of these models in Enterprise Resource  
27 Planning (ERP) software systems.  
28

29 The justification for making these changes is to clarify the role of the class in the Supply Chain  
30 Management second discipline for IT majors. Emphasis on ERP Systems is critical to keeping  
31 the class current with business practices.  
32

33 **Catalog Description**

34 **FROM: LOGT 4232 International Logistics**

35 An examination of the global market for international logistics and transportation  
36 services. This includes the role of shipping and air transportation in international  
37 business logistics and their impact on world trade. Also covered are issues in the  
38 management of ocean shipping, the import/export process, the roles of  
39 international agents and international sourcing decisions. Field trips may be  
40 required.

41 **TO: LOGT 4232 International Logistics**

42 An examination of the many differences between domestic and international  
43 supply chain management activities and functions. Considerable emphasis is  
44 placed upon the importance of ocean shipping and air transportation and their  
45 impact on international trade and global trade patterns. Other topics covered  
46 include INCOTERMS (international commercial terms), the use of EDI  
47 (electronic data interchange) in international transactions, the management of  
48 ocean carriers, the import/export process, the role of international agents and  
49 forwarders, and international sourcing decisions.

1 The reason for making these catalog description changes is to clarify the role of the courses in  
2 the IT second discipline in SCM and make the LOGT 4232 course more accessible to IT majors.  
3

4 **Catalog Description and Prerequisite Changes**

5 **FROM: LOGT 3231 Principles of Transportation**

6 An introduction to the principles of transportation with emphasis on  
7 transportation modal operations (rail, highway, air, pipeline, water transportation)  
8 and transportation management. Consideration is given to the economical, social  
9 and political aspects of the transportation industry and strategic issues in  
10 transportation management. Field trips may be required. Prerequisite:  
11 Completion of 60 credit hours.

12 **TO: LOGT 3231 Principles of Transportation**

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

21 **FROM: LOGT 3232 Business Logistics**

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

29 **TO: LOGT 3232 Business Logistics**

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

37 **FROM: LOGT 4231 Logistics and Intermodal Transportation Operations**

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

43 **TO: LOGT 4231 Logistics and Intermodal Transportation Operations**

44 An examination of the design and management of supply chain operations in  
45 selected logistics settings. Particular emphasis is placed upon the areas of traffic  
46 management, carrier, operations, carrier selection and contract negotiation, and  
47 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.

1  
2 **ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**

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

6  
7 **DEPARTMENT OF BIOLOGY**

8  
9 **New Courses**

10 **BIOL 5545 The Biology of Plants**

11 An investigation of the unique morphology, physiology, ecology and evolution of  
12 higher plants. Labs will emphasize an experimental approach, examining living  
13 systems in the greenhouse and in the field. 4 credit hours. Prerequisites: BIOL  
14 2131, 3132, and 3133, or equivalent and permission of instructor.

15  
16 This course has been offered successfully under the selected topics number and is unlike any  
17 other course offering on campus. It is an important part of a Biology education and will enhance  
18 the botanical course offerings in the Department of Biology.

19  
20 **BIOL 4895H Honors Research**

21 Independent research under the guidance of a biology faculty member for Biology  
22 honors students. Students may register for 1-4 credit hours, but must complete 4  
23 credit hours. Students opting to attempt the honors degree program would be  
24 precluded from receiving biology elective credit for the biology course, BIOL  
25 4890. 0-(1-4)-(1-4) credit hours. Prerequisite: Open to students in the Honors in  
26 Biology program only.

27  
28 This course will ensure that Biology Honors students acquire experience in one of the most  
29 important tasks of professional biologists, the design and implementation of independent  
30 research.

31  
32 **BIOL 4999H Honors Thesis**

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

39  
40 The justification for this course is that no honors program currently exists in the Biology  
41 Department.

42  
43 **Selected Topics Announcement**

44 **BIOL 5099 The Biology of Plants**

45  
46 Dr. Davoud made a motion, seconded by Dr. Smith, to approve the new course, BIOL 5545. It  
47 was approved unanimously. A Davoud/Jallow motion to approve the two new Honors courses  
48 passed unanimously.

1 Dr. Deal introduced Dr. Mark Welford, who presented the following items for the Department of  
2 Geology and Geography.

3  
4 **DEPARTMENT OF GEOLOGY AND GEOGRAPHY**

5  
6 **Title and Catalog Description**

7 **FROM: GEOL 5542 Hydrogeochemistry**

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

13 **TO: GEOL 5542 Advanced Hydrogeology**

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

18  
19 **Course Deletion**

20 **GEOL 5543 Analysis of Aquifer Systems**

21  
22 The reasons for these changes is that GEOL 5542 and GEOL 5543 have been combined because  
23 there was not enough demand for two upper level courses.

24  
25 A Davoud/Dallas motion and second to approve these changes passed unanimously.

26  
27 **Preliminary Proposal for a BA with a Major in Geography**

28  
29 The main objective for creating a BA with a Major in Geography is to expand the geography  
30 field to students in areas other than the sciences. The Bachelor of Arts degree with a Major in  
31 Geography will increase Georgia Southern's role in preparing students for graduate studies in  
32 geography. Currently the department offers a Bachelor of Science degree with a Major in  
33 Geography, minor in geography, and minor in Geographic Information Systems. With the  
34 addition of a Bachelor of Arts degree with a Major in Geography, the University can increase  
35 both the number of students attending graduate programs and the quality of preparation of these  
36 students wishing to pursue graduate training in geography.

37  
38 Discussion followed regarding where this program should be housed. The decision was made  
39 when the School of Arts and Sciences was split that Geography would be housed with Geology  
40 in the College of Science and Technology. Therefore, this program would be housed where the  
41 department is housed. A comment was made about this being a Bachelor of Arts program but  
42 housed in Science and Technology. However, a comment was also made that there are many  
43 B.S. programs housed in Liberal Arts. Following more discussion, a motion was made by Dr.  
44 Jallow and seconded by Dr. Davoud that this preliminary program proposal be approved.

1 **SCHOOL OF TECHNOLOGY**  
2

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

5 **New Course**

6 **ENGR 2630 Civil Engineering Systems**

7 Infrastructure viewed from a systems perspective; analytical approaches and  
8 modeling of civil engineering facilities; sustainability; engineering economy  
9 applications. Three credit hours. Prerequisite: MATH 2243 Calculus III  
10

11 The justification for this course is that it is required during the sophomore year of the civil  
12 engineering curriculum at Georgia Tech. Since it is the responsibility of Georgia Southern  
13 University to offer the freshman and sophomore years of the engineering curricula for the  
14 GTREP and RETP civil engineering majors, this course needs to be added to the curriculum at  
15 Georgia Southern. A Davoud/Dallas motion and second to approve the course passed  
16 unanimously.  
17

18 **CENTER FOR INTERNATIONAL STUDIES**  
19

20 Dr. Barry Balleck presented the following item for the Center for International Studies.  
21

22 **New Course**

23 **INTS 5195 Studies Abroad**

24 Students will pursue advanced level undergraduate or graduate studies focused on  
25 a particular topic or theme in a foreign country. Classroom instruction combined  
26 with on-site visits will provide a practical learning experience. Prerequisite:  
27 Permission of instructor.  
28

29 The reason for proposing this new course is to provide a format for offering interdisciplinary  
30 study abroad with variable credit to undergraduate/graduate programs.  
31

32 A discussion followed regarding the title of the course. It was proposed as "International Studies  
33 Abroad," but after the discussion it was suggested that the title be changed to "Studies Abroad."  
34 A Jallow/Campbell motion and second to approve this new course was approved unanimously.  
35

36 **COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**  
37

38 Ms. Nancy Wright presented the following agenda items for the College of Liberal Arts and  
39 Social Sciences.  
40

41 **DEPARTMENT OF COMMUNICATION ARTS**  
42

43 **Prerequisite Changes**

44 **FROM: FILM 3030 Selected Topics in Film**

45 None

46 **TO: FILM 3030 Selected Topics in Film**

47 Film 2331, Introduction to Film  
48

49 **FROM: FILM 3332 Documentary Film**

50 None

1 **TO: FILM 3332 Documentary Film**  
2 Film 2331, Introduction to Film  
3  
4 **FROM: FILM 3333 Art of Film**  
5 None  
6 **TO: FILM 3333 Art of Film**  
7 Film 2331, Introduction to Film  
8

9 The reason for making these prerequisite changes is that a curriculum review of the FILM  
10 courses determined that students enrolling in upper level film courses taught by the Department  
11 of Communication Arts were lacking basic background provided by FILM 2331. A motion by  
12 Dr. Smith and second by Ms. Davidson was passed unanimously.  
13

14 Ms. Wright presented the following Selected Topics Announcement as information only for the  
15 Department of Music.  
16

17 **DEPARTMENT OF MUSIC**

18  
19 **Selected Topics Announcement**

20 **MUSC 5031 The Music of Robert and Clara Schumann**  
21

22 The following was presented as information only for the Department of Political Science.  
23

24 **DEPARTMENT OF POLITICAL SCIENCE**

25  
26 **Selected Topics Announcement**

27 **CRJU 4192 Justice in Film and Literature**  
28

29 **OTHER BUSINESS**  
30

31 **General Education Outcomes Survey** — Dr. Koon presented an updated version of the  
32 “Survey of Faculty Views on the Extent to Which the University’s General Education Outcomes  
33 Are Being Addressed in Core Courses.” Following a discussion, several changes were  
34 suggested, the first being to change the “6 to 0” rating scale to make it “6 to 1”, with 1  
35 representing “Not At All.” The second suggestion was the change the direction line to read,  
36 “Please indicate the extent to which you believe that your course assists students in attaining  
37 each of the following outcomes.” The only other change was a typing correction.  
38

39 **Course Outlines** — Dr. Koon mentioned again the document that Dr. Davoud had presented at  
40 the last meeting regarding the requirements for bringing a proposal to the committee. She asked  
41 for volunteers to work on a final document. There were no volunteers, so Dr. Koon said we  
42 would discuss this at a later date.  
43

44 Dr. Koon thanked Dr. Judy Schomber for the extensive work she did on updating the Core  
45 Curriculum, which was handed out at the last Undergraduate Committee meeting.  
46



1 Mr. Deal reminded everyone about the next meeting, which will be December 4, with agenda  
2 items due on November 26. Also, the January 30 meeting is the last meeting to approve items to  
3 be included in the 2002-2003 catalog.  
4

5  
6  
7 **ADJOURNMENT**

8  
9 There being no further business, Dr. Koon adjourned the meeting at 4:25 p.m.  
10

11 Respectfully submitted,  
12 Faye Bacon, Recording Secretary  
13  
14

15 **SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING**

16  
17 Summary of the Academic Advisory Council Meeting  
18 Chair: Vaughn Vandegrift  
19

20 **Meeting of December 4, 2001**

21 The Academic Advisory Council met on December 4, 2001. The only topic of discussion was  
22 Retention and Financial Aid. Dr. Linda Bleicken reported on University retention rates and  
23 projected enrollment. If remedial steps are not taken, enrollment could drop significantly over  
24 the next five years. Steps the Enrollment management unit recommends include increasing  
25 communication with students; working more closely with classes whose failure rates are high  
26 (History and Math have pilot projects underway this semester); warning students of impending  
27 HOPE evaluation points; and e-mail notification about scholarship awards and university fees. In  
28 addition, the Academic Success Center has developed an Academic Intervention Contract which  
29 is in use this semester for students who are on academic probation. Other retention issues  
30 include students not getting in to core classes and transfer students having enrollment problems.  
31 *Submitted by Laura Davidson, for the Librarian*  
32

33 **Meeting of January 15, 2002**  
34

- 35 1. Update on Spring Enrollment: Mike Deal reported an increase in enrollment in comparison  
36 with last year (Spring 2002: 13,131; Spring 2001 12,957. He also reported an increase in Juniors  
37 and Sophomores and an improvement in retention. The Provost insisted on the necessity of  
38 encouraging students to take 15-hour loads, stating that currently the average is closer to 12  
39 hours. A discussion of the factors responsible for the current average load followed (Hope  
40 Scholarship, fee structure for graduate enrollment). The Registrar's office will work on  
41 identifying the class of students who take lower loads.
- 42 2. Admission Update: Teresa Thomson confirmed the higher retention rate and reiterated that  
43 new growth will come from Community Colleges. She announced forthcoming Open Houses  
44 and Receptions and stated that GSU is becoming more and more a first-choice school for  
45 students with high SAT averages.
- 46 3. Update on NSSE, ACT, Other Issues: Jayne Perkins distributed timelines for administering the  
47 ACT SOS and the NSSE. The Provost stressed that assessment of outcomes is one of our main  
48 concerns.
- 49 4. Software Inventory: Lisa Spence reported on current efforts to improve IT support (preparing  
50 ahead of time, surveys on use, purposes of users, survey of students in February, distribution of

1 inventory to department heads, faculty visits to lab). She expressed concern about low faculty  
2 participation in these visits. She also announced the creation of an IT Advisory Committee and  
3 distributed a proposed membership list. A short discussion of the Fiber Master Plan concluded  
4 her report.

5  
6 5. Roundtable: No discussion.

7 6. New business: No discussion.

8 7. Announcements: Jean-Paul Carton announced that the Faculty Senate Elections will be  
9 conducted electronically this year but that each of the six units would solicit nominations as  
10 usual. The Deans will be contacted by their Faculty Senate Elections Committee representatives  
11 who will act as liaisons between the Faculty Senate Elections Committee and their respective  
12 units.

13  
14 *Submitted by Jean-Paul Carton*

3  
4 A summary of business conducted by Faculty Senate committees since the last Faculty Senate  
5 Librarian's report.  
6

7 **ACADEMIC STANDARDS COMMITTEE**

8 Chair: M. Jill Lockwood  
9

10 **Submitted on January 24, 2002.** The academic standards committee met twice--once on January 2 and  
11 again on January 3rd. We reviewed approximately 150 appeals for re-admission. It is the committee's policy  
12 to grant appeals only under compelling circumstances. Accordingly, more than 95% of the appeals were  
13 denied. *This report was submitted on January 24, 2002 but because of a technical error it was omitted from*  
14 *the February 4 Librarian's report. The Librarian apologizes for the omission.*  
15

16 **Submitted on February 28, 2002.**

17 Academic Standards met with Dr. Linda Bleicken and passed the following:  
18

- 19 1. A mathematics placement should be administered to all entering freshman. This examination  
20 would be administered during orientation, and the score would be used to place the student in  
21 the appropriate mathematics course. Note: the tests would be taken and scored in time for  
22 advisement and registration.  
23
- 24 2. Mid-term grades ["Satisfactory Progress/Unsatisfactory Progress] should be submitted for all  
25 students classified as freshmen. These grades will be used for intervention purposes such as  
26 referral to the Academic Success Center or to provide the mid-term "drop-back" opportunity  
27 that is currently being developed by the Computer Science and Mathematics Depart [sic] for  
28 students whose performance in the early weeks of their mathematics course indicates little  
29 likelihood of success. Note: The progress reports are not "true" mid-term reports. The reports  
30 will come on the 33<sup>rd</sup> day of the term.  
31
- 32 3. We would like to open the discussion of a plan that would require successful completion of  
33 Core English and mathematics courses during the freshman year. Note: this is not an  
34 "action" item, merely a topic for discussion. The committee wants requiring a student who  
35 has not made a "C" in these classes to repeat immediately the class and to continue to  
36 re-enroll in the class until it is successfully completed as part of the discussion.  
37
- 38 4. Right of Appeal following Exclusion:  
39 In all matters concerning academic standing, the student may appeal following procedures  
40 listed below: While at Georgia Southern University, a student will be allowed no more than  
41 two appeals of an exclusion to the academic standards committee. In addition to the two  
42 appeals to the academic standards committee, students have only one opportunity to appeal  
43 beyond the committee, the student will be told that he or she cannot appeal further and the  
44 decision of the committee is final. The appeal beyond the committee will be to the student's  
45 dean or other dean's designee. Note: the committee will re-convene on March 26th to  
46 determine who will hear appeals from student who are listed as "undeclared", "international  
47 studies", "international trade", and/or "general studies."  
48
- 49 5. The committee voted to enter into a discussion regarding the current Drop policy. We want to  
50 continue to encourage students to attempt difficult courses but we realize that the current  
51 policy is inviting abuse. Students are registering for courses that they have no intention of  
52 attempting just to secure financial benefits (insurance or scholarship) that the student would  
53 not otherwise be entitled to."  
54  
55  
56  
57

## **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 4<sup>th</sup> 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 year's fiscal budget that needed to be spent by May 1<sup>st</sup>. 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)

1 In this competition, the committee reviewed 13 grant proposals, requesting total support of \$62,852.60.  
2 Ten proposals were either fully or partially funded; awards totaled \$14,269.62. Recipients are as follows:  
3 Ms. Kathy Albertson, Writing and Linguistics;  
4 Dr. Cherry C. Brewton, Early Childhood Education and Reading;  
5 Dr. Patricia Carter (PI), Fine Arts, and Dr. Julie McGuire, Fine Arts  
6 Dr. Frank E. French (PI), Biology, Dr. Lance A. Durden, Biology,  
7 Dr. William S. Irby, Biology and Dr. James H. Oliver, Biology;  
8 Dr. Alan Harvey, Biology  
9 Dr. Ming Fang He, Curriculum, Foundations, and Research  
10 Dr. Mercy Popoola (PI), School of Nursing, and  
11 Dr. Elaine Hapshe, School of Nursing;  
12 Dr. Brian L. Vleck, School of Technology;  
13 Dr. Janice N. Steirn (PI), Psychology,  
14 Dr. S. Todd Deal, COST Dean's Office,  
15 Dr. Leslie Fletcher, School of Accountancy,  
16 Dr. Barry Joyner, Health and Kinesiology,  
17 Dr. Michael Moore, Early Childhood Education and Reading, and  
18 Dr. Lorne Wolfe, Biology;  
19 Dr. Sharon Taylor, Mathematics/Computer Science  
20

21 The meeting concluded at 5:00 PM. The committee will meet again on March 27 to select the recipients  
22 of the GSU Excellence in Service Awards.  
23

## 24 **FACULTY RESEARCH COMMITTEE**

25 Chair: Karen Mc.Curdy

26 *No report submitted.*  
27

## 28 **GRADUATE COMMITTEE**

29 Chair: Ming Li  
30

31 **February 21, 2002.** In Attendance: Dr. Jim Randall, COBA; Dr. Ruth Carroll, COE; Dr. Deborah  
32 Thomas, COE; Dr. Caren Town, CLASS; Dr. Jane Hudak, CLASS; Dr. Jerry Wilson, COBA; Ms.  
33 Bonnie Gruben, Graduate Student Representative; Dr. Ming Li, CHPS; Dr. Lane Van Tassell, AVPAA &  
34 Dean of Graduate Studies; Dr. Lucindia Chance, COE; Dr. Jim McMillan, CHPS; Dr. J. B. Claiborne,  
35 COST; Dr. Leon Spencer, COE; Dr. Donna Hodnicki, CHPS; Dr. Bede Mitchell, LIB; Dr. Charles  
36 Gossett, CLASS

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

38 Visitors: Dr. Curtis Ricker, CLASS; Dr. Jennie Rakestraw, COE; Dr. Charlie Hardy, CHPS

39 The Graduate Committee Meeting was called to order by Dr. Ming Li at 3:45 p.m. on Thursday, February  
40 21, 2002, in the Dean's Conference Room of the College of Education Building.  
41

## 42 **APPROVAL OF MINUTES**

43 Minutes of the January 17, 2002, Graduate Committee meeting were approved as submitted.  
44

## 45 **CURRICULUM AMENDMENTS AND PROGRAM CHANGES**

46 Program Proposals and Curriculum amendments presented by the College of Liberal Arts and  
47 Social Sciences, College of Education, and the College of Science and Technology were  
48 approved by the Graduate Committee. See [Attachment 1: Curriculum Amendments Approved](#)  
49 [by Graduate Committee Report.](#)  
50

## 51 **OLD BUSINESS**

52 Dr. Diebolt announced he will present at the next Graduate Committee meeting a proposal for  
53 the placement of study tracks on transcripts.

54 Dr. Ming Li brought back before the committee the proposal regarding the Operating Code for  
55 the Graduate Committee. Dr Li distributed a draft of the proposal to the committee and made a

1 motion that the draft be accepted by the committee. The motion was seconded by Dr. McMillan  
2 and approved by the committee with amendments. [See Attachment2.](#)  
3

#### 4 **NEW BUSINESS**

5 Dr. Dick Diebolt distributed information that will be included in the catalog regarding the GRE.  
6 He announced that effective October 2002, the GRE General Test will change from Verbal,  
7 Quantitative and Analytical sections to Verbal, Quantitative and Analytical Writing sections.  
8 The College of Graduate Studies will continue to accept official GRE scores taken prior to  
9 October 2002 until the transition is completed.  
10

#### 11 **ANNOUNCEMENTS**

12 Bonnie Gruben announced that the Graduate Student Organization will meet March 5, 2002 and  
13 Career Services will be present at the meeting. Ms. Gruben also announced that the Newsletter  
14 "Visions" has been completed and will be distributed in the near future.

15 Dr. Cindi Chance announced that recently a press conference was held in Savannah, Georgia  
16 announcing the approval of the Doctoral program of Education that will be offered in Savannah  
17 in conjunction with Armstrong Atlantic State University.  
18

#### 19 **ADJOURNMENT**

20 There being no further business, the meeting was adjourned at 4:50 p.m.

21 Respectfully submitted,  
22 *Lee Mitchell*  
23  
24

#### 25 **LIBRARY COMMITTEE**

26 Chair: David Robinson  
27

28 **Library Committee Meeting. Monday February 11, 2002, 10:30 am** Library Conference Room

29 Present: David Robinson, Bede Mitchell, Ann Hamilton, Charles Skewis, Greg Chamblee, Kathleen  
30 Gruben, Kelly Vance, Robert Costomiris, Cynthia Frost.

31 First order of business was the next meeting. It will start at 10:15 am Monday March 25, 2002 in the  
32 library conference room, 4<sup>th</sup> floor.

33 Library faculty reports:

34 Bede Mitchell:

- 35 1. Flier and ticket application for the next Friends of the Library dinner were distributed.  
36 Dr. Mary Hadley of Writing & Linguistics was the speaker at the Friday Feb. 22 event.
- 37 2. A 2-page list of library program review recommendations was distributed. The library  
38 is one of the university programs chosen for enhancement. Anyone wanting the complete  
39 report can contact Bede. The library's Strategic Planning Steering Committee is  
40 reviewing the Level II plans. Level III plans aren't due until the end of September - don't  
41 expect a draft of Level III plans to be ready to share with Library Committee by the end  
42 of this semester. Much work will be done on the plans this summer.
- 43 3. The library was recently audited by the Georgia Southern Office of Audit and Advisory  
44 Services. They took all the "must" statements from SACS and compared them with  
45 library-supplied documentation. The library was satisfactory in all areas, but there were  
46 two computers that couldn't be accounted for.
- 47 4. Budget reduction issues were discussed. The library's budget wasn't cut 2.5 % for this  
48 year but it will have a \$172,000 reduction next year which is just under 5%. A currently  
49 vacant faculty position in the Information Services Department has been eliminated. The  
50 materials budget and student assistant budget will be affected next. For the materials  
51 budget, we can hope for end of year funding or else we may need to make cuts in  
52 periodicals subscriptions. Hopefully not, since the budget problem is expected to be  
53 short term. Maybe we could skip one year of upgrading the PC's but this would save  
54 only about \$20,000.
- 55 5. Charles Skewis handed out this year's materials budget. University departmental orders  
56 are due the end of February and some departments have money left to spend.  
57

- 1           6.     The Huldah C. Mingledorff estate has given another \$100,000 to furnish the Lorimer  
2           Reading Room. Construction may begin soon.  
3

4 Ann Hamilton

- 5           7.     Ann reported on the building projects that were done in December:  
6           \*Heating/Air coils were cleaned  
7           \*All public restrooms on 1, 3 and 4 were renovated - new fixtures and new paint  
8           \*New carpet tiles laid on 1  
9           \*New lights inside and outside building are almost done. Still need to do lobby and over  
10          circulation desk - will finish that the first weekend of spring break.  
11          8.     New building codes went into effect January 1 and this will affect all new buildings and  
12          additions. For instance, all new construction must have a fire suppression system.  
13          9.     All the periodicals that were in closed storage on 4<sup>th</sup> floor are being moved to the North  
14          Building to make way for the new Lorimer Reading Room. This move is about 2/3 done.  
15          Faculty should request any title to stay in Henderson that they need to consult frequently  
16          or is needed for a class assignment. Extra shelving was added in the reference area to  
17          accommodate these special needs.  
18          10.    We were shown the architects' building plans for the library expansion. Three plans  
19          were drawn and one of those will be chosen. The Board of Regents is expected to fund  
20          \$1 million for the design. The university is "guardedly optimistic" on the funding for the  
21          construction being approved now. If not, this will be 1<sup>st</sup> or 2<sup>nd</sup> on next year's priorities.  
22

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

28 <http://ogeechee.litphil.gasou.edu/colloquium.html>

29 *Minutes submitted by Cynthia Frost 2/12/02*  
30

## 31 UNDERGRADUATE COMMITTEE

32 Chair: Kathleen Koon  
33

### 34 UNDERGRADUATE COMMITTEE MINUTES, JANUARY 30, 2002

35  
36 **Present:** Dr. Constance Campbell; Ms. Laura Davidson; Dr. Diana Hammitte; Dr. Saba Jallow; Dr. Barry  
37 Joyner; Dr. Kathleen Koon; Dr. Kim Ruebel; Ms. Sonya Shepherd; Dr. Mary Smith; Dr. Bob Haney.

38 **Visitors:** Dr. Larry Burton; Dr. Diana Cone; Mr. Mike Deal; Dr. Todd Deal; Dr. Hal Fulmer; Dr. Gerald  
39 Jones; Dr. Waldo Meeks; Dr. Lowell Mooney; Mr. Eric Nelson; Dr. Jennie Rakestraw; Dr. Han  
40 Reichgelt; Dr. Donnie Richards; Dr. Virginia Richards; Dr. Judy Schomber; Ms. Nancy Wright.  
41

42 Dr. Kathleen Koon, Chair, called the meeting to order at 3:02 p.m.  
43

### 44 COLLEGE OF BUSINESS ADMINISTRATION

#### 45 SCHOOL OF ACCOUNTANCY

46  
47  
48 Dr. Lowell Mooney presented the following agenda items for the School of Accountancy.  
49

#### 50 Course Deletion

51 **ACCT 3310    Basic Financial Accounting Concepts**  
52

53 The reason for deleting this course is that the material has been incorporated into ACCT 3131.  
54

#### 55 Course Title

56 **FROM:       ACCT 4830    Special Problems in Accounting**  
57 **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

<b>FROM:</b>	<b>ACCT 4232</b>	<b>Managerial Accounting III</b> ACCT 3231
<b>TO:</b>	<b>ACCT 5232</b>	<b>Managerial Accounting III</b> Grade of "C" or better in ACCT 3231
<b>FROM:</b>	<b>ACCT 4530</b>	<b>Governmental and Institutional Accounting</b> ACCT 3132
<b>TO:</b>	<b>ACCT 5530</b>	<b>Governmental and Institutional Accounting</b> 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

<b>ACCT 4131</b>	<b>International Accounting</b> 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

<b>FROM:</b>	<b>ACCT 3131</b>	<b>Intermediate Accounting</b> 2.5 GPA in ACCT 2101 and ACCT 2102
<b>TO:</b>	<b>ACCT 3131</b>	<b>Intermediate Accounting</b> Grade of "B" or better in ACCT 2101 OR Grade of "C" or better in ACCT 2102
<b>FROM:</b>	<b>ACCT 3132</b>	<b>Intermediate Accounting II</b> ACCT 3131
<b>TO:</b>	<b>ACCT 3132</b>	<b>Intermediate Accounting II</b> Grade of "C" or better in ACCT 3131
<b>FROM:</b>	<b>ACCT 3231</b>	<b>Managerial Accounting II</b> ACCT 2102
<b>TO:</b>	<b>ACCT 3231</b>	<b>Managerial Accounting II</b> Grade of "C" or better in ACCT 2102
<b>FROM:</b>	<b>ACCT 3330</b>	<b>Income Tax</b> ACCT 3131
<b>TO:</b>	<b>ACCT 3330</b>	<b>Income Tax</b> Grade of "C" or better in ACCT 3131
<b>FROM:</b>	<b>ACCT 4130</b>	<b>Accounting Information Systems</b> ACCT 3131
<b>TO:</b>	<b>ACCT 4130</b>	<b>Accounting Information Systems</b> Grade of "C" or better in ACCT 3131
<b>FROM:</b>	<b>ACCT 4430</b>	<b>Auditing</b> ACCT 3132, ACCT 4130 (ACCT 4130 may be taken concurrently)
<b>TO:</b>	<b>ACCT 4430</b>	<b>Auditing</b> 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**

<b>FROM:</b>	<b>XIDS 2210</b>	<b>Turning Points and Connections</b>
<b>TO:</b>	<b>IDS 2210</b>	<b>Turning Points and Connections</b>

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**

<b>FROM:</b>	<b>FREN 5030</b>	<b>Selected Topics in French</b>
<b>TO:</b>	<b>FREN 4030</b>	<b>Selected Topics in French</b>

<b>FROM:</b>	<b>FREN 5130</b>	<b>Advanced Grammar</b>
<b>TO:</b>	<b>FREN 4130</b>	<b>Advanced Grammar</b>

1 **FROM: FREN 5131 French Phonetics**  
 2 **TO: FREN 4131 French Phonetics**  
 3  
 4 **FROM: FREN 5230 Survey of French Literature**  
 5 **TO: FREN 4230 Survey of French Literature**  
 6  
 7 **FROM: FREN 5231 Development of Theatre**  
 8 **TO: FREN 4231 Development of Theatre**  
 9  
 10 **FROM: FREN 5232 Development of the Novel**  
 11 **TO: FREN 4232 Development of the Novel**  
 12  
 13 **FROM: FREN 5233 French Poetry**  
 14 **TO: FREN 4233 French Poetry**  
 15  
 16 **FROM: FREN 5234 Short Prose Fiction**  
 17 **TO: FREN 4234 Short Prose Fiction**  
 18  
 19 **FROM: FREN 5330 Contemporary France**  
 20 **TO: FREN 4330 Contemporary France**  
 21  
 22 **FROM: FREN 5530 French for Business**  
 23 **TO: FREN 4530 French for Business**  
 24  
 25 **FROM: FREN 5890 Directed Study in French**  
 26 **TO: FREN 4890 Directed Study in French**  
 27

28 The reason for changing these classes from 5000 level to 4000 level classes is to clarify registration  
 29 procedures for students.  
 30

### 31 **Proposed New Minor in Spanish for Business**

32 Because of the increasing demand for human resources to serve both Service and Manufacturing  
 33 Industries locally, nationally, and internationally in the Southeast area, the Department of Foreign  
 34 Languages is pleased to announce the development of a Spanish for Business minor. The Department is  
 35 also developing new courses in conjunction with the School of Technology. One of the courses being  
 36 developed is "The Manufacturing Enterprise," a national award-winning course. The purpose of this  
 37 course is to develop and understand the organization and operation of a modern manufacturing firm. It  
 38 does involve students in the "hands-on" management and production activities of operating an enterprise  
 39 which makes a product for profit. Spanish language students will be involved in translation activities  
 40 which will facilitate their application of knowledge in other Business Spanish courses. The proposed  
 41 minor will include courses such as: Technology for Business; Translation and Interpretation (Spanish-  
 42 English-Spanish); Business Through Hispanic Culture and Literature; The Manufacturing Enterprise;  
 43 Spanish for Business (Introduction, Intermediate and Advanced levels). The professional internship is a  
 44 key component for meeting the demand for students who are qualified in Spanish for Business and for  
 45 offering these students the opportunity of working with Service and Manufacturing Industries. The  
 46 internship experience will enable the students to put into practice the theoretical knowledge acquired in  
 47 their course of studies in this minor. The wording for the catalog page for the new Spanish for Business  
 48 minor should read as follows: Prerequisites: SPAN 1001, 1002 or 1050, 2001, and 2002 or the  
 49 equivalent(s). Minor Program: 15 hours of upper-division offerings in Spanish from the following:  
 50 SPAN 3530, 3531, 4530, 4531, 4532, 4533, 4534.  
 51

### 52 **New Courses**

#### 53 **SPAN 3332 Latin American Civilization II**

54 An examination of Latin American history/civilization from the eighteenth century to the  
 55 present. Emphasis on political, social, and economic aspects in relation to the historical  
 56 development in Latin America. 3 hours credit. Prerequisite: Completion of SPAN 2002  
 57 or the equivalent.  
 58  
 59

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

3  
4 **SPAN 3333 Peninsular Civilization I**

5 General survey of culture and civilization of the Iberian peninsula from its earliest  
6 inhabitants to the seventeenth century. 3 hours credit. Prerequisite: completion of  
7 SPAN 2002 or the equivalent.

8  
9 This course allows for a more detailed study of pre-seventeenth century culture and civilization.

10  
11 **SPAN 3334 Peninsular Civilization II**

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

14  
15 This course allows for a more detailed study of culture and civilization from the seventeenth century to  
16 the present day.

17  
18 **SPAN 3531 Technology for Spanish for Business**

19 Study of basic foundation in vocabulary and discourse related to functional technology  
20 for business and industry in today's global society. Researching, creating and applying  
21 technologies used in the business world. 3 hours credit. Prerequisite: Completion of  
22 SPAN 2002 or the equivalent.

23  
24 This course will provide students with another perspective on business in Hispanic countries and to offer  
25 an additional course for the new Spanish for business minor.

26  
27 **SPAN 4132 Phonetics**

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

33  
34 This course will provide students with a sound based appreciation of the Spanish language.

35  
36 **SPAN 4232 Introduction to Latin American Literature II**

37 Introduction to the literature of Spanish America from the end of the 19<sup>th</sup> Century to the  
38 present. Study of representative authors, their themes and their significance for the  
39 development of the literary period. 3 hours credit. Prerequisite: SPAN 2002 or the  
40 equivalent.

41  
42 This course will be a division of one semester course into two for more thorough coverage.

43  
44 **SPAN 4233 Peninsular Literature I**

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

48  
49 This course allows for a more detailed study of pre-seventeenth century literature.

50 **SPAN 4234 Peninsular Literature II**

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

54  
55 This course allows for a more detailed study of Spanish literature from the seventeenth century to the  
56 present day.

57  
58 **SPAN 4332 Caribbean Culture and Civilization**

59 Study of the development of the Caribbean in terms of history, culture, and civilization.

1 In addition, the course will examine the literature, pictorial art, music, and the economic,  
2 social and political aspects of the area today. Emphasis on Cuba, Puerto Rico, and the  
3 Dominican Republic. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.  
4

5 This course will offer Spanish majors and minors a broad overview of the civilization of the Caribbean.  
6

7 **SPAN 4433 Golden Age of Prose and Poetry**

8 Study of representative works and its authors of the prose and poetry of Spain during the  
9 16<sup>th</sup> and 17<sup>th</sup> Centuries. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the  
10 equivalent.  
11

12 To offer a wider range of courses in the Golden Age period.  
13

14 **SPAN 4434 Golden Age Drama**

15 Study of drama in Spain during the 16<sup>th</sup> and 17<sup>th</sup> Centuries tracing its development from  
16 the Medieval through the Baroque periods. 3 hours credit. Prerequisite: SPAN 2002 or  
17 the equivalent.  
18

19 This course will offer a wider range of courses in the Golden Age period.  
20

21 **SPAN 4531 Advanced Spanish for Business II**

22 A continuation of the study of basic foundation in vocabulary and discourse related to  
23 functional technology for business and industry in today's global society. Researching,  
24 creating, and applying technologies used in the business world. 3 hours credit.  
25 Prerequisite: SPAN 4530 or permission of instructor.  
26

27 This course will provide students with another perspective on business in Hispanic countries and to offer  
28 an additional course for the new Spanish for business minor.  
29

30 **SPAN 4532 Translation and Interpretation**

31 Introduction to comparative stylistics through translations. Comparative study of  
32 characteristic modes of expressions, introduction to the theoretical aspects and  
33 techniques of translation, using a variety of commercial documents in business and  
34 industry. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.  
35

36 This course will provide students with translation skills to enhance their ability as interpreters and to  
37 offer an additional course for the new Spanish for business minor.  
38

39 **SPAN 4533 Business Through Literature**

40 Reading in the social, economic and political changes of the Hispanic world through  
41 essays, novels, plays, short stories and poems. 3 hours credit. Prerequisite: Completion  
42 of SPAN 2002 or the equivalent.  
43

44 This course will provide students with another perspective on business in Hispanic speaking countries  
45 and will offer an additional course for the new Spanish for business minor.  
46

47 **SPAN 4534 The Manufacturing Enterprise**

48 **Title Amended to read:**

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

50 This course is designed to provide a uniquely hands-on experience which entails student  
51 creation of a company and subsequent product development, marketing and production  
52 for a profit. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.  
53

54 This course will provide students with another perspective on business in Hispanic countries and to offer  
55 an additional course for the new Spanish for business minor.  
56

57 **SPAN 5230 Medieval Literature**

58 Study of representative authors and their works through the 15<sup>th</sup> Century. 3 hours credit.  
59 Prerequisite: Completion of SPAN 2002 or the equivalent.

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

2  
3 **SPAN 5234 Modern Peninsular Women Writers**

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

8  
9 This course allows for a more comprehensive study of modern Spanish women authors.

10  
11 **SPAN 5331 Latinos in the U.S.**

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

16  
17 This is a new course on a contemporary topic of great importance.

18  
19 **SPAN 5332 Latin American Cinema**

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

25  
26 This course offers Spanish majors and minors cultural experiences through cinema.

27  
28 **Course Deletions**

29 **SPAN 3330 Peninsular Civilization**

30 **SPAN 4230 Introduction to Peninsular Literature**

31 **SPAN 4330 Contemporary Spanish Culture**

32 **SPAN 4331 Contemporary Hispano-American Culture**

33 **SPAN 4430 Literature of Honor and Faith**

34  
35 The justifications for the deletion of these courses are that the courses either will be divided into two to  
36 be more adequately covered, will be absorbed into a new class, or will be replaced by two courses to  
37 offer a wider range of materials.

38  
39 **Course Title, Catalog Description, and Prerequisite**

40 **FROM: SPAN 3130 Spanish Conversation and Applied Phonetics**

41 Provides oral practice in Spanish using authentic communicative  
42 activities and a supplemental study of features of the Spanish language  
43 which create pronunciation problems for the non-native speaker.  
44 Prerequisite: Two Spanish courses at the intermediate II level or  
45 equivalent.

46 **TO: SPAN 3130 Conversation**

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

49  
50 The justification for these changes is that the combination of conversation and phonetics in one course is  
51 too much for a one-semester course.

52  
53 **FROM: SPAN 3331 Latin American Civilization**

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

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

58 An examination of Latin American history/civilization from pre-  
59 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 19<sup>TH</sup> 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



1 CISM 1110/1120 duplicated existing computer skills taught in high school. To avoid unnecessary  
 2 redundancy, a course in introductory business practices is to be introduced as a replacement.  
 3

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

14 **TO: BS with Major in Broadcasting/Information Sequence**  
 15 Area F - Courses Appropriate to the Major ..... 18 Hours  
 16 BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public  
 17 Speaking (3) or COMM 1100 - Introduction to Human Communication  
 18 (3) with approval of advisor  
 19 POLS 2101 - Introduction to Political Science (3)  
 20 PHIL 2232 - Critical Thinking (3)  
 21 COMM 2332 - Introduction to Mass Communication (3)\  
 22 JOUR 2331 - Introduction to Journalism (3)  
 23

24 The rationale for these changes is the same as for the Broadcasting/Administration sequence, with the  
 25 exception of the replacement for CISM 1110/1120. To avoid unnecessary redundancy, PHIL 2232, a  
 26 course in critical thinking, is introduced as a replacement.  
 27

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

37 **TO: BS with Major in Broadcasting/Production Sequence**  
 38 Area F - Courses Appropriate to the Major ..... 18 Hours  
 39 BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public  
 40 Speaking (3)  
 41 ART 1335 - Photography I (3) or ART 2233 - Computer Graphics (3) or TCGT  
 42 1530 - Technology, Science and Environment (3) or THEA 2332 -  
 43 Stagecraft (3)  
 44 FILM 2331 - Introduction to Film (3)  
 45 COMM 1100 - Introduction to Human Communication (3)  
 46 COMM 2332 - Introduction to Mass Communication (3)  
 47

48 The rationale for these changes is the same as for the Broadcasting/Administration Sequence, with the  
 49 exception of FILM 2331, a course in introductory film principles, which is introduced as a replacement  
 50 for CISM 1110/1120.  
 51

52 A Smith/Joyner motion and second to approve these Communication Arts recommendations was passed  
 53 unanimously.  
 54

55 **DEPARTMENT OF WRITING AND LINGUISTICS**

56  
 57 Dr. Larry Burton presented the following proposed curriculum changes for the Department of Writing  
 58 and Linguistics.  
 59

**Prerequisite Changes**

1	<b>FROM:</b>	<b>WRIT 3230</b>	<b>Writing in the Workplace</b>
2			ENGL 2111 or ENGL 2212
3	<b>TO:</b>	<b>WRIT 3230</b>	<b>Writing in the Workplace</b>
4			ENGL 1102
5			
6	<b>FROM:</b>	<b>WRIT 4130</b>	<b>Creative Non-Fiction</b>
7			ENGL 2111 or ENGL 2212
8	<b>TO:</b>	<b>WRIT 4130</b>	<b>Creative Non-Fiction</b>
9			ENGL 1102
10			
11	<b>FROM:</b>	<b>WRIT 5130</b>	<b>Modern English Grammar</b>
12			ENGL 2111 or ENGL 2212
13	<b>TO:</b>	<b>WRIT 5130</b>	<b>Modern English Grammar</b>
14			ENGL 1102
15			
16	<b>FROM:</b>	<b>WRIT 5230</b>	<b>Theory of Composition</b>
17			ENGL 2111 or ENGL 2212
18	<b>TO:</b>	<b>WRIT 5230</b>	<b>Theory of Composition</b>
19			ENGL 1102
20			
21	<b>FROM:</b>	<b>WRIT 5330</b>	<b>History of English Language</b>
22			ENGL 2111 or ENGL 2212
23	<b>TO:</b>	<b>WRIT 5330</b>	<b>History of English Language</b>
24			ENGL 1102
25			
26	<b>FROM:</b>	<b>WRIT 5430</b>	<b>Poetry Writing</b>
27			ENGL 2111 or ENGL 2112
28	<b>TO:</b>	<b>WRIT 5430</b>	<b>Poetry Writing</b>
29			ENGL 1102
30			
31	<b>FROM:</b>	<b>WRIT 5540</b>	<b>Fiction Writing</b>
32			ENGL 2111 or ENGL 2112
33	<b>TO:</b>	<b>WRIT 5540</b>	<b>Fiction Writing</b>
34			ENGL 1102
35			
36			

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

41  
 42 A motion by Dr. Jallow and second by Dr. Ruebel to approve these changes was passed unanimously.

**COLLEGE OF EDUCATION**

43  
 44  
 45 Dr. Jennie Rakestraw presented the following items for the College of Education.

**Change in Teacher Education Program Retention Policy**

46  
 47 At its November 30 meeting, the College of Education Curriculum Committee approved a revision in the  
 48 requirements for Retention in the Teacher Education Program (TEP). The only change is in the first  
 49 bullet. The rationale for the change is to bring the retention policy in line with the TEP Admissions  
 50 Criteria approved by Undergraduate Committee at its October 16, 2001 meeting.

51	<b>FROM:</b>	<b>First bullet in the Retention Requirements currently reads:</b>
52		<b>Students must maintain a cumulative GPA of 2.50 or better on all course work.</b>
53	<b>TO:</b>	<b>First bullet in the Retention Requirements changed to:</b>
54		<b>Students must maintain a cumulative GPA of 2.50 or better on all attempted hours</b>
55		<b>in the Core Curriculum in Areas A-F.</b>
56		
57		
58		
59		

1 Therefore, the Retention Requirements will now read:

- 2
- 3 • Students must maintain a cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F.
- 4 • Students must maintain an adjusted GPA of 2.75 or better on all professional education and all teaching field course work.
- 5 • Students must successfully complete all field experiences.
- 6 • 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.
- 7 • 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.
- 8 • 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.
- 9
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- 17

### 18 **Change in Admission to Student Teaching Requirements**

19 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 or better on all course work.*)

22 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.

### 28 **Change in Praxis II Requirement**

29 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.*

### 34 **Rationale:**

35 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.

42 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.

55 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**

- 1  
2 **FROM: MGED 3721 Middle School Practicum I**  
3 This field-based course emphasizes instructional planning and teaching  
4 classroom management, student diversity, assessment, technology, and  
5 strategies for developing positive learning environments. The field  
6 component involves extensive participation in a middle school.  
7 **TO: MGED 3721 Middle School Practicum I**  
8 This practicum involves structured observations, as well as planning and  
9 teaching an integrated language arts/social studies instructional unit in a  
10 middle grades classroom. Emphasis is placed on classroom  
11 management, instructional strategies for diverse populations of students,  
12 the integration of technology, classroom environment, and assessment of  
13 student learning.  
14  
15 **FROM: MGED 3722 Middle School Practicum II**  
16 This course is a pre-student teaching seminar and practicum that  
17 emphasizes classroom management, parent-teacher-community  
18 interactions, school law, learning styles, multiple assessment strategies,  
19 an application of technology for instruction and adapting instruction for  
20 diverse populations of students. The field experience will be linked to  
21 methods courses in teaching math and science and will be held in  
22 multiple locations and grade levels.  
23 **TO: MGED 3722 Middle School Practicum II**  
24 This practicum involves structured observations, as well as planning and  
25 teaching instructional units in mathematics and science in a middle  
26 grades classroom. Emphasis is placed on classroom management,  
27 classroom environment, instructional strategies for diverse populations  
28 of students, the integration of technology, and assessment of student  
29 learning.  
30  
31 **FROM: MGED 4629 Middle School Seminar**  
32 A seminar that is taken concurrently with student teaching. The course  
33 focuses on issues in classroom management, assessment of student  
34 learning, parent-teacher-community interaction, adjusting instruction for  
35 diverse populations of students, and instructional planning. Student will  
36 also develop a professional portfolio and will experience job  
37 interviewing skills.  
38 **TO: MGED 4629 Middle School Seminar**  
39 A seminar that is taken concurrently with student teaching. The course  
40 focuses on issues in classroom management, assessment of student  
41 learning, parent-teacher-community interaction, adjusting instruction for  
42 diverse populations of students, instructional planning, grant writing,  
43 and school law. Students will also develop a professional portfolio and  
44 will experience job interviewing skills.  
45

46 The reason for making these catalog descriptions is to emphasize the connection between the practicum  
47 and the methods courses in social studies and language arts, and science and mathematics; and also to  
48 reflect three additional components in school law, grant writing, and parent-teacher-community  
49 interaction.  
50

**Catalog Description and Prerequisites**

- 51  
52 **FROM: MSED 5333 Literature and Writing for the Middle and Secondary Schools**  
53 An in-depth study of appropriate literature and language concepts for the  
54 middle and secondary schools. Emphasis will be placed on the  
55 connection between composition, language, and literature. Prerequisite:  
56 Completion of an introductory methods course in teaching language arts.  
57 **TO: MSED 5333 Literature and Writing for the Middle and Secondary Schools**  
58 An intensive study of instructional strategies appropriate for integrating  
59 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.

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

2  
3 **DEPARTMENT OF FAMILY AND CONSUMER SCIENCES**

4  
5 **Course Deletion**

6 **FACS 2024 Introduction to Family and Consumer Sciences**

7  
8 The reason for deleting this course is that it has been dropped from program requirements and will no  
9 longer be offered.

10  
11 **Program Changes**

12 **BS Fashion Merchandising and Apparel Design**

13 **FROM: Design Emphasis:**

14 **Four Courses from the Following (12):**

15 **TCPM 1131 Intro to Printing Technology (3)**

16 **TMFG 2131 The Manufacturing Enterprise (3)**

17 **TMFG 5230 International Manufacturing (3)**

18 **TMFG 5431 Apparel Manufacturing Production (3)**

19 **TMFG 5433 Quality Control and Testing (3)**

20 **TO: Design Emphasis:**

21 **TMFG 2131 The Manufacturing Enterprise (3)**

22 **TCPM 1131 Introduction to Print Technology (3)**

23 **TCPM 1321/1411 Desktop Publishing (3)**

24 **TCPM 5332 Multimedia Presentation (3)**

25 **THEA 4337 Costume Design (3)**

26 **MKTG 3131 Principles of Marketing (3)**

27 **MKTG 4136 International Marketing (3)**

28  
29 A motion by Dr. Campbell and second by Dr. Hammitte to approve these changes was passed  
30 unanimously.

31  
32 Dr. Richards requested the next item on the agenda, Program Changes in the BSEd Family and Consumer  
33 Sciences Education, be tabled for a future meeting so that the College of Education could have a chance  
34 to review and approve these changes.

35  
36 **Catalog Description and Prerequisite Change**

37 **FROM: FMAD 4235 Computer Aided Design**

38 An investigation of the diverse applications of computer technology in  
39 apparel design and manufacturing. Field trips and computer laboratory  
40 experience. Prerequisite: FMAD 1234

41 **TO: FMAD 4235 Computer Aided Design**

42 Investigation and application of computer technology in textile design,  
43 apparel design and apparel manufacturing. 3 semester credit hours.  
44 Prerequisites: FMAD 1234 and CISM 1110/1120.

45  
46 The reason for making these changes is that basic computer skills are required in this course.

47  
48 **Prerequisite Changes**

49 **FROM: CHFD 4136 Assessment of Children and Families**

50 Permission of the instructor

51 **TO: CHFD 4136 Assessment of Children and Families**

52 CHFD 3132 - Prenatal and Infant Development

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

56  
57 **FROM: FMAD 3235 History of Costume**

58 HIST 1111 - World History; HIST 2110 - American History

59 **TO: FMAD 3235 History of Costume**



1 None

2  
3 Changes in the core requirements in history necessitate this change.

4  
5 **FROM: FMAD 4231 Apparel Design Analysis I**

6 FMAD 1234 - Apparel I

7 **TO: FMAD 4231 Apparel Design Analysis I**

8 FMAD 3236 - Apparel II

9  
10 Completion of Apparel II (FMAD 3236) will give the students the foundations necessary to successfully  
11 construct a garment for the final project.

12  
13 **FROM: FMAD 4232 Apparel Design Analysis II**

14 FMAD 4231 or consent of instructor

15 **TO: FMAD 4232 Apparel Design Analysis II**

16 FMAD 3236 Apparel II

17  
18 Students do not need an understanding of flat pattern design to do well in draping design. They do need  
19 a thorough understanding of garment construction.

20  
21 **FROM: INDS 2435 Design Studio I**

22 ART 1010, ART 1020, INDS 2430, INDS 2436, and a grade of C or  
23 better in INDS 2434; Co-requisite: INDS 3435.

24 **TO: INDS 2435 Design Studio I**

25 ART 1010, ART 1020, INDS 2430, and a grade of C or better in INDS  
26 2434; Co-requisite: INDS 3435.

27  
28 **FROM: INDS 3432 History of Interiors II**

29 INDS 3431 or permission of instructor

30 **TO: INDS 3432 History of Interiors II**

31 INDS 2430 or permission of instructor

32  
33 **FROM: INDS 3434 Lighting**

34 INDS 3435 or permission of instructor

35 **TO: INDS 3434 Lighting**

36 INDS 2434 and INDS 2430 or permission of instructor

37  
38  
39  
40 **FROM: INDS 3436 Design Studio III**

41 FMAD 3238, FACS 2437, TBCC 3121, ART 1030, and a grade of C or  
42 better in INDS 2435 and INDS 3435

43 **TO: INDS 3436 Design Studio III**

44 FACS 2437 and a grade of C or better in INDS 2435 and INDS 3435;  
45 and ART 1030 as prerequisite or co-requisite

46  
47 **FROM: INDS 3438 Professional Practices I**

48 INDS 2436 and INDS 3435

49 **TO: INDS 3438 Professional Practices I**

50 INDS 3435

51  
52 **FROM: INDS 4435 Design Studio IV**

53 INDS 3432, INDS 3434, INDS 3438, INDS 4790, and a grade of C or  
54 better in INDS 3436

55 **TO: INDS 4435 Design Studio IV**

56 INDS 3434, INDS 3435, FACS 2437, TBCC 3121, INDS 3438  
57 prerequisite or required co-requisite, and a C or better in INDS 3436

58  
59 **FROM: INDS 4436 Design Studio V**

1 A grade of C or better in INDS 4435. Co-requisite INDS 4616  
 2 **TO: INDS 4436 Design Studio V**  
 3 INDS 4790, and a grade of C or better in INDS 4435. Co-requisite:  
 4 INDS 4616  
 5

6 These changes are needed to more effectively refine the curriculum, reflect the needs of the beginning  
 7 design student and move students through the program more efficiently.  
 8

9 A motion by Dr. Smith and Dr. Hammitte to approve these prerequisite changes passed unanimously.  
 10

## 11 **VICE PRESIDENT FOR ACADEMIC AFFAIRS**

12  
 13 Dr. Judy Schomber presented the following items for the Vice President for Academic Affairs.  
 14

### 15 **Change in Grade Mode**

16 **GSU 1120 Methods of Learning**

17 **FROM: Letter grade to S/U**

18 Justification: Format of the course has changed. Following a review of student's reasons  
 19 for academic difficulty, students sign a contract to attend workshops and seminars which  
 20 address these difficulties. Students will have different instructors for each component of  
 21 the contracted program. Grade will be determined by completion of the program.  
 22

### 23 **Program Changes in Bachelor of General Studies Degree**

24 **FROM:** The General Studies Degree requires students to complete three areas of concentration,  
 25 which they may select from a wide range of offerings. Two concentrations must consist  
 26 of 18 semester hours and one may be 15 semester hours. Students must have a 2.0  
 27 overall AGPA and a Concentration AGPA of 2.0 or higher.

28 **TO:** Two concentrations must consist of 18 semester hours and one may be 15 hours, *the*  
 29 *latter chosen from the list of approved minors.*

30 JUSTIFICATION: A 4-year review of graduated and current majors indicates that when  
 31 students chose the 15-hour option, they overwhelmingly chose that option from one of  
 32 our existing minor programs. Currently the third option is called "Individual Emphasis"  
 33 (see below), which requires the advisor in consultation with the student, to submit a plan  
 34 to department chairs for written approval. Since chairs most often recommend that the  
 35 existing minor be sued as the individual emphasis, this proposal would eliminate an  
 36 unnecessary step.  
 37

38 **FROM:** Students must have a 2.0 overall AGPA and a Concentration AGPA of 2.0 or higher.

39 **TO:** Students must have a 2.0 overall AGPA and an AGPA of 2.0 or higher in each  
 40 Concentration.

41 JUSTIFICATION: This is what advisors have been enforcing and checking for  
 42 graduation since the conversion to the semester system. It was the intent of the original  
 43 language, but it has been expressed ambiguously in the catalog. The current language  
 44 would allow the possibility that a student could complete an entire concentration with  
 45 grades of "D" and another entire concentration with grades of "B" to achieve the  
 46 "Concentration AGPA of 2.0 or higher."  
 47

48 **FROM:** The three concentrations add up to a total of 51 semester hours. Nine of these hours may  
 49 be at the lower division (1000-2000) level, but 42 of the hours must be at the upper  
 50 division (3000 or above) level.

51 **TO:** Of the total hours in the three concentrations, at least 42 must be from the upper division.  
 52 JUSTIFICATION: Students who take 3 concentrations of 18 hours each would graduate  
 53 with a total of 54 hours, not 51 hours. The total number of hours for the degree is not  
 54 pertinent to the main point, which is that 42 hours from the three concentrations must be  
 55 upper division hours.  
 56

56 **FROM:** Individual Emphasis

57 Student must submit a proposed plan including justification of the plan. The plan must  
 58 be presented to the Bachelor of General Studies advisor and appropriate department  
 59 chairs for approval. If the plan is acceptable, all involved must sign the plan indicating

1 approval.

2 Emphasis must comprise 15-18 hours of upper level courses. Prerequisites and lower  
3 level courses will not count in the 15-18 hours. Only one Individual Emphasis is  
4 allowed.

5 **TO:** A student may choose to complete an Individual Emphasis of 18 hours of upper division  
6 courses as one of the three Concentrations. The student must submit a written plan, with  
7 justification, of the proposed courses for the Individual Emphasis. Then the Advisor and  
8 appropriate department chairs must approve the student's plan.

9 **JUSTIFICATION:** Although our review shows that most students who choose an  
10 Individual Emphasis are selecting the equivalents of existing minors, we want to leave  
11 open the option for a student to use relevant background, experience, or courses to  
12 develop an academically sound group of courses in an area which is not currently  
13 represented by our existing concentrations or minors. As an additional way to "tighten"  
14 this program academically, we would like to require the full 18 hours for all Individual  
15 Emphases. A check of graduates and current students indicates that most Individual  
16 Emphases are of 18 hours.

17  
18 After discussion, a motion by Dr. Joyner and second by Dr. Hammitte to approve these changes to the  
19 Bachelor of General Studies Degree was passed unanimously.

## 20 **ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**

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

### 23 **DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**

#### 24 **Computer Science Changes**

##### 25 **New Courses**

##### 26 **CSCI 3231 Logic Circuits and Microprocessors**

27 Digital system and Logic Circuits Design. Topics include the study of the Logic gates,  
28 Boolean Functions representation and Minimization, Combinational and Sequential logic  
29 circuits, Programmable Logic Arrays, Data Representation, RAM, ROM, and Cache  
30 Memories, Register Transfer Language and micro-operations, Hardware Description  
31 Language (VHDL), Microprocessor Organization and Design, Assembly Language,  
32 Computer Aided Design Tools and Field Programmable Gate Arrays. Corequisite: CSCI  
33 1302

##### 34 **CSCI 5331 Computer Architecture**

35 Topics include the study of the Microprocessor Organization and Bus Structures,  
36 Complex Instruction Set Computer (CISC) Systems, Reduced Instruction Set, Computer  
37 (RISC) Systems, Micro-programmed Control and Controller Design, Concepts and  
38 Application of Embedded Systems, Pipeline and Vector processing, Input-Output  
39 Organization, Memory Organization, Parallel processor Architecture. Advanced topics  
40 related to Hardware-Software Co-design. Prerequisites: A minimum grade of C in CSCI  
41 3231.

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

##### 45 **CSCI 5335 Object Oriented Design**

46 Introduction to concepts, methods, and current practice of object oriented design and  
47 analysis. Topics include the study of the Unified Modeling Language (UML), which has  
48 become an industry standard notation. UML topics will include use cases, diagramming  
49 notation (class, object, sequence and object state diagrams). Students will use UML to  
50 design and implement individual and small group projects. Additional topics include

1 understanding Design Patterns in building applications. Prerequisite: Minimum grade of  
2 C in CSCI 3230.

3  
4 The purpose of introducing this new course is that CSCI 5334/5334G is being deleted and replaced by  
5 CSCI 5335/5335G to better meet the changing needs of the CS majors. Over the last few years,  
6 introduction to OO programming has been moved to the freshman courses. Therefore, the OO  
7 programming course is no longer needed; rather a true design course is needed as an upper division  
8 course.

9  
10 **Course Number, Description, and Prerequisites**

11 **FROM: CSCI 5236 Theoretical Foundations**  
12 Language definition, grammars, finite state machine, push-down  
13 automata, the Chomsky language hierarchy, Turing machines and  
14 computable functions, and computational complexity. Prerequisites:  
15 MATH 2332 and CSCI 1302.  
16 **TO: CSCI 3236 Theoretical Foundations**  
17 A study of languages, formal grammars, and abstract representations of  
18 computation. Prerequisite: A minimum grade of C in both MATH 2332  
19 and CSCI 1302.  
20

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

23  
24 **Course Title and Description**

25 **FROM: CSCI 2230 C Programming**  
26 A study of the C programming language. Designed for transfer students.  
27 Credit cannot be received for this course and CSCI 1302 if Programming  
28 Principles II was taken in either the C or C++ programming language.  
29 **TO: CSCI 2230 C++ Programming**  
30 A study of the C++ programming language. Designed for transfer  
31 students. Credit cannot be received for this course and CSCI 1302 if  
32 Programming Principles II was taken in either the C or C++ programming  
33 language.  
34

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

37  
38 **Catalog Description**

39 **FROM: CSCI 1302 Programming Principles II**  
40 A continuation of CSCI 1301. Emphasis is on advanced programming  
41 techniques such as recursion, data-driven design and implementation and  
42 file processing techniques.  
43 **TO: CSCI 1302 Programming Principles II**  
44 Emphasis is on advanced programming techniques such as recursion,  
45 data-driven design and implementation and file processing techniques.  
46

47 The new description better describes the course.

48  
49 **Catalog Description and Prerequisites**

50 **FROM: CSCI 3230 Data Structures**  
51 Algorithmic design techniques to data manipulation and an introduction  
52 to algorithm analysis and memory management. Prerequisites: CSCI  
53 1302 and MATH 2320; Pre- or Corequisite: CSCI 5236  
54 **TO: CSCI 3230 Data Structures**  
55 Introduction to abstract data types such as lists, stacks, queues, and trees,  
56 algorithm analysis and memory management. Prerequisite: Minimum  
57 grade of C in CSCI 1302.  
58

59 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**  
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**

1	<b>FROM:</b>	<b>CSCI 1301</b>	<b>Programming Principles I</b>
2			A knowledge of MATH 1111 and one of the following: Knowledge of a
3			programming language, CISM 1110, CISM 1120, and MATH 1441.
4	<b>TO:</b>	<b>CSCI 1301</b>	<b>Programming Principles I</b>
5			Math 1111 or higher and a minimum grade of C in CSCI 12xx language
6			or ENGR 1132.
7			
8	<b>FROM:</b>	<b>CSCI 5230</b>	<b>Discrete Simulation</b>
9			CSCI 1301, or equivalent, and STAT 5531.
10	<b>TO:</b>	<b>CSCI 5230</b>	<b>Discrete Simulation</b>
11			Minimum grade of C in CSCI 3230 and STAT 5531 or permission of
12			instructor.
13			
14	<b>FROM:</b>	<b>CSCI 5232</b>	<b>Operating Systems</b>
15			CSCI 3230.
16	<b>TO:</b>	<b>CSCI 5232</b>	<b>Operating Systems</b>
17			Minimum grade of C in both CSCI 3230 and CSCI 3231.
18			
19	<b>FROM:</b>	<b>CSCI 5432</b>	<b>Database Systems</b>
20			CSCI 2120, CSCI 3230 and CSCI 5236.
21	<b>TO:</b>	<b>CSCI 5432</b>	<b>Database Systems</b>
22			Minimum grade of C in CSCI 3230.
23			
24	<b>FROM:</b>	<b>CSCI 5434</b>	<b>Theory of Programming Languages</b>
25			CSCI 3230, CSCI 5236 and a knowledge of at least two different
26			programming paradigms.
27	<b>TO:</b>	<b>CSCI 5434</b>	<b>Theory of Programming Languages</b>
28			Minimum grade of C in both CSCI 3230 and CSCI 3236.
29			
30	<b>FROM:</b>	<b>CSCI 5530</b>	<b>Software Engineering</b>
31			CSCI 5432
32	<b>TO:</b>	<b>CSCI 5530</b>	<b>Software Engineering</b>
33			Minimum grade of C in CSCI 3230.
34			
35			

36 The new prerequisites better describe what is needed to succeed in the courses.

**Course Deletions****CSCI 1234 Mathematica Programming**

37 This course has never been taught.

**CSCI 5240 Computer Organization/Architecture**

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

**CSCI 5334 Object-Oriented Programming**

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

**CSCI 5336 Applied Numerical Methods**

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

48 A motion by Dr. Joyner and second by Dr. Ruebel to approve all these Computer Science changes was  
49 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****FROM: MATH 5430 Math Models in Population Ecology I**

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



1 the recommendation of faculty who have been teaching the course.  
2 Also, this change will bring the course more in line with the equivalent  
3 course at Georgia Tech.  
4

5 Dr. Waldo Meeks presented the following item.  
6

7 **Proposed Changes to the BS in Manufacturing**

8 The Manufacturing Faculty wish to put Trigonometry back into the Manufacturing Program. It was in  
9 the quarter system but was not put into the semester system because Trig was no longer being taught.  
10 Trigonometry (MATH 1112) is now available.  
11

12 Therefore, we wish to do the following:

- 13 1. Remove TCGT 1111 (1 hour course) from Area F.
- 14 2. Move TMFG 1122, Computer Drafting (as of summer 2002 this course number will be TMFG  
15 2522) from Area F to Area G.
- 16 3. Put Internship as 4 credit hours instead of 6 (It may be 0-6).
- 17 4. Put Trigonometry (MATH 1112) in Area F.  
18

19 (See the attachments to these minutes for a complete listing of the Manufacturing Program Advisement  
20 Sheet.)  
21

22  
23 A Jallow/Davidson motion and second to approve these School of Technology changes was passed  
24 unanimously.  
25

26 **OTHER BUSINESS**  
27

28 In response to a previous agenda item under other business, Dr. Hammitte distributed a copy of  
29 "Proposed Generic Course Proposal Guidelines." These will be reviewed by each member and then  
30 discussed at a future meeting.  
31

32 Dr. Koon also mentioned that the Core Curriculum survey will be soon be distributed to faculty  
33 members.  
34

35 Mr. Deal reminded everyone that the next meeting of the committee will be on February 19. Agenda  
36 items for this meeting are due on February 5.  
37

38 **ADJOURNMENT**  
39

40 There being no further business, Dr. Koon adjourned the meeting at 4:35 p.m.  
41

42 Respectfully submitted,  
43

44 Faye Bacon  
45 Recording Secretary  
46

47 **UNDERGRADUATE COMMITTEE MINUTES**  
48 **January 30, 2002**  
49 **College of Education Building, Room 1100J**  
50

51 **Present:** Dr. Constance Campbell; Ms. Laura Davidson; Dr. Diana Hammitte; Dr. Saba Jallow;  
52 Dr. Barry Joyner; Dr. Kathleen Koon; Dr. Kim Ruebel; Ms. Sonya Shepherd; Dr. Mary  
53 Smith; Dr. Bob Haney. **Visitors:** Dr. Larry Burton; Dr. Diana Cone; Mr. Mike Deal; Dr.  
54 Todd Deal; Dr. Hal Fulmer; Dr. Gerald Jones; Dr. Waldo Meeks; Dr. Lowell Mooney;  
55 Mr. Eric Nelson; Dr. Jennie Rakestraw; Dr. Han Reichgelt; Dr. Donnie Richards; Dr.  
56 Virginia Richards; Dr. Judy Schomber; Ms. Nancy Wright.  
57

58 Dr. Kathleen Koon, Chair, called the meeting to order at 3:02 p.m.  
59

1 **COLLEGE OF BUSINESS ADMINISTRATION**

2  
3 **SCHOOL OF ACCOUNTANCY**

4  
5 Dr. Lowell Mooney presented the following agenda items for the School of Accountancy.

6  
7 **Course Deletion**

8 **ACCT 3310 Basic Financial Accounting Concepts**

9  
10 The reason for deleting this course is that the material has been incorporated into ACCT 3131.

11  
12 **Course Title**

13 **FROM: ACCT 4830 Special Problems in Accounting**

14 **TO: ACCT 4830 Selected Topics in Accounting**

15  
16 This request is made to conform to a uniform title for selected topics courses throughout the university.

17  
18 **Course Number and Prerequisites**

19 **FROM: ACCT 4232 Managerial Accounting III**

20 ACCT 3231

21 **TO: ACCT 5232 Managerial Accounting III**

22 Grade of "C" or better in ACCT 3231

23  
24 **FROM: ACCT 4530 Governmental and Institutional Accounting**

25 ACCT 3132

26 **TO: ACCT 5530 Governmental and Institutional Accounting**

27 Grade of "C" or better in ACCT 3132

28  
29 The justification for making these numbering and prerequisite changes is to allow graduate students the  
30 opportunity of taking these courses as a MAcc accounting elective, provided they did not take the courses  
31 at the undergraduate level.

32  
33 **New Course**

34 **ACCT 4131 International Accounting**

35 Examination of accounting issues and business operations in a global environment.

36 Topics include foreign market currency systems, inflation and currency translation  
37 methodology, and international auditing and taxation issues impacting multinational  
38 corporations and individuals involved in exports, services, or capital transactions at an  
39 international level (3 semester hours). Prerequisites: "Grade of "C" or better in ACCT  
40 3132.

41  
42 **Prerequisite Changes**

43 **FROM: ACCT 3131 Intermediate Accounting**

44 2.5 GPA in ACCT 2101 and ACCT 2102

45 **TO: ACCT 3131 Intermediate Accounting**

46 Grade of "B" or better in ACCT 2101 OR Grade of "C" or better in  
47 ACCT 2102

48  
49 **FROM: ACCT 3132 Intermediate Accounting II**

50 ACCT 3131

51 **TO: ACCT 3132 Intermediate Accounting II**

52 Grade of "C" or better in ACCT 3131

53  
54 **FROM: ACCT 3231 Managerial Accounting II**

55 ACCT 2102

56 **TO: ACCT 3231 Managerial Accounting II**

57 Grade of "C" or better in ACCT 2102

58  
59 **FROM: ACCT 3330 Income Tax**

1 ACCT 3131  
 2 **TO: ACCT 3330 Income Tax**  
 3 Grade of "C" or better in ACCT 3131  
 4  
 5 **FROM: ACCT 4130 Accounting Information Systems**  
 6 ACCT 3131  
 7 **TO: ACCT 4130 Accounting Information Systems**  
 8 Grade of "C" or better in ACCT 3131  
 9  
 10 **FROM: ACCT 4430 Auditing**  
 11 ACCT 3132, ACCT 4130 (ACCT 4130 may be taken concurrently)  
 12 **TO: ACCT 4430 Auditing**  
 13 Grade of "C" or better in ACCT 3132 AND Grade of "C" or better in  
 14 ACCT 4130 or concurrent enrollment in ACCT 4130  
 15

16 The reason for making these prerequisite changes in the ACCT 3131 course is to allow accounting  
 17 majors to complete the first intermediate accounting course concurrently with the managerial accounting  
 18 principles course, and in the remaining courses to formally reflect a longstanding accounting program  
 19 requirement.  
 20

### 21 Degree Requirements Changes/BBA Accounting

22  
 23 It is requested that the degree requirements page be changed to reflect a change in the Major  
 24 Requirements section to allow students to satisfy their Accounting elective by selecting from more than  
 25 two accounting courses. The Major Requirements section for 21 hours should now read:

26 ACCT 3131 Intermediate Accounting I (3)  
 27 ACCT 3132 Intermediate Accounting II (3)  
 28 ACCT 3231 Managerial Accounting II (3)  
 29 ACCT 3330 Income Tax (3)  
 30 ACCT 4131 International Accounting (3)  
 31 ACCT 4430 Auditing (3)  
 32 Accounting Elective (3) Any approved 4000 or 5000 level accounting elective  
 33

34 A motion by Dr. Jallow and second by Dr. Smith to approve all of the above changes for the School of  
 35 Accountancy passed unanimously.  
 36

### 37 **SCHOOL OF INFORMATION TECHNOLOGY**

38  
 39 Dr. Han Reichgelt presented the following for the School of Information Technology.  
 40

#### 41 Second Disciplines/Concentrations for the BS in Information Technology

##### 42 **Technical Writing**

43 A key component of the BS/IT is the second discipline/concentration. As the proposal states:  
 44 Students will choose an area of secondary specialization to blend their IT knowledge with an  
 45 expanded knowledge of a focused application area.

46 A second discipline consists of 3 semester hours in Area F plus 18 semester hours specified by the  
 47 academic unit offering the program. The School of Information Technology Faculty and the  
 48 Undergraduate Curriculum Committee of the College of Business Administration have approved the  
 49 second discipline entitled Technical Writing.  
 50

51 A Hammitte/Ruebel motion and second was approved unanimously.  
 52

### 53 **COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

54  
 55 Ms. Nancy Wright presented the following items for the College of Liberal Arts and Social Sciences.  
 56

#### 57 Subject Code Change

58 **FROM: XIDS 2210 Turning Points and Connections**  
 59 **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

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

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

1 offering these students the opportunity of working with Service and Manufacturing Industries. The  
2 internship experience will enable the students to put into practice the theoretical knowledge acquired in  
3 their course of studies in this minor. The wording for the catalog page for the new Spanish for Business  
4 minor should read as follows: Prerequisites: SPAN 1001, 1002 or 1050, 2001, and 2002 or the  
5 equivalent(s). Minor Program: 15 hours of upper-division offerings in Spanish from the following:  
6 SPAN 3530, 3531, 4530, 4531, 4532, 4533, 4534.

### 7 8 New Courses

#### 9 **SPAN 3332 Latin American Civilization II**

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

14  
15 This course will be a division of the present civilization course to cover more appropriately the content of  
16 the course.

#### 17 18 19 **SPAN 3333 Peninsular Civilization I**

20 General survey of culture and civilization of the Iberian peninsula from its earliest  
21 inhabitants to the seventeenth century. 3 hours credit. Prerequisite: completion of  
22 SPAN 2002 or the equivalent.

23  
24 This course allows for a more detailed study of pre-seventeenth century culture and civilization.

#### 25 26 **SPAN 3334 Peninsular Civilization II**

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

29  
30 This course allows for a more detailed study of culture and civilization from the seventeenth century to  
31 the present day.

#### 32 33 **SPAN 3531 Technology for Spanish for Business**

34 Study of basic foundation in vocabulary and discourse related to functional technology  
35 for business and industry in today's global society. Researching, creating and applying  
36 technologies used in the business world. 3 hours credit. Prerequisite: Completion of  
37 SPAN 2002 or the equivalent.

38  
39 This course will provide students with another perspective on business in Hispanic countries and to offer  
40 an additional course for the new Spanish for business minor.

#### 41 42 **SPAN 4132 Phonetics**

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

48  
49 This course will provide students with a sound based appreciation of the Spanish language.

#### 50 51 **SPAN 4232 Introduction to Latin American Literature II**

52 Introduction to the literature of Spanish America from the end of the 19<sup>th</sup> Century to the  
53 present. Study of representative authors, their themes and their significance for the  
54 development of the literary period. 3 hours credit. Prerequisite: SPAN 2002 or the  
55 equivalent.

56  
57 This course will be a division of one semester course into two for more thorough coverage.  
58  
59

**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 16<sup>th</sup> and 17<sup>th</sup> 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 16<sup>th</sup> and 17<sup>th</sup> 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.

1 This course will provide students with another perspective on business in Hispanic speaking countries  
2 and will offer an additional course for the new Spanish for business minor.  
3

4 **SPAN 4534 The Manufacturing Enterprise**

5 **Title Amended to read:**

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

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

10  
11 This course will provide students with another perspective on business in Hispanic countries and to offer  
12 an additional course for the new Spanish for business minor.  
13

14 **SPAN 5230 Medieval Literature**

15 Study of representative authors and their works through the 15<sup>th</sup> Century. 3 hours credit.  
16 Prerequisite: Completion of SPAN 2002 or the equivalent.  
17

18 This will provide students with an in-depth study of medieval Spanish literature.  
19

20 **SPAN 5234 Modern Peninsular Women Writers**

21 This course explores current literary works (prose, poetry, drama) by women in Spain.  
22 Analyzes selected works as individual literary creations, and also situates them in their  
23 cultural, historical and aesthetic contexts, using appropriate critical methodologies. 3  
24 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.  
25

26 This course allows for a more comprehensive study of modern Spanish women authors.  
27

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

29 This course is designed to familiarize students with significant cultural, historical and  
30 social contributions of Latinos in the United States. Emphasis will be placed on the  
31 diversity within the Latino community and the contributions of Latino literature. 3 hours  
32 credit. Prerequisite: Completion of SPAN 2002 or the equivalent.  
33

34 This is a new course on a contemporary topic of great importance.  
35

36 **SPAN 5332 Latin American Cinema**

37 To provide a knowledge of contemporary Latin American films in Spanish. The course  
38 will focus on Latin American culture in general and discuss a diversity of themes such  
39 as: traditions, customs, official history, women's role, marginalized individuals,  
40 students' needs, educational system, a search for identity, authentic dishes, exile, and  
41 politics. 3 hours credit. Prerequisite: Completion of SPAN 2002 or the equivalent.  
42

43 This course offers Spanish majors and minors cultural experiences through cinema.  
44

45 **Course Deletions**

46 **SPAN 3330 Peninsular Civilization**

47 **SPAN 4230 Introduction to Peninsular Literature**

48 **SPAN 4330 Contemporary Spanish Culture**

49 **SPAN 4331 Contemporary Hispano-American Culture**

50 **SPAN 4430 Literature of Honor and Faith**  
51

52 The justifications for the deletion of these courses are that the courses either will be divided into two to  
53 be more adequately covered, will be absorbed into a new class, or will be replaced by two courses to  
54 offer a wider range of materials.  
55

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

57 **FROM: SPAN 3130 Spanish Conversation and Applied Phonetics**

58 Provides oral practice in Spanish using authentic communicative  
59 activities and a supplemental study of features of the Spanish language

1 which create pronunciation problems for the non-native speaker.  
 2 Prerequisite: Two Spanish courses at the intermediate II level or  
 3 equivalent.

4 **TO: SPAN 3130 Conversation**  
 5 Provides oral practice in Spanish using authentic communicative  
 6 activities. 3 hours credit. Prerequisite: SPAN 2002 or the equivalent.  
 7

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

10  
 11 **FROM: SPAN 3331 Latin American Civilization**  
 12 A study of the culture and civilization of Latin America from the time of  
 13 the pre-Colombian Indian societies through the present. Prerequisites:  
 14 Two Spanish courses at the Intermediate II level or equivalent.

15 **TO: SPAN 3331 Latin American Civilization I**  
 16 An examination of Latin American history/civilization from pre-  
 17 Colombian period to the seventeenth century. Emphasis on political,  
 18 social, and economic aspects in relation to the historical development in  
 19 Latin America. 3 hours credit Prerequisite: completion of SPAN 2002  
 20 or the equivalent.  
 21

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

27 **TO: SPAN 4231 Introduction to Latin-American Literature I**  
 28 Introduction to the literature of Spanish America from the colonial  
 29 Period to "Modernismo." Emphasis on literary currents in connection  
 30 with their history and culture. 3 hours credit. Prerequisite: SPAN 2002  
 31 or the equivalent.  
 32

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

38 **TO: SPAN 4431 19<sup>TH</sup> Century Literature in Spain**  
 39 This course consists of a close reading and critical analysis of the  
 40 principal works, schools, and movements of literature in nineteenth-  
 41 century Spain. 3 hours credit. Prerequisite: SPAN 2002 or the  
 42 equivalent.  
 43

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

49 **TO: SPAN 4530 Advanced Spanish for Business I**  
 50 Provides an advanced level of commercial Spanish vocabulary and  
 51 discourse related to functional business areas and situational practice for  
 52 success in the Spanish business world. 3 hours credit. Prerequisite:  
 53 Completion of SPAN 2002 or the equivalent.  
 54

55 A motion was made by Dr. Jallow and seconded by Dr. Hammitte to approve the above  
 56 recommendations, with an agreement to change the title of SPAN 4534 to Applied Business Spanish in  
 57 the Manufacturing Enterprise. The motion was passed unanimously.  
 58  
 59



**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,

1 social science reporting, and investigative reporting. (3 hrs)  
 2 **TO: JOUR 4335 Creative/Investigative Journalism**  
 3 Serves as a capstone course focusing on the development of a series of  
 4 journalistic pieces on a single topic for presentation to the mass  
 5 audience. Attention is given to journalistic research as well as various  
 6 journalism writing and reporting formats. (3 hrs)  
 7

8 It was determined that Journalism majors needed a capstone course which developed more sophisticated  
 9 journalistic research activities and engaged the majors in the development of a series of journalistic  
 10 writing on a single theme; both activities were not being accomplished in the class as it was currently  
 11 structured.  
 12

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

18 **TO: PRCA 4791 Public Relations Internship**  
 19 Provides practical experience in a professional public relations setting  
 20 with public relations practitioner supervision. May be taken only by  
 21 Public Relations majors. (3 hrs)  
 22

23 This single course, currently in the PRCA curriculum, is being divided into four separate PRCA courses  
 24 to provide maximum registration flexibility for PRCA majors who elect to complete an internship.  
 25

#### 26 New Courses

27 **PRCA 4792 Internship**  
 28 Provides practical experience in a professional public relations setting with public  
 29 relations practitioner supervision. May be taken only by Public Relations majors. (3  
 30 hrs) Prerequisites: PRCA 2330 and PRCA 3330

31 **PRCA 4793 Internship**  
 32 Provides practical experience in a professional public relations setting with public  
 33 relations practitioner supervision. May be taken only by Public Relations majors. (3  
 34 hrs) Prerequisites: PRCA 2330 and PRCA 3330

35 **PRCA 4794 Internship**  
 36 Provides practical experience in a professional public relations setting with public  
 37 relations practitioner supervision. May be taken only by Public Relations majors. (3  
 38 hrs) Prerequisites: PRCA 2330 and PRCA 3330  
 39

40 The reason for these three new courses is to create four separate courses to provide maximum registration  
 41 flexibility for PRCA majors who elect to complete an internship.  
 42

#### 43 Course Deletion

44 **BRCT 2331 Broadcast Performance**  
 45

46 The reason for deleting this course is because the course content is now being covered in BRCT 3331  
 47 and this will eliminate duplication.  
 48

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

50 **FROM: BS with Major in Broadcasting/Administration Sequence**  
 51 Area F - Courses Appropriate to the Major ..... 18 Hours  
 52 BRCT 2331 - Broadcast Performance (3) or COMM 1110 - Principles of Public  
 53 Speaking (3)  
 54 BRCT 2333 - Telecommunications (3)  
 55 CISM 1110 - Computer Applications (1)  
 56 CISM 1120 - Computer Concepts (2)  
 57 COMM 1100 - Introduction to Human Communications (3)  
 58 COMM 2332 - Introduction to Mass Communication (3)  
 59

- 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

<b>FROM:</b>	<b>WRIT 3230</b>	<b>Writing in the Workplace</b> ENGL 2111 or ENGL 2212
<b>TO:</b>	<b>WRIT 3230</b>	<b>Writing in the Workplace</b> ENGL 1102
<b>FROM:</b>	<b>WRIT 4130</b>	<b>Creative Non-Fiction</b> ENGL 2111 or ENGL 2212
<b>TO:</b>	<b>WRIT 4130</b>	<b>Creative Non-Fiction</b> ENGL 1102
<b>FROM:</b>	<b>WRIT 5130</b>	<b>Modern English Grammar</b> ENGL 2111 or ENGL 2212
<b>TO:</b>	<b>WRIT 5130</b>	<b>Modern English Grammar</b> ENGL 1102
<b>FROM:</b>	<b>WRIT 5230</b>	<b>Theory of Composition</b> ENGL 2111 or ENGL 2212
<b>TO:</b>	<b>WRIT 5230</b>	<b>Theory of Composition</b> ENGL 1102
<b>FROM:</b>	<b>WRIT 5330</b>	<b>History of English Language</b> ENGL 2111 or ENGL 2212
<b>TO:</b>	<b>WRIT 5330</b>	<b>History of English Language</b> ENGL 1102
<b>FROM:</b>	<b>WRIT 5430</b>	<b>Poetry Writing</b> ENGL 2111 or ENGL 2112
<b>TO:</b>	<b>WRIT 5430</b>	<b>Poetry Writing</b> ENGL 1102
<b>FROM:</b>	<b>WRIT 5540</b>	<b>Fiction Writing</b> ENGL 2111 or ENGL 2112
<b>TO:</b>	<b>WRIT 5540</b>	<b>Fiction Writing</b> 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 of 2.50 or better 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.

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

13  
14 A motion by Dr. Joyner and second by Dr. Hammitte to approve these program changes was passed  
15 unanimously.

## 16 DEPARTMENT OF CURRICULUM, FOUNDATIONS AND RESEARCH

### 17 New Course

#### 18 **EDUF 1230 Education, Society and Learners**

19 Education of youth is one of the foremost responsibilities of any society and greatly  
20 impacts the future well being of the society. As a member of a society, an employer, a  
21 parent, a taxpayer, the future of our society depends upon the quality of the job done in  
22 the education of its youth. This course utilizes both psychological and sociological  
23 foundations of education to enable students to understand and participate in these  
24 important social and political debates. (3 credit hours.)  
25  
26  
27

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

31 Dr. Rakestraw made the following announcement for information only.

### 32 Special Topics Announcement

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

## 34 DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

35 Dr. Diana Hammitte presented the following agenda items for the Department of Leadership, Technology  
36 and Human Development.  
37

### 38 Course Deletion

#### 39 **SPED 4761 Special Education Practicum III**

40 This course is being replaced by SPED 4733 and SPED 4734 to more clearly link field based experiences  
41 to specific Methods courses, SPED 4230, P-5 Methods, and SPED 4231, 6-12 Methods.  
42

### 43 New Courses

#### 44 **SPED 4733 Special Education Practicum III**

45 This practicum course is designed to provide an opportunity for students to work within  
46 diverse P-5 classrooms to practice instructional and classroom management skills. In  
47 addition to special education classrooms, students may be placed in inclusionary settings  
48 and/or classrooms for students identified as being "at-risk" learners. The course is part  
49 of the Special Education Block experience and is designed to support content taught in  
50 the co-requisite course. Co-Requisite: SPED 4230-Instructional and Behavior  
51 Management Methods, P-5. Prerequisites: SPED 3722, Special Education Practicum II  
52 and course work related thereto, as well as READ 4131, Teaching Reading for Special  
53 Education. Credit: 3 hours.  
54  
55  
56  
57  
58  
59

**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

1 of writing: Writing in the Workplace (WRIT 3230) and Technical Writing (WRIT 5930).  
 2 Within the 9 hours of upper division literature courses, candidates must include a minimum of  
 3 one literature genre course, selected from ENGL 4133, 4237, 4335, 5330, 5331, 5332, 5334,  
 4 5430, and 5438.

5 Add SCED 4731 Secondary School Practicum (3 hours) in order to provide credit for the  
 6 required field experience prior to student teaching.

### 7 **BS in Education in Mathematics Education**

8 In this program, the Department of Mathematics made a change in the Linear Algebra courses.  
 9 The 2 and 3 semester hour courses in Linear Algebra (MATH 2320 and 3335) were replaced by a  
 10 3 semester hour Linear Algebra course (MATH 2331). This change, along with the reduction of  
 11 the 4 semester hour free elective to a 3 hour elective, provided an opportunity to add the 3  
 12 semester hour practicum without changing the original program requirements. (See attached  
 13 program of study)  
 14

15 A motion by Dr. Smith and second by Dr. Hammitte to approve these changes was passed unanimously.  
 16

### 17 Catalog Descriptions

#### 18 **FROM: MGED 3721 Middle School Practicum I**

19 This field-based course emphasizes instructional planning and teaching  
 20 classroom management, student diversity, assessment, technology, and  
 21 strategies for developing positive learning environments. The field  
 22 component involves extensive participation in a middle school.

#### 23 **TO: MGED 3721 Middle School Practicum I**

24 This practicum involves structured observations, as well as planning and  
 25 teaching an integrated language arts/social studies instructional unit in a  
 26 middle grades classroom. Emphasis is placed on classroom  
 27 management, instructional strategies for diverse populations of students,  
 28 the integration of technology, classroom environment, and assessment of  
 29 student learning.  
 30

#### 31 **FROM: MGED 3722 Middle School Practicum II**

32 This course is a pre-student teaching seminar and practicum that  
 33 emphasizes classroom management, parent-teacher-community  
 34 interactions, school law, learning styles, multiple assessment strategies,  
 35 an application of technology for instruction and adapting instruction for  
 36 diverse populations of students. The field experience will be linked to  
 37 methods courses in teaching math and science and will be held in  
 38 multiple locations and grade levels.

#### 39 **TO: MGED 3722 Middle School Practicum II**

40 This practicum involves structured observations, as well as planning and  
 41 teaching instructional units in mathematics and science in a middle  
 42 grades classroom. Emphasis is placed on classroom management,  
 43 classroom environment, instructional strategies for diverse populations  
 44 of students, the integration of technology, and assessment of student  
 45 learning.  
 46

#### 47 **FROM: MGED 4629 Middle School Seminar**

48 A seminar that is taken concurrently with student teaching. The course  
 49 focuses on issues in classroom management, assessment of student  
 50 learning, parent-teacher-community interaction, adjusting instruction for  
 51 diverse populations of students, and instructional planning. Student will  
 52 also develop a professional portfolio and will experience job  
 53 interviewing skills.

#### 54 **TO: MGED 4629 Middle School Seminar**

55 A seminar that is taken concurrently with student teaching. The course  
 56 focuses on issues in classroom management, assessment of student  
 57 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:** *Design Emphasis:*

**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**  
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

1	<b>TO:</b>	<b>INDS 3434</b>	<b>Lighting</b>
2			INDS 2434 and INDS 2430 or permission of instructor
3			
4	<b>FROM:</b>	<b>INDS 3436</b>	<b>Design Studio III</b>
5			FMAD 3238, FACS 2437, TBCC 3121, ART 1030, and a grade of C or
6			better in INDS 2435 and INDS 3435
7	<b>TO:</b>	<b>INDS 3436</b>	<b>Design Studio III</b>
8			FACS 2437 and a grade of C or better in INDS 2435 and INDS 3435;
9			and ART 1030 as prerequisite or co-requisite
10			
11	<b>FROM:</b>	<b>INDS 3438</b>	<b>Professional Practices I</b>
12			INDS 2436 and INDS 3435
13	<b>TO:</b>	<b>INDS 3438</b>	<b>Professional Practices I</b>
14			INDS 3435
15			
16	<b>FROM:</b>	<b>INDS 4435</b>	<b>Design Studio IV</b>
17			INDS 3432, INDS 3434, INDS 3438, INDS 4790, and a grade of C or
18			better in INDS 3436
19	<b>TO:</b>	<b>INDS 4435</b>	<b>Design Studio IV</b>
20			INDS 3434, INDS 3435, FACS 2437, TBCC 3121, INDS 3438
21			prerequisite or required co-requisite, and a C or better in INDS 3436
22			
23	<b>FROM:</b>	<b>INDS 4436</b>	<b>Design Studio V</b>
24			A grade of C or better in INDS 4435. Co-requisite INDS 4616
25	<b>TO:</b>	<b>INDS 4436</b>	<b>Design Studio V</b>
26			INDS 4790, and a grade of C or better in INDS 4435. Co-requisite:
27			INDS 4616
28			

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

31  
32 A motion by Dr. Smith and Dr. Hammitte to approve these prerequisite changes passed unanimously.

### 33 VICE PRESIDENT FOR ACADEMIC AFFAIRS

34  
35 Dr. Judy Schomber presented the following items for the Vice President for Academic Affairs.

#### 36 Change in Grade Mode

##### 37 **GSU 1120 Methods of Learning**

##### 38 **FROM: Letter grade to S/U**

39 Justification: Format of the course has changed. Following a review of student's reasons  
40 for academic difficulty, students sign a contract to attend workshops and seminars which  
41 address these difficulties. Students will have different instructors for each component of  
42 the contracted program. Grade will be determined by completion of the program.

#### 43 Program Changes in Bachelor of General Studies Degree

44  
45 **FROM:** The General Studies Degree requires students to complete three areas of concentration,  
46 which they may select from a wide range of offerings. Two concentrations must consist  
47 of 18 semester hours and one may be 15 semester hours. Students must have a 2.0  
48 overall AGPA and a Concentration AGPA of 2.0 or higher.

49  
50 **TO:** Two concentrations must consist of 18 semester hours and one may be 15 hours, *the*  
51 *latter chosen from the list of approved minors.*

52 JUSTIFICATION: A 4-year review of graduated and current majors indicates that when  
53 students chose the 15-hour option, they overwhelmingly chose that option from one of  
54 our existing minor programs. Currently the third option is called "Individual Emphasis"  
55 (see below), which requires the advisor in consultation with the student, to submit a plan  
56 to department chairs for written approval. Since chairs most often recommend that the  
57 existing minor be sued as the individual emphasis, this proposal would eliminate an  
58 unnecessary step.

1 **FROM:** Students must have a 2.0 overall AGPA and a Concentration AGPA of 2.0 or higher.

2 **TO:** Students must have a 2.0 overall AGPA and an AGPA of 2.0 or higher in each  
3 Concentration.

4 JUSTIFICATION: This is what advisors have been enforcing and checking for  
5 graduation since the conversion to the semester system. It was the intent of the original  
6 language, but it has been expressed ambiguously in the catalog. The current language  
7 would allow the possibility that a student could complete an entire concentration with  
8 grades of "D" and another entire concentration with grades of "B" to achieve the  
9 "Concentration AGPA of 2.0 or higher."

10 **FROM:** The three concentrations add up to a total of 51 semester hours. Nine of these hours may  
11 be at the lower division (1000-2000) level, but 42 of the hours must be at the upper  
12 division (3000 or above) level.

13 **TO:** Of the total hours in the three concentrations, at least 42 must be from the upper division.  
14 JUSTIFICATION: Students who take 3 concentrations of 18 hours each would graduate  
15 with a total of 54 hours, not 51 hours. The total number of hours for the degree is not  
16 pertinent to the main point, which is that 42 hours from the three concentrations must be  
17 upper division hours.

18  
19 **FROM:** Individual Emphasis

20 Student must submit a proposed plan including justification of the plan. The plan must  
21 be presented to the Bachelor of General Studies advisor and appropriate department  
22 chairs for approval. If the plan is acceptable, all involved must sign the plan indicating  
23 approval.

24 Emphasis must comprise 15-18 hours of upper level courses. Prerequisites and lower  
25 level courses will not count in the 15-18 hours. Only one Individual Emphasis is  
26 allowed.

27 **TO:** A student may choose to complete an Individual Emphasis of 18 hours of upper division  
28 courses as one of the three Concentrations. The student must submit a written plan, with  
29 justification, of the proposed courses for the Individual Emphasis. Then the Advisor and  
30 appropriate department chairs must approve the student's plan.

31 JUSTIFICATION: Although our review shows that most students who choose an  
32 Individual Emphasis are selecting the equivalents of existing minors, we want to leave  
33 open the option for a student to use relevant background, experience, or courses to  
34 develop an academically sound group of courses in an area which is not currently  
35 represented by our existing concentrations or minors. As an additional way to "tighten"  
36 this program academically, we would like to require the full 18 hours for all Individual  
37 Emphases. A check of graduates and current students indicates that most Individual  
38 Emphases are of 18 hours.

39  
40 After discussion, a motion by Dr. Joyner and second by Dr. Hammitte to approve these changes to the  
41 Bachelor of General Studies Degree was passed unanimously.

## 42 43 **ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**

44  
45 Dr. Todd Deal presented the following agenda items for the Allen E. Paulson College of Science and  
46 Technology.

## 47 48 **DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**

### 49 50 **Computer Science Changes**

#### 51 52 **New Courses**

#### 53 **CSCI 3231 Logic Circuits and Microprocessors**

54 Digital system and Logic Circuits Design. Topics include the study of the Logic gates,  
55 Boolean Functions representation and Minimization, Combinational and Sequential logic  
56 circuits, Programmable Logic Arrays, Data Representation, RAM, ROM, and Cache  
57 Memories, Register Transfer Language and micro-operations, Hardware Description  
58 Language (VHDL), Microprocessor Organization and Design, Assembly Language,

1 Computer Aided Design Tools and Filed Programmable Gate Arrays. Corequisite: CSCI  
2 1302

3  
4 **CSCI 5331 Computer Architecture**

5 Topics include the study of the Microprocessor Organization and Bus Structures,  
6 Complex Instruction Set Computer (CISC) Systems, Reduced Instruction Set, Computer  
7 (RISC) Systems, Micro-programmed Control and Controller Design, Concepts and  
8 Application of Embedded Systems, Pipeline and Vector processing, Input-Output  
9 Organization, Memory Organization, Parallel processor Architecture. Advanced topics  
10 related to Hardware-Software Co-design. Prerequisites: A minimum grade of C in CSCI  
11 3231.  
12

13 The reason for proposing these two new courses is that there is not time in the CSCI 5240 class to  
14 adequately cover all of the topics needed by the CS majors on the topic of computer  
15 organization/architecture. Therefore, these two three-hour lab courses are proposed.  
16

17 **CSCI 5335 Object Oriented Design**

18 Introduction to concepts, methods, and current practice of object oriented design and  
19 analysis. Topics include the study of the Unified Modeling Language (UML), which has  
20 become an industry standard notation. UML topics will include use cases, diagramming  
21 notation (class, object, sequence and object state diagrams). Students will use UML to  
22 design and implement individual and small group projects. Additional topics include  
23 understanding Design Patterns in building applications. Prerequisite: Minimum grade of  
24 C in CSCI 3230.  
25

26 The purpose of introducing this new course is that CSCI 5334/5334G is being deleted and replaced by  
27 CSCI 5335/5335G to better meet the changing needs of the CS majors. Over the last few years,  
28 introduction to OO programming has been moved to the freshman courses. Therefore, the OO  
29 programming course is no longer needed; rather a true design course is needed as an upper division  
30 course.  
31

32 **Course Number, Description, and Prerequisites**

33 **FROM: CSCI 5236 Theoretical Foundations**

34 Language definition, grammars, finite state machine, push-down  
35 automata, the Chomsky language hierarchy, Turing machines and  
36 computable functions, and computational complexity. Prerequisites:  
37 MATH 2332 and CSCI 1302.

38 **TO: CSCI 3236 Theoretical Foundations**

39 A study of languages, formal grammars, and abstract representations of  
40 computation. Prerequisite: A minimum grade of C in both MATH 2332  
41 and CSCI 1302.  
42

43 The 3000 number better reflects the level of the class in the CS major; therefore, this will no longer have  
44 a graduate number.  
45

46 **Course Title and Description**

47 **FROM: CSCI 2230 C Programming**

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

51 **TO: CSCI 2230 C++ Programming**

52 A study of the C++ programming language. Designed for transfer  
53 students. Credit cannot be received for this course and CSCI 1302 if  
54 Programming Principles II was taken in either the Cor C++ programming  
55 language.  
56

57 The reason for this change is that the new name and wording of the description better reflect the content  
58 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**  
 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

1 networks, including wide and local area networks. Prerequisites: CSCI  
 2 5232 and CSCI 5240.  
 3 **TO: CSCI 5332 Data Communications and Networking**  
 4 Fundamental concepts of data communications including architecture  
 5 models, protocol suites, network programming, signal and data  
 6 transmissions, error detection, and performance analysis. Prerequisite:  
 7 Minimum grade of C in CSCI 5232.  
 8

9 The new wording of the description better reflects the content of the course. The new statement of the  
 10 prerequisite(s) better describes what is needed to succeed in the course.  
 11

12 **FROM: CSCI 5430 Artificial Intelligence**  
 13 Introduction to different paradigms for creating agents that can reason,  
 14 access a knowledge base, handle uncertainty, learn, communicate,  
 15 perceive and act. Prerequisites: MATH 2332, CSCI 3230 and CSCI  
 16 5236.

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

21 The new wording of the description better reflects the content of the course. The new statement of the  
 22 prerequisite(s) better describes what is needed to succeed in the course. CSCI 3230 is the content needed  
 23 for AI.  
 24

#### Prerequisite Changes

25  
 26 **FROM: CSCI 1301 Programming Principles I**  
 27 A knowledge of MATH 1111 and one of the following: Knowledge of a  
 28 programming language, CISM 1110, CISM 1120, and MATH 1441.

29 **TO: CSCI 1301 Programming Principles I**  
 30 Math 1111 or higher and a minimum grade of C in CSCI 12xx language  
 31 or ENGR 1132.  
 32

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

35 **TO: CSCI 5230 Discrete Simulation**  
 36 Minimum grade of C in CSCI 3230 and STAT 5531 or permission of  
 37 instructor.  
 38

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

41 **TO: CSCI 5232 Operating Systems**  
 42 Minimum grade of C in both CSCI 3230 and CSCI 3231.  
 43

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

46 **TO: CSCI 5432 Database Systems**  
 47 Minimum grade of C in CSCI 3230.  
 48

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

52 **TO: CSCI 5434 Theory of Programming Languages**  
 53 Minimum grade of C in both CSCI 3230 and CSCI 3236.  
 54

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

57 **TO: CSCI 5530 Software Engineering**  
 58 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

#### **FROM:       MATH 5430    Math Models in Population Ecology I**

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.

- 1 **FROM: MATH 5332 Analysis II**  
 2 Continuation of the study of the fundamental concepts of calculus, such  
 3 as continuity, differentiation and integrability in Euclidean n-space,  
 4 Metric spaces. Function spaces. Prerequisite: MATH 3331.
- 5 **TO: MATH 5332 Analysis II**  
 6 Continuation of the study of the fundamental concepts of real analysis,  
 7 such as continuity, differentiation and integrability in Euclidean n-space.  
 8 Metric spaces. Functions spaces. Prerequisite: MATH 3331.
- 9
- 10 **FROM: MATH 5434 Functions of a Complex Variable**  
 11 Topics in complex variables including functions, limits, derivatives,  
 12 integrals, the Cauchy-Riemann conditions, series representation of  
 13 functions, Cauchy Integral formula. Prerequisite: MATH 2332.
- 14 **TO: MATH 5434 Functions of a Complex Variable**  
 15 Topics in complex variables including functions, limits, derivatives,  
 16 integrals, the Cauchy-Riemann conditions, series representation of  
 17 functions, Cauchy Integral formula, and elementary conformal  
 18 mappings. Prerequisite: MATH 2332.
- 19
- 20 **FROM: MATH 5530 Mathematics for Scientists and Engineers**  
 21 A survey of topics useful in the study of areas of applied mathematics  
 22 such as physics, engineering and computer science. Topics include  
 23 vector calculus, linear algebra, complex variables, numerical methods,  
 24 Fourier series and partial differential equations. Prerequisite: MATH  
 25 2243 and MATH 3230.
- 26 **TO: MATH 5530 Mathematics for Scientists and Engineers**  
 27 A survey of topics useful in the study of areas of applied mathematics  
 28 such as physics, engineering and computer science. Topics include  
 29 vector calculus, linear algebra, complex variables, numerical methods,  
 30 Fourier series and partial differential equations. For non-math majors  
 31 only. Prerequisite: MATH 2243 and MATH 3230.
- 32

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

#### 34 Catalog Description and Prerequisites

- 35
- 36 **FROM: MATH 2332 Mathematical Structures**  
 37 Propositional logic, predicate logic, induction, recursion, set theory, set  
 38 operations, relations, functions, Boolean algebra and computer logic.  
 39 Prerequisite: A minimum grade of C in MATH 2242 or equivalent.
- 40 **TO: MATH 2332 Mathematical Structures**  
 41 Topics include propositional logic, predicate logic, induction, recursion,  
 42 set theory, set operations, relations, functions, and Boolean algebra.  
 43 Prerequisite: A minimum grade of C in MATH 2242.
- 44
- 45 **FROM: MATH 5330 Operations Research**  
 46 Introduction to the analytical formulation and solution of decision  
 47 problems. Mathematical methods of optimization of classical operations  
 48 research models. Prerequisite: MATH 3337.
- 49 **TO: MATH 5330 Operations Research**  
 50 Introduction to basic deterministic and probabilistic operations research  
 51 models of decision problems. Mathematical methods of optimization for  
 52 these models will be analyzed both analytically and numerically.  
 53 Prerequisite: MATH 2331 and MATH 3337 or permission of instructor.
- 54
- 55 **FROM: MATH 5336 Applied Numerical Methods**  
 56 Introduction to scientific computation on digital computers. Solution of  
 57 nonlinear equations and systems of linear and nonlinear equations,  
 58 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. 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.

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

3  
4 Mr. Deal reminded everyone that the next meeting of the committee will be on February 19. Agenda  
5 items for this meeting are due on February 5.

### 6 7 **ADJOURNMENT**

8  
9 There being no further business, Dr. Koon adjourned the meeting at 4:35 p.m.

10  
11 Respectfully submitted,

12  
13 Faye Bacon  
14 Recording Secretary

### 15 16 **UNDERGRADUATE COMMITTEE MINUTES, FEBRUARY 19, 2002**

17  
18 **Present:** Dr. Constance Campbell; Dr. Phyllis Dallas; Ms. Laura Davidson; Dr. Mohammad  
19 Davoud; Dr. Diana Hammitte; Dr. Saba Jallow; Dr. Barry Joyner; Dr. Kathleen Koon;  
20 Dr. Alison Morrison-Shetlar; Ms. Sonya Shepherd; Dr. Mary Smith; Dr. Bob Haney.  
21 **Visitors:** Dr. Denise Battles; Mr. Mike Deal; Mr. Patrick Murphey; Ms. Janet O'Brien;  
22 Dr. Barbara Price; Dr. Virginia Richards; Dr. Judy Schomber; Ms. Nancy Wright.

23  
24 Dr. Kathleen Koon, Chair, called the meeting to order at 3:00 p.m.

### 25 26 **COLLEGE OF HEALTH AND PROFESSIONAL STUDIES**

27  
28 Dr. Virginia Richards presented the following agenda items for the College of Health and Professional  
29 Studies.

### 30 31 **DEPARTMENT OF FAMILY AND CONSUMER SCIENCES**

#### 32 33 **Child and Family Development Program Changes**

34 The Child and Family Development Program has experienced significant growth in the past five years.  
35 As of Fall Semester 2001, the program had 228 majors and 40 minors. In addition, the internship  
36 program has a departmental gpa requirement of 2.0. The program has had some students who have been  
37 denied entrance into the internship program because they do not have a 2.0 adjusted grade point average.  
38 In an effort to improve services to our students and to meet higher professional standards, the faculty of  
39 the department has developed the following enrollment management plan. The department requests the  
40 Fall 2002 implementation of the following program admission criteria:

#### 41 42 **PROGRAM ADMISSION CRITERIA:**

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

#### 48 49 **PROGRAM PROGRESSION REQUIREMENTS:**

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

56  
57 The following prerequisite changes are requested to accommodate the above Program Admission and  
58 Program Progression Requirements.

**Prerequisite Changes**

1			
2			
3	<b>FROM:</b>	<b>CHFD 3120</b>	<b>Research Methods in Child and Family Development</b>
4			CHFD 2134 and 2135
5	<b>TO:</b>	<b>CHFD 3120</b>	<b>Research Methods in Child and Family Development</b>
6			A grade of "C" or better in CHFD 2134 and CHFD 2135
7			
8	<b>FROM:</b>	<b>CHFD 3132</b>	<b>Prenatal and Infant Development</b>
9			CHFD 2135
10	<b>TO:</b>	<b>CHFD 3132</b>	<b>Prenatal and Infant Development</b>
11			A grade of "C" or better in CHFD 2135
12			
13	<b>FROM:</b>	<b>CHFD 3134</b>	<b>Child Development: Principles and Techniques</b>
14			CHFD 2135
15	<b>TO:</b>	<b>CHFD 3134</b>	<b>Child Development: Principles and Techniques</b>
16			A grade of "C" or better in CHFD 2135
17			
18	<b>FROM:</b>	<b>CHFD 3135</b>	<b>Middle Childhood and Adolescence</b>
19			CHFD 2134 and 2135
20	<b>TO:</b>	<b>CHFD 3135</b>	<b>Middle Childhood and Adolescence</b>
21			A grade of "C" or better in CHFD 2134 and CHFD 2135
22			
23	<b>FROM:</b>	<b>CHFD 3136</b>	<b>Families in Later Life</b>
24			CHFD 2134
25	<b>TO:</b>	<b>CHFD 3136</b>	<b>Families in Later Life</b>
26			A grade of "C" or better in CHFD 2134
27			
28	<b>FROM:</b>	<b>CHFD 4130</b>	<b>Administration of Programs for Children and Families</b>
29			CHFD 2130, CHFD 2134, and CHFD 2135
30	<b>TO:</b>	<b>CHFD 4130</b>	<b>Administration of Programs for Children and Families</b>
31			A grade of "C" or better in CHFD 2130, CHFD 2134 and CHFD 2135
32			
33	<b>FROM:</b>	<b>CHFD 4134</b>	<b>Family Life Education</b>
34			CHFD 2134
35	<b>TO:</b>	<b>CHFD 4134</b>	<b>Family Life Education</b>
36			A grade of "C" or better in CHFD 2134
37			
38	<b>FROM:</b>	<b>CHFD 4135</b>	<b>Parenting: Family Child Interaction</b>
39			CHFD 2134 and CHFD 2135
40	<b>TO:</b>	<b>CHFD 4135</b>	<b>Parenting: Family Child Interaction</b>
41			A grade of "C" or better in CHFD 2134 and CHFD 2135
42			
43	<b>FROM:</b>	<b>CHFD 4136</b>	<b>Assessment of Children and Families</b>
44			CHFD 3132
45	<b>TO:</b>	<b>CHFD 4136</b>	<b>Assessment of Children and Families</b>
46			A grade of "C" or better in CHFD 2134 and CHFD 2135 and CHFD
47			3132
48			
49	A motion by Dr. Smith and second by Dr. Morrison-Shetlar to approve these changes to the Child and		
50	Family Development Program was passed unanimously.		
51			
52	<b>FROM:</b>	<b>INDS 2436</b>	<b>Interior Materials and Systems</b>
53			INDS 2430 and INDS 2434
54	<b>TO:</b>	<b>INDS 2436</b>	<b>Interior Materials and Systems</b>
55			INDS 2430; prerequisite or co-requisite: INDS 2434
56			
57	A motion by Dr. Hammitte and second by Dr. Joyner to approve this prerequisite change was passed		
58	unanimously.		



1 **FROM: IT 1032 Survey of IT**  
2 IT 1031 (Introduction to Information Technology). Must have  
3 completed or be concurrently enrolled in CSCI 1236 (Introduction to  
4 Java Programming) and MATH 1232 (Survey of Calculus).  
5 **TO: IT 1032 Survey of IT**  
6 A "C" or better in IT 1031 (Introduction to Information Technology).  
7 Must have completed or be concurrently enrolled in CSCI 1236  
8 (Introduction to Java Programming) and MATH 1232 (Survey of  
9 Calculus).

10  
11 A motion by Dr. Morrison-Shetlar and second by Dr. Dallas to approve these prerequisite changes was  
12 passed unanimously.

#### 13 **VICE PRESIDENT FOR ACADEMIC AFFAIRS**

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

#### 15 Orientation Changes

- 16  
17  
18 **I. That the GSU 1211, Orientation II, class be made voluntary effective Fall Semester 2002,**  
19 **for all new and currently enrolled students.**  
20 **II. That GSU 1211 be removed as a graduation requirement. The minimum number of hours**  
21 **required for graduation will be 125 credit hours. The Area "University Requirements" will**  
22 **consist of 5 hours.**  
23 **III. That new transfer students with more than 30 hours of transferable credit be exempt from**  
24 **the GSU 1210, Orientation I, requirement.**  
25  
26

27 The motion was made by Dr. Hammitte and seconded by Dr. Smith to approve these recommended  
28 changes. Discussion followed. One question was whether or not the GSU 1211 class would still be  
29 offered, and it will be, as an elective. Another question was could the colleges use the extra hour to add  
30 another hour of requirement in another area. The answer to that question was no, they cannot. This will  
31 simply change the required number of hours for graduation from 126 to 125. Following the discussion,  
32 Dr. Koon called for the vote and the motion to approve the changes passed unanimously.  
33

#### 34 **OTHER BUSINESS**

35  
36 Dr. Koon distributed copies of the proposed Course Proposal Guidelines. Following a discussion, which  
37 resulted in several suggested changes, it was decided that Dr. Hammitte would make the recommended  
38 changes to the proposed guidelines and bring the revised document to the next meeting. Dr. Koon will  
39 draft a memo to the colleges to be included with the proposed guidelines.  
40

41 Dr. Koon also said that the General Education Outcomes survey had been mailed and several responses  
42 have been received. She thanked Dr. Haney's office for the clerical support in mailing the survey.  
43

44 Dr. Koon presented Ms. Janet O'Brien, Director of the Academic Success Center, who gave a brief  
45 summary of the mission of the Center. Ms. O'Brien said they do not feel like they are reaching the  
46 number of students they could be helping. They are asking for everyone's help in spreading the word on  
47 what the Academic Success Center can offer our students. There seems to be a misconception that only  
48 low average students use the services of the Center. This is not true. They also help students to maintain  
49 their 3.0 GPA for HOPE scholarships. Mr. Patrick Murphey, Assistant Director, also gave some  
50 interesting data concerning the Center. Ms. O'Brien asked that everyone encourage students to avail  
51 themselves of the services offered by the Center.  
52

#### 53 **ADJOURNMENT**

54  
55 There being no further business, Dr. Koon adjourned the meeting at 4:00 p.m.

56  
57 Respectfully submitted,  
58

1 *Faye Bacon, Recording Secretary*

## 2 **SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING**

3 Chair: Vaughn Vandegrift

4  
5 *The Academic Advisory Council met on February 26, 2002*

### 6 7 **1. Student appeals.** Mike Deal distributed the following update to the council:

8 *202 approved appeals for Summer 2000-Fall 2001 were reviewed*

9 *101 (50%) approved by Committee*

10 *101 (50%) approved by the Provost*

11  
12 *97 of the 202 (48%) obtained Good Standing*

13 *58 of the 101 (57.4%) approved by Committee obtained GS*

14 *39 of the 101 (38.6%) approved by the Provost obtained GS*

15 The appeal process was discussed. The Provost suggested enforcing more rigorously deadlines for  
16 appeals, allowing a maximum of two exclusions, stopping 1<sup>st</sup> exclusion appeals at the Dean's level,  
17 stopping 2<sup>nd</sup> exclusion appeals at the Academic Standard Committee level. The suggestions were  
18 received favorably by the council and Mike Deal was charged with updating the current written  
19 policy in order to include the changes in the catalog. The Librarian asked if these changes would be  
20 presented to the Senate and Dr. Vandegrift responded that he would discuss them with the Academic  
21 Standards Committee.  
22

### 23 **2. Summer program.** Teresa Thompson discussion the Summer Freshman Program which will allow 24 GSU to accept a limited number of capable students for Summer 2002 (approx. 200). These students, 25 admitted on a provisional basis, will need a 2.00 GPA in order to continue as GSU students. They 26 will not be able to drop the classes in which they are enrolled. (Requirements for admission: 890-920 27 SAT; 3.00 GPA; No CPC deficiencies). 28

### 29 **3. Update from Institutional Research:** Jayne Perkins made a presentation on IR materials available 30 on the web at [http://gsaix2.cc.gasou.edu/plan\\_ana/](http://gsaix2.cc.gasou.edu/plan_ana/) and 31 [http://www2.gasou.edu/plan\\_ana/factbook/factbook.htm](http://www2.gasou.edu/plan_ana/factbook/factbook.htm). She also presented a brief update of 32 other on-going IR activities (the 2001 NSSE National Report is available at 33 <http://www.iub.edu/~nsse/html/report-2001.shtml> ). Click [here](#) for full handout. 34

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

37 5. New business: No discussion.

38 6. Old business: No discussion.

39 7. Roundtable: No discussion.

40 8. Adjournment.

41  
42  
43  
44  
45  
46 *Submitted by Jean-Paul Carton*



3  
4 A summary of business conducted by Faculty Senate committees since the last Faculty Senate  
5 Librarian's report.  
6

7 **ACADEMIC STANDARDS COMMITTEE**

8 Chair: M. Jill Lockwood  
9

10 Academic Standards Committee met on March 26<sup>th</sup> and passed the following item :

11  
12 Students majoring in international studies, international trade, and general studies who are  
13 appealing an exclusion shall have one appeal to their dean. The dean hearing the appeal will  
14 be determined by the Academic Standards Committee.  
15

16 The Committee reviewed appeals for summer and fall, 2002. One appeal was granted.  
17

18 The Committee will meet again on May 10, 2002 and May 13, 2002.  
19

20 *Submitted by Jill Lockwood*  
21

22 **ELECTIONS COMMITTEE**

23 Chair: Jean-Paul Carton

24 The committee met on April 11 and April 18 in order to discuss the 2002 Faculty Senate Elections and revise  
25 the operating procedures manual developed during the year. The committee will meet again on April 25.  
26

27 **FACULTY WELFARE COMMITTEE**

28 Chair: David Dudley

29 *No report submitted.*  
30  
31

32 **FACULTY DEVELOPMENT COMMITTEE**

33 Chair: David Allen  
34

35 The Faculty Development Committee had an extraordinary session at the end of March to discuss its overall  
36 charge, address strategic questions concerning its responsibilities, and revise application and evaluation  
37 procedures for future funding. Although the Committee's name reflects its commitment to "Faculty  
38 Development", traditionally it has placed emphasis, though not exclusively, upon funding projects directly  
39 linked to the improvement of classroom instruction, those which had an immediate impact upon large  
40 numbers of our students. This emphasis was reflected in several of the travel applications the Committee has  
41 issued which asked colleagues explicitly to address: "Which teaching skill do you expect to develop or enrich  
42 as a result of this proposed travel?" and to "...state how your participation will directly impact specific  
43 courses you teach or other aspects of the instructional process for which you are responsible".  
44

45 After considerable deliberation, the Committee has determined that this criteria is too narrow to reflect the  
46 wide array of legitimate projects that faculty are engaged in involving professional development. While re-  
47 affirming the Committee's long standing commitment to the improvement of teaching and classroom, we also  
48 recognize that faculty have many reasons for seeking travel grants that go beyond our responsibilities in the

1 classroom. When faculty on our campus need additional resources to travel to conferences and special events  
2 that engage the life of the mind, their scholarly and research agendas as well as new areas of inquiry, to give  
3 public and professional presentations or simply to learn new techniques, technologies and approaches, it is  
4 to the Faculty Development Committee that they turn. All these needs reflect professional development and  
5 suggest their own criteria for justification and evaluation. At the same time, the Faculty Development  
6 Committee remains the only funding committee vested with the responsibility of supporting projects and  
7 awards aimed specifically at the enhancement of teaching in the classroom. In the recent past, a large number  
8 if not the majority of our funding proposals have been aimed at improving teaching. We as a committee felt  
9 it was of vital importance to this campus that those concerns be maintained and enhanced in the immediate  
10 future as well.

11  
12 From now on, colleagues will be asked to justify and will be evaluated on the basis of how travel plans will  
13 effect professional development, and/or impact their students, the mission of the university, contribute to  
14 their colleagues, their field or community as a whole.

15  
16 The Committee has also taken overall stock of our application and evaluation process(es) as well as our  
17 budget. We have made several recommendations and changes. We believe significant changes have been  
18 made to a) encourage more and new colleagues to apply for grants; b) to render the process more transparent-  
19 by laying out criteria and how the Committee makes evaluations more clearly; c) to offer more feedback and  
20 training to applicants in the future. For the first time in the Committee's history, we will now have timely  
21 information on our budget, strengthening our ability to make funding decisions on a regular basis.

22  
23 Respectfully submitted to the Faculty Senate,

24 *David Allen, Chair of the Faculty Development Committee*

## 25 **FACULTY SERVICE COMMITTEE**

26 Chair: Ann Pratt

27  
28 **Meeting Report, Wednesday, March 27, 2002, Conference Room, Administrative Annex,**  
29 **3:15 p.m.**

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

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

34  
35 The following nominations were submitted to the committee for the Excellence in Service Award:

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

39 *Respectfully submitted by Lee T. Mitchell, Coordinator*

## 40 **FACULTY RESEARCH COMMITTEE**

41 Chair: Karen Mc.Curdy

### 42 **Report of the Minutes of the Faculty Research Committee March and April Meetings**

#### 43 **Spring Grant Competition**

44 The Faculty Research Committee met Thursday, March 7 to consider the Spring Grant Competition  
45 applications. All committee members were either present or submitted scores and comments on the 25  
46 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 [Attachment 1: Curriculum Amendments 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, Suellynn 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, 4<sup>th</sup> 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.

1 Mr. Tony Barilla presented the following items on behalf of the Department of Finance and  
2 Economics.

3  
4 **Course Title Changes**

5 **FROM: ECON 3131 Aggregate Economic Analysis**

6 **TO: ECON 3131 Intermediate Macroeconomics**

7  
8 **FROM: ECON 3231 Microeconomic Analysis**

9 **TO: ECON 3231 Intermediate Microeconomics**

10  
11 The reasons for making these title changes is to more clearly describe the course content, and to  
12 make the title consistent with the comparable courses offered at other colleges and universities.

13  
14 **Course Title and Catalog Description**

15 **FROM: ECON 4431 Economic Development**

16 Focuses on the economic analysis of growth patterns and  
17 technological changes, with an emphasis on the macro-economic  
18 aspects of development planning and development strategies. Part  
19 of the debate will center on specific case studies of Third World  
20 Countries.

21 **TO: ECON 4431 International Economic Development**

22 Covers economic development theories with applications.  
23 Examines the evolution of developing and transition economies  
24 and presents empirical evidence that supports or contradicts the  
25 existing theories. The student will gain an understanding of how  
26 economic development has occurred historically around the world  
27 and what lessons have been learned and are now being applied in  
28 international development policies (3 credit hours).

29  
30 The justification for making these changes is to make the course title more clearly describe the  
31 course content and to make the course title consistent with the comparable course offered at other  
32 colleges and universities.

33  
34 **Course Description**

35 **FROM: ECON 4830 Special Problems in Economics**

36 A customized course that is under the direction of a faculty  
37 sponsor. Designed to offer students an opportunity to pursue  
38 studies at a level or on topics not covered in scheduled courses.  
39 The scope and nature of the material covered is determined in  
40 consultation with the faculty sponsor. (3 credit hours)

41 **TO: ECON 4830 Special Problems in Economics**

42 A customized course that is under the direction of a faculty  
43 sponsor. It allows students to pursue further study in a specific  
44 topic.

45  
46 The reason for making this change is to more clearly describe the course and to explicitly list  
47 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.

1 This course replaces portions of the old FINC 4531 and FINC 4533 courses. The scope of the  
2 new course is limited to commercial risk management issues, emphasizing insurance, and  
3 including a new emphasis on regional insurance issues. This course will serve as the third  
4 required course for the risk management emphasis for Finance majors.

5  
6 A motion by Dr. Jallow and second by Dr. Hammitte to approve all these changes for the  
7 Department of Finance and Economics was passed unanimously.

## 8 9 **SCHOOL OF INFORMATION TECHNOLOGY**

10  
11 Dr. Han Reichgelt presented the following items for the School of Information Technology.

### 12 13 **Second Disciplines/Concentrations for the BS in Information Technology**

14 **Imaging Information Systems**

15 **Multimedia for Information Technology**

16 **Digital Imaging Systems**

17 **Technology Education Program**

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

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

21 A second discipline consists of 3 semester hours in Area F plus 18 semester hours specified by  
22 the academic unit offering the program. The School of Information Technology Faculty and the  
23 Undergraduate Curriculum Committee of the College of Business Administration have approved  
24 the second disciplines entitled Imaging Information Systems, Multimedia for Information  
25 Technology, Digital Imaging Systems, and Technology Education Program.

26  
27 A Davidson/Smith motion and second to approve these second disciplines unanimously  
28 approved.

## 29 30 **COLLEGE OF EDUCATION**

### 31 32 **DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION**

33 Dr. Virginia Richards, representing the College of Health and Professional Studies, presented the  
34 following proposed program changes on behalf of the College of Education.

### 35 36 **Program Changes in B.S.Ed. in Family and Consumer Sciences**

#### 37 **PROPOSED PROGRAM CHANGES IN FAMILY AND CONSUMER SCIENCES EDUCATION**

38  
39 Delete FACS 2024 - Introduction to Family and Consumer Sciences from the major requirements.

40 Rationale: This course was developed to orient students to the major. The new FACS 2010,  
41 Perspectives in FACS, covers the same material and is required of all Family and  
42 Consumer Sciences Majors. This departmental change makes the FACS 2024 course  
43 redundant.

44  
45



1 Remove CHFD 4134 - Family Life Education from the major requirements.

2 Rationale: This course repeats concepts learned in the Pedagogy courses required in the College of  
3 Education.

4  
5 Remove FMAD 3236 - Apparel II from the major requirements.

6 Rationale: Secondary school curriculum in Georgia and the nation is de-emphasizing sewing and  
7 emphasizing apparel consumer skills.

8  
9 Add FACS 2220 - Social Survival Skills to the major requirements.

10 Rationale: Students in this major will be expected to know basic social skills in their roles as leaders  
11 of their communities. The content skills taught in this course will be an invaluable  
12 addition to their knowledge base.

13  
14 Add SCED 4731 - Secondary School Practicum to "Pedagogy for Professional Educators."

15 Rationale: This new course will be a part of the Secondary Education Professional Block.

16  
17 Increase FACS upper division electives from 8 hours to 12 hours in the major requirements.

18 Rationale: Adding to the guided electives will give students maximum flexibility in developing their  
19 content knowledge. This curriculum change allows our FACS Ed students to pursue a  
20 particular content interest.

21  
22 **CURRENT CATALOGUE COPY: 2001-2002**

23 **FAMILY AND CONSUMER SCIENCES EDUCATION B.S.Ed. 126 HOURS**

24 Please refer to the degree program within the College of Education.

25 See pages GSU Catalogue for Core Curriculum, required of all students.

26 Area A - Essential Skills . . . . . 9 Hours

27 Area B - Institutional Options . . . . . 4 Hours

28 Area C - Humanities and Fine Arts . . . . . 6 Hours

29 Area D - Science, Mathematics, and Technology . . . . . 11 Hours

30 Area E - Social Science . . . . . 12 Hours

31 Area F - Courses Appropriate to Major . . . . . 18 Hours

32 Pre-professional Block (taken concurrently)

33 COED 2110 - Pre-Professional Block Practicum (1)

34 EDUF 2120 - Foundations of Education (2)

35 EDUF 2121 - Human Growth and Development (2)

36 SPED 2120 - Introduction to Special Education (2)

37 ITEC 2120 - Introduction to Instructional Technology (2)

38 Other courses for the major:

39 CHFD 2134 - Family Development (3)

40 INDS 2430 - Design Appreciation (3)

41 NTFS 2530 - Nutrition and Health (3) OR NTFS 2534 - Introduction Food Science (3)

42 Health and Physical Education Activities . . . . . 4 Hours

1	HLTH 1520 - Healthful Living (2)	
2	Physical Education Activities (2)	
3	Orientation I & II . . . . .	2 Hours
4	Pedagogy for Professional Educators . . . . .	18 Hours
5	EDUF 3234 - Educational Psychology: Secondary (3)	
6	FACS 3035 - Teaching Family & Consumer Sciences (3) *	
7	SCED 4138 - Secondary Curriculum (3)	
8	SCED 4799 - Student Teaching in Secondary Education (9)	
9	Major Requirements . . . . .	39 Hours
10	CHFD 2130 - Family Economic Environment (3)	
11	CHFD 2135 - Child Development (3)	
12	CHFD 4134 - Family Life Education (3)	
13	CHFD 4135 - Parenting (3)	
14	FACS 2010 - Perspectives in FACS (1)	
15	FACS 2024 - Introduction to FACS (2)	
16	FACS 4610 - Senior Seminar (1)	
17	FMAD 1234 - Apparel I (3)	
18	FMAD 3234 - Textiles (3)	
19	FMAD 3236 - Apparel II (3)	
20	NTFS 2534 - Introduction Food Science OR NTFS 2530 - Nutrition & Health (3)	
21	NTFS 3536 - Meal Management (3)	
22	8 hours of electives-FACS courses (8)	
23	Elective . . . . .	3 Hours

24 ADVISEMENT: Each student in Family & Consumer Sciences Education is assigned to an advisor in the College of Education  
 25 Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail:bwray@gsvms2.cc.gasou.edu

26 PROGRAM ADMISSION CRITERIA: See B.S.Ed. Degree Requirements

- 27 • Must be admitted into the Teacher Education Program

28 OTHER PROGRAM REQUIREMENTS:

- 29 • Must meet all requirements for retention in the Teacher Education Program
- 30 • Must earn a "C" or better grade on all courses in the teaching field and professional education, an adjusted GPA of 2.75  
 31 or better in this course work, and maintenance of overall Cumulative GPA of 2.50 or better
- 32 • Must successfully complete all field experiences
- 33 • Must take courses in proper sequence
- 34 • Must meet requirement for admission to Student Teaching including passing score on the Georgia teacher certification  
 35 test, Praxis II

37 ***PROPOSED CATALOGUE COPY: 2002-2003*** (Deletions crossed through; additions in bold)

38 **FAMILY AND CONSUMER SCIENCES EDUCATION B.S.Ed. 126 HOURS**

39 Please refer to the degree program within the College of Education.

40 See pages GSU Catalogue for Core Curriculum, required of all students.

1	Area A - Essential Skills . . . . .	9 Hours
2	Area B - Institutional Options . . . . .	4 Hours
3	Area C - Humanities and Fine Arts . . . . .	6 Hours
4	Area D - Science, Mathematics, and Technology . . . . .	11 Hours
5	Area E - Social Science . . . . .	12 Hours
6	Area F - Courses Appropriate to Major . . . . .	18 Hours
7	Pre-professional Block (taken concurrently)	
8	COED 2110 - Pre-Professional Block Practicum (1)	
9	EDUF 2120 - Foundations of Education (2)	
10	EDUF 2121 - Human Growth and Development (2)	
11	SPED 2120 - Introduction to Special Education (2)	
12	ITEC 2120 - Introduction to Instructional Technology (2)	
13	Other courses for the major:	
14	CHFD 2134 - Family Development (3)	
15	INDS 2430 - Design Appreciation (3)	
16	NTFS 2530 - Nutrition and Health (3) OR NTFS 2534 - Introduction Food Science (3)	
17	Health and Physical Education Activities . . . . .	4 Hours
18	HLTH 1520 - Healthful Living (2)	
19	Physical Education Activities (2)	
20	Orientation I & II . . . . .	2 Hours
21	Pedagogy for Professional Educators . . . . .	<del>18</del> 21 Hours
22	EDUF 3234 - Educational Psychology: Secondary (3)	
23	FACS 3035 - Teaching Family & Consumer Sciences (3) *	
24	SCED 4138 - Secondary Curriculum (3)	
25	<b>SCED 4731 - Secondary School Practicum (3)</b>	
26	SCED 4799 - Student Teaching in Secondary Education (9)	
27	Major Requirements . . . . .	<del>39</del> 36 Hours
28	CHFD 2130 - Family Economic Environment (3)	
29	CHFD 2135 - Child Development (3)	
30	<del>CHFD 4134 - Family Life Education (3)</del>	
31	CHFD 4135 - Parenting (3)	
32	FACS 2010 - Perspectives in FACS (1)	
33	<b>FACS 2220 - Social Survival Skills (1)</b>	
34	<del>FACS 2024 - Introduction to FACS (2)</del>	
35	FACS 4610 - Senior Seminar (1)	
36	FMAD 1234 - Apparel I (3)	
37	FMAD 3234 - Textiles (3)	
38	<del>FMAD 3236 - Apparel II (3)</del>	
39	NTFS 2534 - Introduction Food Science OR NTFS 2530 - Nutrition & Health (3)	
40	NTFS 3536 - Meal Management (3)	

**8 12 hours of upper division electives in Family and Consumer Sciences Dept. FACS courses (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.gasou.edu](mailto: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

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

1 population, community, and ecosystem levels. 3 credit hours.  
2 Prerequisites: BIOL 2111 and BIOL 2131

3  
4 **FROM: BIOL 4890 Undergraduate Research**

5 Well-prepared biology majors may be permitted to carry out an  
6 independent research project upon the recommendation of the  
7 instructor with whom the student wishes to work. The  
8 recommendation must have approval of the head of the biology  
9 department. A written abstract and an oral presentation of the  
10 results by the student must be presented at the end of the semester.  
11 1-4 credit hours. Prerequisites: Minimum GPA of 2.75 and junior  
12 standing.

13 **TO: BIOL 4890 Undergraduate Research**

14 Biology majors will be encouraged to conduct a research project  
15 under the supervision of faculty. The faculty recommendation  
16 must have approval of the head of the biology department. A  
17 written abstract and an oral presentation of the results by the  
18 student must be presented at the end of the semester. A maximum  
19 of five credit hours of Biology 4890 may be counted toward the 22  
20 (BA) or 32 (BSB) credit hours needed in Biology Elective course  
21 work. 1-4 credit hours. Prerequisites: Minimum GPA of 2.75 and  
22 junior standing.

23  
24 The justification for making these course description changes is to better reflect the content of the  
25 courses and to establish a limit to the number of hours that can count towards the major.

26  
27 **Selected Topics Announcement**

28 **BIOL 5099 Neurobiology and Behavior**

29  
30 A motion by Dr. Jallow and second by Dr. Morrison-Shetlar to approve these items for the  
31 Department of Biology was passed unanimously.

32  
33 **DEPARTMENT OF CHEMISTRY**

34  
35 **Prerequisite Changes**

36 **FROM: CHEM 3140 Advanced Inorganic Chemistry**

37 A minimum grade of C in CHEM 3342 and CHEM 3440, or  
38 equivalent.

39 **TO: CHEM 3140 Advanced Inorganic Chemistry**

40 A minimum grade of C in CHEM 3342 and CHEM 3441, or  
41 equivalent.

42 **FROM: CHEM 3442 Physical Chemistry II**

43 A minimum grade of C in CHEM 3440, or equivalent.

44 **TO: CHEM 3442 Physical Chemistry II**

45 A minimum grade of C in CHEM 3441, or equivalent.  
46

1 The reason for making these prerequisite changes is because the course number of CHEM 3440  
2 has been changed to CHEM 3441.

3  
4 A Hammitte/Davoud motion to approve these prerequisite changes was passed unanimously.

## 5 6 **DEPARTMENT OF PHYSICS**

7  
8 Dr. Deal and Dr. Marvin Payne presented the following items for the Department of Physics.

### 9 10 New Courses

#### 11 **PHYS 2211H Principles of Physics 1 Recitation**

12 An honors recitation section to accompany Principles of Physics I. Students  
13 taking this recitation receive honors credit in co-requisite Principles of Physics I.  
14 Course will concentrate on problem solving but will introduce additional topics as  
15 needed. Co-requisite: PHYS 2211 and permission of instructor.

#### 16 17 **PHYS 2212H Principles of Physics II Recitation**

18 An honors recitation section to accompany Principles of Physics II. Students  
19 taking this recitation receive honors credit in co-requisite Principles of Physics II.  
20 Course will concentrate on problem solving but will introduce additional topics as  
21 needed. Co-requisite: PHYS 2212 and permission of instructor.

22  
23 These courses will emphasize problem solving as well as introduce additional topics, as needed.  
24 The additional topics will complement and extend the topics of PHYS 2211 and PHYS 2212.

25  
26 A motion by Dr. Smith and second by Dr. Davoud to approve these two new courses was passed  
27 unanimously.

## 28 29 **SCHOOL OF TECHNOLOGY**

### 30 31 Prerequisite Change

32 **FROM: TMFG 2133 3-D Computer Drafting**

33 TMFG 1121, TMFG 2522

34 **TO: TMFG 2133 3-D Computer Drafting**

35 TMFG 1121, TMFG 2522, or permission of instructor

36  
37 This change is to allow for former equivalent prerequisite courses taken and/or former  
38 experiences of students in this subject area.

### 39 40 Title, Course Description and Prerequisite Changes

41 **FROM: TMFG 5233 Manufacturing Management Issues and Methods**

42 A senior level seminar covering essential issues related to technical  
43 management of manufacturing production systems. Emphasis on  
44 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.

1 This course takes advantage of the expertise of a new faculty member in the Department of  
2 History and fills a curricular need for history majors and for the student population of Georgia  
3 Southern University in general.

4  
5 A Jallow/Smith motion and second to approve this new course was passed unanimously.

## 6 7 **DEPARTMENT OF WRITING AND LINGUISTICS**

8  
9 Dr. Larry Burton presented the following agenda items for the Department of Writing and  
10 Linguistics.

### 11 12 New Courses

#### 13 **LING/COMM 3031 Phonology (Cross list with COMM)**

14 An in-depth introduction to sounds and sound structures within formal  
15 grammar. Relation of basic units of sound structure to major components  
16 of linguistics including syntax, morphology and semantics. Reading and  
17 discussion of trends in phonological theory, including nonlinear phonology  
18 and current optimality approaches. (3 hrs) Prerequisite: ENGL 1102

#### 19 20 **LING/COMM 3032 Syntax (Cross list with COMM)**

21 A broad introduction to syntactic theory within historical and  
22 contemporary approaches to language and linguistic representation.  
23 Exploration of language as a systematic structure drawing on the  
24 Generative Transformational models complemented by the Minimalist  
25 paradigm. (3 hrs). Prerequisite: ENGL 1102

#### 26 27 **LING/ANTH/POLS/AAST 3337 Language, Power, Politics**

28 An in-depth investigation of the role of language in national and  
29 international power structures. Comparative evaluation of language in  
30 social organization of politics, economic policy and law as aggregated by  
31 race, culture, ethnicity, class, group ideology and gender. Emphasis on  
32 social policy management and minority/linguistic rights. (3 hrs)  
33 Prerequisite: ENGL 1102

34  
35 The justification for developing these new courses is to fill a void in the department's linguistic  
36 offerings.

37  
38 A motion by Dr. Hammitte and second by Dr. Joyner to approve these three new courses was  
39 passed unanimously.

### 40 41 Preliminary Proposal for New Program

#### 42 **B.A. Major: Writing and Linguistics**

43  
44 Dr. Burton made an in-depth presentation of the need for this program. He distributed additional  
45 information in the form of two handouts, which indicated evidence of student interest in the  
46 program and detailed the major requirements of the program. Copies of these handouts and the  
47 complete program proposal are available as attachments to these minutes.



1 After a lengthy discussion, a motion was made by Dr. Jallow and seconded by Dr. Campbell to  
2 approve the preliminary program proposal. The motion was unanimously approved.

### 4 **OTHER BUSINESS**

5  
6 Dr. Koon called on Dr. Hammitte, who distributed copies of the "New Course Proposal  
7 Guidelines." These were discussed and changes suggested. Dr. Koon developed a memo which  
8 will be mailed to Deans, Directors and Department Chairs with the new guidelines as an  
9 enclosure.

10  
11 Dr. Koon also gave a report on the survey of the Core Curriculum Surveys that were mailed out  
12 earlier. There were 273 surveys mailed and 78 responses received.

13  
14 Mr. Deal mentioned a proposed schedule of committee meetings for the 2002-2003 academic  
15 year. This will be e-mailed to committee members for review and will be finalized at the next  
16 meeting. This schedule was developed from the current schedule and in conjunction with the  
17 Faculty Senate meeting schedule.

### 18 19 **ADJOURNMENT**

20 There being no further business, the meeting was adjourned at 4:50 p.m.

21  
22 Respectfully submitted,

23  
24 *Faye Bacon*

25 *Recording Secretary*

## 26 27 **SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING**

28 Chair: Vaughn Vandegrift

29  
30 *The Academic Advisory Council met on April 9, 2002*

31  
32 **I. Grade Repeat Policy and Student Appeals.** Mike Deal distributed a draft of a policy proposing  
33 limiting the number of times students may repeat courses in which they receive a grade of "D" or  
34 "F" (twice) and "C" (once). There was some disagreement regarding how many times a course in  
35 which a student has received a "C" may be repeated (Deans' recommendation) and Jayne Perkins  
36 and Michael Deal agreed to bring back to the AAC in the Fall data concerning students who  
37 repeat courses and the results of a best-practice survey at other institution. Other issues raised by  
38 the policy include computing the adjusted GPA, repeated courses before or after graduation,  
39 replacement courses for courses which are no longer offered, and exceptions.

40 Mike Deal also distributed a spreadsheet describing the proposed appeal process, which excludes  
41 the President.

42 **II. ITS Update and issues.** Lisa Spence distributed a copy of a memo to all department chairs,  
43 requesting information (list of all services provided to the outside) necessary for the implementation  
44 of a firewall system aimed at protecting data on the campus network. The memo, with some changes  
45 that were suggested during the discussion, will be sent to the Deans, chairs, and directors.

1 Lisa Spence also reported on ITS's efforts to identify and implement a groupware standard on  
2 campus. A Groupware Task Force has been appointed for this purpose.

3 ITS is also currently working with tech. representatives on campus in order to identify standards  
4 for purchases.

5 **III. Summer program.** Teresa Thompson reported that an enrollment of 75 is projected for the  
6 Summer Freshman Program (62 currently enrolled). She also reminded the AAC of the upcoming  
7 open house.

8 **IV. Update from Institutional Research.** Jayne Perkins. Click [here](#) for report.

9 V. Announcements.

10 VI. New business: No discussion.

11 VII. Old business: No discussion.

12 VIII. Roundtable: No discussion.

13 IX. Adjournment

14  
15 *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 web site 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 16<sup>th</sup> and 17<sup>th</sup>, 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 to 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, 4<sup>th</sup> 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.





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 and Magnetism**

**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: CPM 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, 4<sup>th</sup> 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**

**FROM:** CISM 4135 **Project Management and Development**  
A “C” or better in CISM 3135 and MGNT 3130

**TO:** CISM 4135 **Project Management and Development**  
A “C” or better in CISM 3135

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**

##### **IT 4830 Special Problems in Information Technology**

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)  
Prerequisite: Permission of Director.

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.

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**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**

Add foreign language as an option in the Core under Area C, Humanities and Fine Arts: FL 1001, FL 1002, FL 2001, FL 2002 (all three [3] hours credit).

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 (800-5,00 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 prereq or coreq, 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. 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 than 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<sup>1</sup> educational outcomes in the courses that they teach.

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<sup>1</sup>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 1 C (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; e) 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:**

7=extensively 1=not at all

Outcome	7	6	5	4	3	2	1
1A. Students will demonstrate <b>effective communication</b> 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.							
1B. Students will demonstrate <b>effective communication</b> 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 <b>effective communication</b> by their basic competency in at least one foreign language.							
2A. Students will demonstrate <b>effective analysis of information</b> 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 <b>effective analysis of information</b> 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 <b>effective analysis of information</b> 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 <b>problem-solving</b> 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 <b>intelligent decision-making</b> by making informed decisions and recognizing the ethical dimensions of their decisions.							
5. Students will demonstrate <b>aesthetic appreciation</b> by their ability to address activity in the fine, literary, and performing arts as media for human expression.							
6A. Students will demonstrate <b>responsible citizenship</b> through active participation as a citizen, by understanding and assuming opportunities and responsibilities associated with being citizens of the U.S. and world communities.							

Outcome	7	6	5	4	3	2	1
6B. Students will demonstrate <b>responsible citizenship</b> 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.							
6C. Students will demonstrate <b>responsible citizenship</b> through active participation as a citizen, by examining their assumptions about themselves, about others as individuals, and about their society as a whole.							
7A. Students will demonstrate <b>familiarity with and some understanding of such major issues</b> facing all societies including the growing global economic interdependence of world regions.							
7B. Students will demonstrate <b>familiarity with and some understanding of such major issues</b> facing all societies including ecological and environmental issues and alternatives.							
7C. Students will demonstrate <b>familiarity with and some understanding of such major issues</b> facing all societies including health issues (including those pertaining to human sexuality).							
7D. Students will demonstrate <b>familiarity with and some understanding of such major issues</b> facing all societies including the impact of emerging technologies.							
9. Students will demonstrate <b>tolerance and understanding</b> through their comprehension of, and appreciation for, diversity in human behavior, points of views, and values.							

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 Vandegrift

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 Mc.Curdy

*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 Mc.Curdy  
*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 15<sup>th</sup> 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 31<sup>st</sup> 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 announced 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. 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 Mc.Curdy

Minutes of October 31, 2002 meeting

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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 Mitchell, 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, 4<sup>th</sup> 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 plate 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 19<sup>th</sup> meeting will appear in the February Librarian's Report.

Respectfully submitted,  
Richard Flynn