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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 August 6, 2002 to hear 83 appeals. There were 33 approved by the committee and 50 denied.

The Academic Standards Committee met August 16, 2002 to hear 10 appeals. There were 3 approved by the committee and 7 denied.

The Academic Standards Committee met October 29, 2002 to hear 11 appeals. None were approved by the committee.

Submitted by David Lowder

The Academic Standards Committee met January 2nd and January 3rd to hear appeals for early readmission. 123 appeals were reviewed and four were approved. The committee also briefly discussed a proposal from the Enrollment Management Council that a discussion be opened on a plan that would require successful completion of core English and mathematics courses during the freshman year. It was decided that more information was needed and that Dr. Larry Burton, chair of Writing and Linguistics, and Dr. Lila Roberts, acting chair of Math and Computer Science, be invited to attend the next meeting.

The Committee met January 21 to continue discussion of a proposal that a discussion be opened on a plan that would require successful completion of core English and mathematics courses during the freshman year. Discussion began with the chairs of the two affected departments addressing the impact such a proposal would have on the departments. Dr. Roberts indicated that there could be difficulty having enough sections of math courses available. Dr. Burton said that they have enough sections available but that information they had gathered showed few upperclassmen taking the core English classes. There was discussion about how students could be given priority for registering for these courses to ensure that they get a seat and how would the drop policy be affected. The question was also raised of how such a policy could be enforced.

The Committee decided to seek clarification from the Enrollment Management Council about the rationale for the policy. Information about the scope of the problem was deemed important to further discussion so that is being gathered. The Committee will meet again as soon as more information is available.

Respectfully submitted,
David Lowder, Chair

**ELECTIONS COMMITTEE**
Chair: Jim LoBue

*No Report Submitted*
FACULTY WELFARE COMMITTEE
Chair: David Dudley

The Faculty Welfare Committee met on November 22, 2002, at 3:00 in the Newton Building Conference Room. Present were Professors Douzenis, Dudley, Irby, Manrodt, Sexton, and Trimble. Professor Robert Haney was also present, representing the Provost's Office.

Professor Dudley moved that the committee add the following stipulation to the Faculty Handbook section on tenure and promotion guidelines:

"Departmental criteria (as opposed to University criteria) under which one is hired will remain in effect at least until the first personnel action (tenure or promotion)."

After extensive discussion, the committee decided there was no need for such an additional statement in the Handbook, particularly given the vagueness of the term "departmental criteria." The motion failed.

The committee heard a report from its subcommittee on Domestic Partners' Benefits. As a result of the subcommittee's report, the full committee agreed to request that the Faculty Senate move to extend family privileges such as use of the RAC and family-priced tickets at university events to domestic partners of university faculty and staff. (The committee agreed to follow the definition of "domestic partner" as articulated by the ACLU.) The committee also agreed to ask the Senate to request President Grube, on its behalf, to petition the BOR to extend University System benefits to domestic partners of GSU faculty and staff.

The committee next heard a report from its subcommittee on harassment issues. As a result of the subcommittee's report, the full committee agreed to ask the Senate to adopt a statement deploring physical and verbal harassment. The committee also agreed to ask the Senate if it wishes the committee to produce an information brochure to provide faculty and staff with quickly available information about on-campus help and support for those undergoing harassment. Finally, the committee voted to ask the Senate to encourage department chairs to note in their annual reports of faculty members any instances of physical or verbal harassment of colleagues, students, or staff.

The committee authorized its chair to forward to the SEC the appropriate motions regarding its decisions on harassment and domestic partners' issues.

Respectfully submitted,

David Dudley, Chair
Faculty Welfare Committee

FACULTY DEVELOPMENT COMMITTEE
Chair: Mary Marwitz

No Report Submitted

FACULTY SERVICE COMMITTEE
Chair: Alice Hall

The Faculty Service Committee has not met, but will do so on Friday February 21, 2003 to discuss the applications for the Spring cycle of faculty service grant awards.
FACULTY RESEARCH COMMITTEE
Chair: Karen Mc.Curdy

Report of the Minutes of the Faculty Research Committee November, December and January Meetings
Submitted by Karen McCurdy
February 5, 2003

Fall Grant Competition Deliberation
November 19, 2002

Present: Karen McCurdy, chair; Charlie Hardy, provost’s representative; Joelle Romanchik-Cerpovicz (CHPS) [scores received but not available for deliberations]; Charles Briggs (CLASS); Jerry Wilson (COBA); Greg Chamblee (COE); Norman Schmidt (COST); Jo Ellen Broome (LIB).

The fall Faculty Research Grant Competition deliberation was held Tuesday, November 19 to distribute $15,000.00. Twelve proposals were reviewed compromising total requests of $78,009. Six proposals received at least partial funding.

Grant Competition Revisions Discussions
December 10, 2002

Present: Karen McCurdy, chair; Charlie Hardy, provost’s representative; Charles Briggs (CLASS); Greg Chamblee (COE); Norman Schmidt (COST); Jo Ellen Broome (LIB).

A strategy discussion was held about how best to schedule the committee’s efforts in the spring in order to produce a document revising the Faculty Grant Competition guidelines. An information gathering subcommittee of Norman Schmidt and Greg Chamblee was tasked to bring more models back to the committee for consideration in January.

January 10, 2002

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).

The committee considered additional models of faculty research funding, and identified the key issues of concern to Georgia Southern at this point in time: the number of competitions to be held each fiscal year, the size of awards, eligibility requirements, and the timing of the competition. Straw polls were taken to reflect the level of support in the committee for particular options available on each issue. A new subcommittee of Norman Schmidt and Charles Briggs was tasked to draft new language for the Faculty Research Grant guidelines.

January 29, 2002

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).

The committee reviewed the draft guidelines provided by Schmidt and Briggs that will be used to
structure the faculty forum presentation. We decided we are ready to proceed to a public faculty forum to gather broader input to the document, and are in the process of scheduling that forum for late February or early March.

GRADUATE COMMITTEE
Chair: Jerry Wilson

GRADUATE COMMITTEE MINUTES
October 17, 2002, Dean’s Conference Room, College of Education

Present: Dr. Jerry Wilson, COBA; Dr. Charles J. Hardy, Acting Dean, College of Graduate Studies; Dr. Bede Mitchell, LIB; Dr. Delores Liston, COE; Dr. Kathleen Comerford, CLASS; Dr. Deborah Thomas, COE; Dr. James B. Claiborne, COST; Dr. Jim McMillan, CHPS; Dr. Jim Randall, COBA; Dr. Bob Fernekess; Dr. David Stone, COST; Dr. Cindi Chance, Academic Affairs; Saket Sengar, Graduate Student Organization Representative

Others: Dr. John R. Diebolt, Ms. Lee Mitchell, Dr. Dan Hagan, COST; Dr. Curtis Ricker, CLASS; Dr. Greg Harwood, CLASS

Dr. Jerry Wilson, Chair, called the meeting to order at 3:30 p.m.

APPROVAL OF AGENDA

The agenda was approved as amended.

APPROVAL OF MINUTES

Minutes of the September 19, 2002, Graduate Committee meeting were approved as submitted.

CURRICULUM AMENDMENTS AND PROGRAM CHANGES

COLLEGE OF EDUCATION

The College of Education program proposal was presented by Delores Liston and approved by the committee.

Change in College of Education policy and College of Graduate Studies policy regarding the acceptance of non-degree course credit toward the Ed. S. degree.

Delete the statement from the graduate catalog (2002-3, p. 228): No credit earned as a non-degree student may be counted toward Education Specialist programs. As is the policy with M.Ed. programs, include the statement: Upon the advisor’s recommendation, a maximum of 9 semester hours of credit may be included in an Ed.S. program of study should the student gain reclassification as a degree student.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCE

The College of Liberal Arts and Social Sciences program proposal was presented by Dr. Curtis Ricker and Dr. Greg Harwood and approved by the committee.
EXECUTIVE SUMMARY OF PROPOSED CHANGES IN THE M.M. DEGREE

Background and Rationale

The M.M. program has been operating at Georgia Southern University for 4 years. Its overall strength was recently seen during an intensive evaluation as part of the 10-year cyclical reaccreditation process for the National Association of Schools of Music. The M.M. program received many positive comments from the Accreditation Visitors and the Department was one of only 5-10% nationwide to receive immediate reaccreditation of both graduate and undergraduate programs.

The Music Department recommends the following “tweaks” in the program based on this recent self-evaluation, experience with students’ demand for courses, availability of departmental resources, and student performance as seen in coursework, comprehensive oral examinations, and exit interviews. These changes will allow us to better serve students and to better utilize the resources of the Department and the University. All of the proposed changes are fully compatible with the standards of the National Association of Schools of Music.

General Degree Structure

Eliminate emphasis in Music History and Literature, as there has been no demand for this emphasis since the degree’s inception in Fall 1998.

Admission

1. No longer require standardized test scores; experience has shown that these have not been relevant as predictors of students’ success in the program
2. Clarify role of the Departmental Entrance Exams. Passing of these exams is not an admissions requirement, but a step that must be completed before proceeding past 12 hours of coursework.

General Requirements

Technology in Music will be a required theory course for all students in the Music Education emphasis; Advanced Analytical Techniques will be a required theory course for all students in the Composition and Performance emphases.

Music Education Emphasis

Beyond the Final Project, there will be two, rather than three, required courses taken by all students in the music education emphasis. Consequently, music education students will have an additional 3 hours of free electives, bringing the percentage of electives more closely in line with the emphases in composition and performance. There are also minor changes in the lists of music education course electives and education course electives, including the incorporation of several new courses established during the last several years.

COLLEGE OF SCIENCE AND TECHNOLOGY

The College of Science and Technology Selected Topic Announcements were presented by Dr. Dan Hagan.

Selected Topic Announcement

BIOL 5099G Emerging Diseases

Study of the epidemiology of emerging human diseases throughout the
world with emphasis on North America. New and resurging diseases caused by prions, viruses, bacteria, protozoa, fungi, arthropods and helminths will be discussed, including vector-borne and tropical diseases, (3 Credit Hours).

This course is being taught as a Special Topics Course for the third time for eventual inclusion as a permanent course offering. Graduate students will complete additional work including a review paper.

**BIOL 5099G Molecular Ecology**

Study of principles and methods of molecular ecology with hands-on training of cutting-edge molecular techniques and computational data analysis. Over 10 molecular techniques, such as DNA extraction, PCR, hybridization, DNA fingerprinting, genotyping, single nucleotide polymorphism (SNP) screening, RAPD-PCR, RFLP, gradient gel electrophoresis, SSCP and DNA sequencing will be discussed in the contents of principles, laboratory methodology, applications, limitations, data analysis and data interpretation. 4 credit hours.

We are now in a biotechnology era. Molecular techniques have been applied to every field in biology. This course offers students the opportunities to learn biotechniques and to be better prepared for the future. Graduate students will complete additional work.

**OLD BUSINESS**

Dr. Wilson brought back to the table the issue of the Graduate Faculty Development Fund. After some discussion the committee decided that this matter would be revisited at the next meeting of the Graduate Committee.

**NEW BUSINESS**

Dr. Jim McMillan was named chair of the Graduate Faculty Appointment Sub-committee. The following members volunteered to serve on the sub-committee: Bede Mitchell, LIB, Delores Liston, COE, J. B. Claiborne, COST, Jim Randall, COBA and Richard Flynn, CLASS. The Graduate Student Organization will notify the Recording Secretary when they have selected their representative.

Dr. Wilson discussed with the committee the response from Dr. Allen, Chair Senate Executive Committee, to a request for clarification on the method used by the Senate Executive Committee to ensure that Faculty Senators and Alternates on the Graduate Committee hold graduate faculty status. It was determined that the Senate Executive Committee confirms graduate status prior to appointment. There was no clarification on the process of appointment of alternates. After discussion it was agreed that Dr. Wilson should request further clarification from the Faculty Senate on the alternate issue.

**OTHER**

Dr. Hardy with the assistance of Dr. Diebolt made a presentation regarding Graduate Studies and Research at Georgia Southern University.
ANNOUNCEMENTS

Dr. Hardy distributed information regarding Graduate Application Fee, Graduate Late Registration Fee and the Graduate Assistant Model and Application Process.

ADJOURNMENT

There being no further business, at 5:15 pm. Dr. McMillan motioned that the meeting be adjourned and Dr. Comerford seconded the motion. It was passed.

Respectfully submitted,

Lee Mitchell
Recording Secretary

GRADUATE COMMITTEE MINUTES
November 21, 2002, Dean’s Conference Room, College of Education

Present: Dr. Jerry Wilson, COBA; Dr. Charles J. Hardy, Acting Dean, College of Graduate Studies; Dr. Bede Mitchell, LIB; Dr. Delores Liston, COE; Dr. Kathleen Comerford, CLASS; Dr. Deborah Thomas, COE; Dr. Jim McMillan, CHHS; Dr. Bob Fernekes; Dr. David Stone, COST; Dr. Cindi Chance, Academic Affairs; Dr. Richard Flynn, CLASS

Others: Dr. John R. Diebolt, Ms. Lee Mitchell, Dr. Dan Hagan, COST; Dr. Curtis Ricker, CLASS; Dr. Henry Eisenhart, CHHS, Dr. Ronnie Sheppard, COE

Dr. Jerry Wilson, Chair, called the meeting to order at 3:30 p.m.

APPROVAL OF AGENDA

The agenda was approved as submitted.

APPROVAL OF MINUTES

Minutes of the October 17, 2002, Graduate Committee meeting were approved as submitted.

CURRICULUM AMENDMENTS AND PROGRAM CHANGES

COLLEGE OF EDUCATION

Program Proposal

The following program proposal for the Department of Curriculum, Foundations and Research was tabled until the next meeting of the Graduate Committee.
DEPARTMENT OF CURRICULUM, FOUNDATIONS, AND RESEARCH

Add the Arts Education Emphasis Area in the Program of Study for the Ed.D. in Curriculum Studies

Course Changes, Deletions and New Courses

DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Dr. Ronnie Sheppard, COE, presented the following items for the Department of Middle Grades and Secondary Education.

Title, Subject/Number and Catalog Description Change

FROM: SCED 7431 Teaching Social Studies In The Secondary School
A study of the place of social education in secondary education. In a seminar setting, students will analyze problems challenging secondary school social studies educators including the knowledge base of social science education, teaching for active and responsible citizenship, making curricular choices, selecting appropriate instructional techniques, and assessing current trends in secondary school social studies education. A field-based project will be included. (3 Credit Hours)

TO: MSED 7431 Teaching Social Studies in the Middle and Secondary Schools
A study of the place of social education in middle and secondary schools. In a seminar setting, students will analyze problems challenging middle and secondary social studies educators including the knowledge base of social science education, teaching for active and responsible citizenship, making curricular choices, selecting appropriate instructional techniques, and assessing current trends in middle and secondary school social studies education. A field-based project will be included. (3 Credit Hours)

Justification: This course addresses the National Council for the Social Studies standards and thematic strands. These standards and thematic strands are appropriate for both middle grades and high school social studies teachers. The prefix is being changed to MSED in order to reflect that the course is appropriate for both middle grades and secondary education majors. Enrollment numbers do not warrant two separate courses for middle grades majors concentrating in social studies and secondary social science majors

Course Deletion

MGED 7431 Middle Grades and Secondary Education

Justification: The National Council for the Social Studies thematic strands are appropriate for both middle school teachers who are concentrating in social science and secondary social science education teachers. The course prefix for SCED 7431 is being changed to MSED to
allow both groups to take the course. Enrollments do not warrant two separate courses. The
course content is not changing.

Prerequisite Change

MGED 8431    Trends In Middle Grades Social Studies

Justification: MGED 7431 is being deleted; therefore, the prerequisite for MGED 8431 needs to
be deleted.

Motion: Dr. Deborah Thomas motioned to approve these changes for the Department of Middle
Grades and Secondary Education. Dr. Jim McMillan seconded the motion. It was passed.

New Courses

MSED 7232    Teaching The Great Ideas in Science 1

TEACHING THE GREAT IDEAS IN SCIENCE I is the first in a
sequence of two courses for graduate students in science education. It is
designed to enhance students’ understanding of the “Great Scientific
Premises” that undergird and integrate the scientific disciplines. Emphasis
is placed on hands-on interaction with scientific principles and materials
that will enhance the capacity of teachers to support their students’
construction of scientific understanding. The course explores the physical
nature of the universe using the ideas and experiences of both classical and
contemporary scientists to engage teachers in a reflective opportunity to
gain an appreciation of the rich extent of the scientific enterprise and to
prepare them to help their students “make sense” of the science they are
expected to learn. It also is designed to engage teachers in a practical way
with the National Science Standards as they explore the science that is
necessary to be a scientifically literate citizen of the United States. (3
Credit Hours)

Justification: This new course will replace MGED 7232. This new course addresses the
National Science Teachers Association standards directed to the teaching of physical science.
These standards are appropriate for middle grades majors concentrating in science and secondary
science education majors. Enrollment numbers do not justify two separate courses for graduate
middle grades majors and secondary science education majors; therefore, the MSED prefix
designation allows both middle grades and secondary teachers to enroll in the course. The course
is being included in the M. Ed. in Science Education program as an alternative to SCED 7232.
Candidates who need a specific methods course in teaching physical science can enroll in this
course as opposed to the SCED 7232

MSED 7233    Teaching The Great Ideas In Science II

TEACHING THE GREAT IDEAS IN SCIENCE II is the second in a
sequence of two courses for graduate students in science education. It is
designed to enhance students’ understanding of the “Great Scientific
Premises” that undergird and integrate the scientific disciplines. Emphasis
is placed on hands-on interaction with scientific principles and materials
that will enhance the capacity of teachers to support their students’
construction of scientific understanding. This course explores cosmology, the nature of the earth and other planets, forces & cycles that shape earth environments, ecology, life strategies, and the dynamics of life using the ideas and experiences of both classical and contemporary scientists to engage teachers in a reflective opportunity to gain an appreciation of the rich extent of the scientific enterprise and to prepare them to help their students “make sense” of the science they are expected to learn. It also is designed to engage teachers in a practical way with the National Science Standards as they explore the science that is necessary to be a scientifically literate citizen of the United States. Prerequisite: MSED 7232. (3 Credit Hours)

Justification: This course is the second course in a sequence of two courses. The first course-MSED 7232 focuses on teaching physical science. MSED 7233 focuses on teaching earth science. These two courses will replace MGED 7232. This course, like MSED 7232, addresses selected components in the National Science Teachers Association standards. These standards are appropriate for middle grades majors concentrating in science and secondary science education majors. Enrollment numbers do not justify two separate courses for middle grades majors and secondary science education majors; therefore, the MSED prefix allows both middle grades and secondary teachers to enroll in the course.

Course Deletion

MGED 7232 Teaching Science In The Middle Grades

Justification: MGED 7232 is being replaced by two new courses—MSED 7232 Teaching the Great Ideas in Science I and MSED 7233 Teaching the Great Ideas in Science II. These new courses address the NSTA Standards and are appropriate for both graduate middle grades majors concentrating in science and secondary science education candidates. These new courses provide specific methods for teaching physical science and earth science. An MSED prefix is being proposed for the new courses to allow both graduate middle grades majors and secondary education majors to take the course. Enrollment numbers in the secondary science program and those concentrating in science in the middle grades program do not warrant separate courses.

MOTION: Dr. Deborah Thomas motioned to approve these changes for the Department of Middle Grades and Secondary Education. Dr. Jim McMillan seconded the motion. It was passed.

Title, Subject/Number and Catalog Description Change

FROM: SCED 7531 Teaching Mathematics In The Secondary School

An in-depth study of current methods, trends, and issues in teaching secondary school mathematics. (3 Credit Hours)

TO: MSED 7535 Teaching Middle Grades and Secondary Mathematics

An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics. (3 Credit Hours)
Justification: The course prefix, title, and catalogue description is being changed to allow both middle grades majors concentrating in mathematics and secondary mathematics education majors to enroll in the course. Enrollment numbers do not justify separate courses for middle grades and secondary education majors. The course addresses the NCTM standards that are appropriate for both middle grades and secondary mathematics teachers. The course content is not being changed.

Course Deletion

MGED 8531 Teaching Mathematics In The Middle Grades

Justification: Enrollment numbers do not justify MGED 8531 and SCED 7531 as separate courses. SCED 7531 is being revised to address both middle grades candidates concentrating in mathematics and secondary mathematics majors. The prefix for SCED 7531 is being changed to MSED 7535 to allow both middle grades and secondary majors to enroll in the course; therefore, MGED 8531 is being deleted.

MOTION: Dr. Deborah Thomas motioned to approve these changes for the Department of Middle Grades and Secondary Education. Dr. Jim McMillan seconded the motion. It was passed.

Change in Catalog Description

FROM: MGED 8132 Effective Middle Schools

A study of components of an effective middle school including cooperative team organization and planning, teacher based guidance programs, and appropriate exploratory offerings. Emphasis is placed on organization, curriculum, instruction, student grouping and scheduling options. A field-based project is included. (3 Credit Hours).

TO: MGED 8132 Effective Middle Schools

A study of student development concepts, school structures and practices, and important teaching and learning strategies associated with effective middle level schools. Emphasis is placed upon the relationships that exist between student development, school organization and practice and strategies for supporting effective learning and interaction among diverse learners. The course includes field-based action research, participation in learning teams, and development of significant portfolio evidence of successful interaction with the course content and other learning team members. Some components will typically be network based. (3 Credit Hours)
Catalog Description and Prerequisite Change

FROM: MGED 8633 Seminar In Middle Grades Education
A capstone course for the M.Ed. Middle Grades program. Examines the current status and future directions in middle level education. Current research in young adolescent development, curriculum, school organization and pedagogy will serve as the focus of the course. Contains a major reading writing experience that emphasizes the relationship between theory and practice. Attention will also be given to teacher leadership roles. A field-based project is included. (3 Credit Hours)

TO: MGED Seminar In Middle Grades Education
A capstone course for the M.Ed. Middle Grades program. Examines the current status and future directions in middle level education. Current research in young adolescent development, curriculum, school organization and pedagogy will serve as the focus of the course. Contains a major reading writing experience that emphasizes the relationship between theory and practice. Attention will also be given to teacher leadership roles. A field-based project is included. Prerequisite: MGED 8131 and MGED 8132 (3 Credit Hours)

Justification: The seminar is a capstone course in the M.Ed. program. The course requires a knowledge of middle school curriculum, school organization, and young adolescent development. MGED 8131 and MGED 8132 are the two required courses in the program that address the content needed to develop the field-based project in the seminar course.

MOTION: Dr. Deborah Thomas motioned to approve these changes for the Department of Middle Grades and Secondary Education. Dr. Jim McMillan seconded the motion. It was passed.

New Course

MSED 7131 Enhancing Student Performance In The Middle And Secondary Schools
The course will emphasize strategies for selecting and adapting curriculum, instruction, resources, and assessments in order to maximize student learning. This course will provide middle grades and secondary teachers with ways to identify, analyze, and use results from student assessments to plan instruction aimed at enhancing and demonstrating student learning in the middle grades and secondary school classrooms. Students in the class must have access to a middle grades or secondary school classroom. (3 Credit Hours)
Justification: This new course is being proposed as a required course for the M.Ed. programs in Middle Grades Education, Mathematics Education, Science Education, Technology Education, Business Education, English Education, and Social Science Education. The course provides an opportunity to address the state and national emphasis on assessing and enhancing student performance. In addition, the new program standards for each of the specific subject-area professional organizations include performance outcomes that address assessing and planning instruction in order to enhance learning in the various teaching fields. This course is specifically designed to address these national standards, as well as the state’s emphasis on student performance.

MOTION: Dr. Deborah Thomas motioned to approve this new course for the Department of Middle Grades and Secondary Education. Dr. Jim McMillan seconded the motion. It was passed.

Program Changes

Dr. Ronnie Sheppard presented the following program changes for the Department of Middle Grades and Secondary Education.

DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

M.Ed. in Middle Grades Education:
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.
3. Add MSED 7535 is required and a prerequisite to MSED 7131 for candidates concentrating in mathematics.

Alternative M.Ed. in Middle Grades Education:
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.

M.Ed. in Mathematics Education
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.
3. Replace SCED 7531 with MSED 7535.
4. Add MSED 7535 is a prerequisite for MSED 7131.

Alternative M.Ed. in Mathematics Education:
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.
3. Replace SCED 7531 with MSED 7535.

M.Ed. in English Education and Alternative M.Ed. in English Education:
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.

**M.Ed. in Social Science Education** and **Alternative M.Ed. in Social Science Education:**
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.
3. Replace SCED 7431 with MSED 7431.

**M.Ed. in Science Education** and **Alternative M.Ed. in Science Education:**
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.
3. Add MSED 7232 as an alternative to SCED 7232. Candidates may select one of the two courses depending on their specific needs and previous preparation in science methods.

**M.Ed. in Technology Education**
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.

**M.Ed. in Business Education**
1. Remove EDUC 7130 Curriculum Theories & Design.
2. Add MSED 7131 Enhancing Student Performance in the Middle & Secondary schools.

**MOTION:** Dr. Deborah Thomas motioned to approve these program changes for the Department of Middle Grades and Secondary Education. Dr. Jim McMillan seconded the motion. It was passed.

**COLLEGE OF HEALTH AND HUMAN SCIENCE**

For information only, Dr. Jim McMillan presented the following items for the Department of Public Health.

**DEPARTMENT OF PUBLIC HEALTH (HEALTH AND KINESIOLOGY)**

**Selected Topic Announcements**

**HLTH 7099  Medical Aspects of Athletic Training**
Course for Master of Kinesiology - Sports Medicine - Athletic Training

**HLTH 7099  Applied Regression Analysis**
Course for Master of Public Health - Emphasis in Biostatistics students
HLTH 7099  Analysis of Survival Data
Course for Master of Public Health - Emphasis in Biostatistics students

Dr. Henry Eisenhart presented the following new course for the Department of Hospitality, Tourism, Family and Consumer Science.

DEPARTMENT OF HOSPITALITY, TOURISM, FAMILY AND CONSUMER SCIENCE

New Course
RECR 7790  Internship

This 9 hour credit course will provide an opportunity for a full time, 40 hour per week, 15 week professional experience. Students will work in a supervised organizational setting within the Parks and Recreation, or related, profession.

MOTION: Dr. Jim McMillan motioned to approve this new course for the Department of Hospitality, Tourism, Family and Consumer Science.

Justification: Course for Master of Public Health - Emphasis in Biostatistics students

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Curtis Ricker presented the following for the Department of Psychology for information only.

DEPARTMENT OF PSYCHOLOGY

Selected Topic Announcement

PSYC 5030G Environmental Psychology

Justification: The Department of Psychology wishes to offer this content on a trial basis prior to making a decision about its incorporation into the regular curriculum.

OLD BUSINESS

Dr. Wilson discussed with the committee the response from Dr. David Allen, Chair, Senate Executive Committee, to an information request regarding the appointment of alternates for
Senators on committees. The Senate Executive Committee concluded that it was inadvisable to develop plans to provide alternates for Senators on committees.

Dr. Wilson brought back to the table the issue of the Graduate Faculty Development Fund. After much discussion, Dr. Jim McMillan volunteered to prepare a new model for the Graduate Faculty Development Fund and e-mail to the Graduate Committee for input, edits, etc.

NEW BUSINESS

Dr. Jim McMillan, Chair, Graduate Faculty Appointment Sub-committee, reported that the committee met on November 14, 2002 to discuss 19 applications for appointment to the Graduate Faculty. The sub-committee approved the following candidates for Associate Graduate Faculty Status: David Allen, CLASS; Michael Barth, COBA; David L. Dudley, CLASS; Starla McCollum, CHHS; Rosemarie Stallworth-Clark, COE; Gale Ann Watson, COST; Youming Li, COST; Michael Joseph McGrath, CLASS and Catherine C. Woody, CEPS. The following faculty members were approved for Full Graduate Faculty Status: Gregory Allen Brown, CHHS; Billur Kaymakcalan, COST; Anthony J. Lachowitz, CHHS; Lissa Maria Lege, COST; Julie McGuire, CLASS; Kanuri Narasimha Murty, COST; Charles Reavis, COE; Robert Shanafelt, CLASS; Mia Alexander-Snow, COE and Liancheng Wang, COST.

MOTION: Dr. McMillan motioned that the report from the Graduate Faculty Appointment sub-committee be accepted by the Graduate Committee. It was accepted.

OTHER

Dr. Hardy informed the committee that ETS has changed the analytical test portion of the GRE. All programs using the analytical scores for admissions have been contacted and requested to submit admission criteria changes to the Graduate Committee by the February 2003 meeting.

Dr. Hardy also announced that the SPC was interested in obtaining the Graduate Students perspective on strategic planning issues. Dr. Hardy invited all committee members to help with the issue.

ANNOUNCEMENTS

There were no announcements

ADJOURNMENT

There being no further business, at 5:11 p.m. Dr. Jim McMillan motioned that the meeting be adjourned and Dr. Bede Mitchell seconded the motion. It was passed. The meeting was adjourned at 5:11 p.m.
RESPECTFULLY SUBMITTED,

Lee Mitchell
Recording Secretary

LIBRARY COMMITTEE

Chair: David Robinson

Minutes
Library Committee
October 22, 2002
Library Conference Room, 4005, 4pm

Present: Voting Committee Members – David Robinson, chair and CLASS; Mercy Popoola, CHHS; Greg Chamblee, COE; Patrick Novotny, CLASS; Cynthia Frost, LIB. Non-voting Committee Members - Matthew Black, student and Bede Mitchell, Library Dean.

Minutes from the previous meeting were approved and sent to the Senate Librarian by David Robinson.

B. Mitchell introduced the only agenda topic – discussion of the Library Level 3 Strategic Plan. Bede is going to be invited to attend a department chair meeting for each of the colleges. He’ll explain at these meetings the options to the problems caused by high costs of periodicals – ownership versus access, etc. A contingency plan is needed – might not have end-of-year money this year to cover subscription costs. Each of the last few years we have needed progressively more money to cover these costs. Another list of low use periodicals needs to be made and those titles could be cancelled September 2003.

P. Novotny asked about purchasing materials for the new School of Technology. Bede said that no, we weren’t given money to purchase titles. $120,000 in titles, including retrospective materials, was proposed, but not funded by the Board of Regents. However, a suite of IEEE journals will begin 1/03. For other titles that are purchased, a 70/30 ratio of subscriptions to monographs will be followed. Co-major materials will also be needed.

G. Chamblee asked about satellite holdings in different buildings on campus – like separate libraries that exist at some large universities. Bede said that this would require duplication because some titles might belong in two places. Also, because our library is open so many hours, this one location is currently the best for Georgia Southern. Point 1C of Appendix 1 in the Strategic Plan states that the library should catalog materials in departmental reading rooms so that they be accessible to the whole campus community.

B. Mitchell discussed a library liaison system per Appendix 1 Point 7b. The library will be more aggressive at seeking to learn what faculty and students in the departments need for information. The liaisons will want to be invited to departmental meetings for sharing information and to
interview the faculty.

Outreach with local libraries was discussed. B. Mitchell explained the agreement Henderson Library has with the Statesboro Regional Public Library. They allow all Georgia Southern students to get library cards and checkout books. For our part, any citizen of Georgia can get a library card here and check out 5 books – we just don’t advertise it. We don’t want to compete with the public library. They refer people to our library and collection when appropriate. We give library tours for schools. We had been coordinating this through the public library, but we want to do it through the schools’ media specialists. Again, not competing with public library – we don’t want to hurt their statistics or budget. At Georgia Southern, the library should be included with the group of public services including the museum, botanical garden, and raptor center.

Back to the Library Level 3 Strategic Plan. D. Robinson was glad to see in print what was discussed earlier in the meeting - one of our weaknesses is II.B.5 - Heavy reliance on end-of-year funds to maintain core collections and services makes strategic planning very difficult. B. Mitchell emphasized the weakness listed in II.B.10 – Henderson Library has a limited role in statewide collection development and system maintenance decisions. It’s hard to get our voice heard in planning for the future – UGA and Georgia State make most of the big decisions – such as choosing new databases for GALILEO.

Looking at section III – Unit Long Range Goals – B. The Library will present proposals for incorporating information literacy learning goals into the core curriculum. P. Novotny brought up the 2110 GSU class – Turning Points. He’s on a committee to look at this class to possibly redefine or restructure it. The entire Library Committee, at this point, became very enthusiastic about the possibilities of using 2110 to accomplish this goal and help students with all the problems associated with the current information overload, etc. B. Mitchell mentioned the ACRL Information Literacy Goals – he will send these to the committee per e-mail attachment. Many ideas were voiced and the meeting remained in session until 5:15 – ending only because of the time.

Respectfully submitted,

Cynthia J. Frost

UNDERGRADUATE COMMITTEE
Co-Chairs: Constance Campbell and Phyllis Dallas

UNDERGRADUATE COMMITTEE MINUTES
November 13, 2002
Henderson Library, 4th Floor Conference Room

Present: Ms. Sharon Barrs; Dr. Carol Cornwell; Dr. Phyllis Dallas; Dr. Mary Hadley; Dr. Barry Joyner; Ms. Sonya Shepherd; Ms. Cynthia Sikes; Mr. Fred Smith; Dr. Mary Smith; Dr. Bob Haney. Visitors: Mr. Mike Deal; Dr. Donna Fisher; Dr. Dan Hagan;
Dr. Stephanie Kenney; Dr. Virginia Richards; Dr. Nancy Shumaker; Ms. Nancy Wright.

Dr. Phyllis Dallas, Co-Chair, called the meeting to order at 3:03 p.m.

**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Dr. Nancy Shumaker presented the following items for the Vice President for Academic Affairs.

**Change B.A. in International Studies to Include POLS 3130 as a Choice in Specific Requirements**

(See the complete program page in the attachments to these minutes.)

The Center for International Studies received approval from the Department of Political Science to include this course in the specific requirements section of the program. After discussion, a motion to approve by Dr. Mary Smith and second by Ms. Shepherd was passed unanimously.

**Cross Listing**

**HIST 3338/INTS 3338 Contemporary Europe**

An examination of the European experience since the end of World War II. Emphasizes the political, economic, social, cultural, and intellectual change and continuity in the years 1945 to the present.

The Center for International Studies received approval from the Department of History to cross list this course. This will give International Studies majors a wider range of cultural and historical background of the European experience. A Cornwell/M. Smith motion and second to approve this item was passed unanimously.

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

Dr. Dan Hagan presented the following agenda item for the Allen E. Paulson College of Science and Technology.

**Changes in Chemistry Minor Requirements**

Prerequisites: CHEM 1145 and CHEM 1145 - Principles of Chemistry I and II (8 hours)

CHEM 2031 - Introduction to Research Methods (3 hours)

Minor Program: 15 hours above the 2100 level of which 9 hours must be upper division courses

The following courses **may not** be counted in the 15 hours of the Chemistry minor:

- CHEM 2542 Nutritional Biochemistry
- CHEM 3610 Junior Seminar
- CHEM 3790 Teaching Internship in Chemistry
- CHEM 4611 Senior Seminar
- CHEM 4790 Chemistry Internship

Following discussion, a Joyner/M. Smith motion and second to approve these changes to the Chemistry Minor Program requirements passed unanimously.
Faculty Senate Librarian’s Report, February 5, 2003

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Mary Smith presented the following agenda items for the College of Business Administration.

COLLEGE OF BUSINESS ADMINISTRATION

Course Deletions
BU 3110 The Business Plan
BU 4112 Business Simulation
BU 4610 Senior Seminar

The College of Business Administration Undergraduate Curriculum Committee undertook a review of the College’s one-hour courses. The COBA faculty voted to delete these courses. A Barrs/Cornwell motion and second to approve these deletions passed unanimously.

DEPARTMENT OF INFORMATION SYSTEMS AND LOGISTICS

Course Subject Change
FROM: MGNT 4130 Management Information Systems
TO: CISM 4130 Management Information Systems

This is a service course delivered by Information Systems (IS) faculty, and introduces the utilization of information technology in business. The change of prefix to CISM reflects the nature of the course. A motion by Ms. Shepherd and second by Dr. Hadley to approve this subject change was unanimously approved.

The above course deletions and subject change have necessitated the following changes to the Degree Program listings.

Program Changes for B.B.A. in Information Systems
Reduce Business Core Requirements from 27 Hours to 24 Hours
Change B.B.A. in Information Systems from a 21 to a 24 Hour Major by Adding an Additional Elective: Select Three Instead of Two Electives from a List
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

Program Changes for B.B.A. in Logistics and Intermodal Transportation
Reduce Business Core Requirements from 27 Hours to 24 Hours
Change B.B.A. in Logistics and Intermodal Transportation from a 21 to a 24 Hour Major by Adding an Additional Elective: Select Two Electives Instead of One Elective from a List
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

Program Changes for B.B.A. in Management, Emphasis in Operations Management
Reduce Business Core Requirements from 27 Hours to 24 Hours
Change Operations Management Emphasis from a 21 to a 24 Hour Emphasis
(See the attachments to these minutes for a complete listing of the course requirements for the program.)
Following a discussion, a F.Smith/Cornwell motion and second to approve these Program changes was passed unanimously.

SCHOOL OF ECONOMIC DEVELOPMENT

Dr. Donna Fisher presented the following items for the School of Economic Development.

New Courses
REDV 4432  Rural Economic Development
Focuses on the issues related to economic development in predominantly rural settings. Includes topics in production agriculture, agribusiness, industry, health, education, and tourism. A portion of the course addresses economic development in developing nations. Prerequisites: ECON 2106; BUSA 3131; REDV 3130 or permission of instructor. 3 credit hours

This course provides students with the perspective on the unique characteristics of place based rural economic development. Knowledge in this area is fundamental to successful regional economic development efforts, especially in areas with a predominantly rural base like southeast Georgia. A similar ECON course was eliminated last year.

REDV 4830  Special Problems in Regional Economic Development
Students have the opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered are determined in consultation with the faculty sponsor. Prerequisites: REDV 3130; Junior standing and permission of director. 3 credit hours

This course allows timely course offerings on topics relevant to Regional Economic Development not currently available.

REDV 4890  Directed Study in Regional Economic Development
Designed for independent study and research in selected areas of regional economic development under faculty supervision. Prerequisites: REDV 3130; permission of instructor. 3 credit hours

This course allows exploration of topics not covered by existing offerings, thus enabling students to enhance their education in Regional Economic Development.

A Shepherd/Joyner motion and second to approve these new courses was passed unanimously.

The deletion of the BUSA courses and the addition of the above new courses necessitated the following changes in the B.B.A. in Regional Economic Development program in the School of Economic Development.

Reduce Business Core Requirements from 27 Hours to 24 Hours

Program Changes in B.B.A. in Regional Economic Development
Remove
ECON 4436  Land Use and The Environment
ECON 4438  State and Local Public Finance
ECON 4432  Agriculture and Rural Economics
Move from Electives to Major Requirements
GEOG 3230  Economic Geography
POLS 3330  State and Local Government
Add to REDV Electives
REDV 4432  Rural Economic Development
ECON 4335  Public Finance and Public Policy
REDV 4830  Special Problems in Economic Development
REDV 4890  Directed Study in Economic Development
MGNT 3234  Entrepreneurship
MGNT 4234  Small Business Management
MGNT 4335  Labor Relations
LOGT 3232  Business Logistics
Add to Electives (12 Hours)
SOCI 3336  Social Problems
SOCI 3337  Urban Sociology
SOCI 5435  The Rural South

(See the attachments to these minutes for a complete listing of the course requirements for the program.)

Following discussion and a couple of corrections to the requests, a motion to approve by Ms. Shepherd and second by Dr. Hadley was passed unanimously.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Ms. Nancy Wright presented the following Selected Topics Announcements for information only from the College of Liberal Arts and Social Sciences.

DEPARTMENT OF COMMUNICATION ARTS

Selected Topics Announcements

SPCM 3030  Health Communication
A growing body of research points to the importance of communication in the health care community. Numerous communication departments across the United States are offering courses in Health Communication and some schools are offering Master’s degrees in the specialty. Numerous employment opportunities are available for students with a background in Health Communication.

SPCM/INTS 3030  Rhetoric of International Relations
Examines the discourse of international relations from a rhetorical perspective. Emphasizes the analysis and criticism of persuasive messages used in international relations from Aristotelian, Neo-Aristotelian, dramatistic and narrative rhetorical theoretical bases. Prerequisite: Jr./Sr. Standing, or permission of instructors.

JOUR 3030  Writing Media Reviews
This course explores the role of the arts in modern culture and the role of the journalist in disseminating information to the non-specialist about arts and artistic values. The course concentrates on developing the skills for analyzing and judging works of art and on responding to art in clear and precise prose written for the non-specialist. Sub-topics include developing critical skills, developing perceptual skills, and learning the ethics of criticism and review.

BRCT 4030  Dramatic Screenplay Production
A practicum course designed to introduce advanced video and film techniques for producing dramatic stories. Students write, produce, direct, and edit short dramas shot on
location using digital video equipment. Students participate in final public screening and enter completed work in various student festivals.

A concern was expressed by Dr. Virginia Richards regarding the SPCM 3030, Health Communication, course. This course is very similar to HLTH 4331. Ms. Wright explained that these courses are proposed on a trial basis only and if it is determined that SPCM 3030 does indeed cause conflicts with HLTH 4331, they will withdraw the course and it will not be considered as a permanent course for the curriculum.

DEPARTMENT OF HISTORY

Selected Topics Announcements

HIST 3030 Imperialism and Nationalism
This course will examine both the phenomenon of late nineteenth and early twentieth century Euro-American imperialism and the nationalistic reaction to it that has shaped so much of the contemporary peoples and nations of the world. The first half of this examination will require an investigation of political, economic, and ideological developments shaping the pre-World War I European and American worlds. Central to this investigation will be an examination of the rationales used to create colonies of subject peoples that will entail reading speeches and writings produced by the architects of imperialist policies. We will also look at the works of the era’s literary commentators such as Kipling, and of those who have written for the colonial victims such as Chinua Achebe. The course will then shift to the more positive topic of the response of colonized peoples to the Euro-American intrusion. A number of individual leaders and countries will be selected for comparative examination to highlight the range of responses. Among the political and intellectual leaders who will be considered are: Mustapha Kemal Ataturk, V.I. Lenin, Kwame Nkrumah, Mahatma Gandhi, Ho Chi Minh, Lu Xun, and Mao Zedong. The ideas, organizations, and struggles continue to shape the course and destiny of the modern nations they created.

HIST 3030 The Holocaust
This course will study the events leading up to, the events of, and the legacy of the Holocaust – the attempt of the Nazis to eliminate Europe’s Jews and other ethnic groups labeled as undesirable by the National Socialists movement in Germany. Topics discussed in the course will include Judaism as a religion, the origins of antisemitism, the rise of National Socialism, the development of Nazi racial ideology, the relationship between World War II and the Holocaust, the implementation of the final solution, ghettoization, deportation, and the concentration and death camps. The course will conclude with discussion about the memory, meaning, and legacy of one of the most horrible crimes of the brutal twentieth century. In this course we will read both primary sources in the form of government documents, diaries, and memoirs and secondary sources to study these events. Documentary films will supplement lectures and discussions. This course will have its brutal moments – students should prepare themselves for this reality!

HIST 3030 The 1960's
The era of the 1960s constitutes a true watershed in United States history. Few decades witnessed such an enormous amount of upheaval and change. This course will provide students with an overview of this important era through a thematic rather than chronological approach. Together we will examine the people, events and issues that made the sixties such a controversial period of United States history.
DEPARTMENT OF PSYCHOLOGY

Selected Topics Announcement

PSYC 5030  Environmental Psychology
Environmental psychology is the study of the relationship between people and the environment, both built and natural. We will explore how our environment affects us, and how we affect our environment. The course format will include lecture, theme-centered discussion, and experiential exercises, conducted both in and out of class, that will be designed to bring the content to life in a personally relevant manner.

DEPARTMENT OF WRITING AND LINGUISTICS

Selected Topics Announcement

WRIT 5030  Language and the Law
Ms. Wright requested that this announcement be tabled until the next meeting of the committee.

OTHER BUSINESS

Dr. Dallas recognized Fred Smith, who brought up the subject of the report from the ALA’s Association of College and Research Libraries on Information Literacy. The library would like to know what they can do to help attain the General Education Outcomes goal on Information Literary. It was decided that Mr. Smith will invite Dr. Patrick Novotny and another guest to a future meeting of the committee to discuss this topic.

Everyone was reminded that the January meeting of the committee is the last one for items to be included in the 2003-2004 catalog.

ADJOURNMENT

There being no further business, the meeting was adjourned at 4:05 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary
ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

New Course
MATH 2130  Discrete Mathematics
Covers important discrete mathematical objects such as sets, relations and functions, graphs and trees. An introduction to mathematical logic and reasoning, and the concept of an algorithm and its complexity will be covered. (3 credit hours) Prerequisites: MATH 1232, Survey of Calculus, as a co-requisite, or a “C” or higher in MATH 1111, College Algebra, or any mathematics course that has MATH 1111 as a prerequisite.

This course will emphasize the use of mathematical topics in computer science and information technology where they have direct and significant importance.

A Dallas/M. Smith motion to approve this new course was passed unanimously.

SCHOOL OF TECHNOLOGY

Program Name Change
FROM: Building Construction and Contracting (BCC)
TO: Construction Management (CM)

Rationale:
1. The construction industry refers to similar programs as “Construction Management” or simply “CM”. The term “Building Construction and Contracting” is not commonly used in industry recruiting.
2. A clear majority of similar construction programs at other U.S. institutions are titled “Construction Management.” No other institution uses the program name of “Building Construction and Contracting.”
3. The proposed name change to “Construction Management” was reviewed by the program’s Industry Advisory Board at their March 2002 and October 2002 meetings. The Board has fully endorsed this change and voted unanimously in its favor.
4. The educational program title of “Construction Management” is recognized by the U.S. Government. In 2002 the U.S. Department of Education added the new classification of “Construction Management” to the Classification of Instructional Programs (CIP 2000) under Section 52.20.
5. The present curriculum is not confined to the specific area of building construction but includes topics and material relevant to the broad spectrum of the entire construction industry. Program graduates are hired to fill responsible industry positions in all aspects of construction business management.
6. The School of Technology Printing Management program has clearly established a precedent for the use of the term “management” for a COST/School of Technology program.
7. The program’s American Council for Construction Education (ACCE) accredited curriculum contains a significant percentage of required business, finance and management related classes, including:
   a. ECON 2105 – Principals of Economics
   b. ACCT 2030 – Survey of Accounting
   c. TBCC 3131 – Construction Finance
   d. TBCC 3132 – Construction Equipment Management
   e. TBCC 4131 – Construction Cost Estimating
   f. TBCC 4132 – Construction Administration
g. MGNT 3130 – Management and Organizational Behavior

In addition to the above required business/management related courses, students must take another three (3) credit hours of upper division business subject.

The majority of the program’s students also choose to take an additional upper division business class for their free elective, thereby completing the requirements for a minor in business.

Summary: The program name of Building Construction and Contracting is an anomaly in the mainstream of the construction industry and other national four-year construction educational programs in this country. Changing the name of the GSU construction program to “Construction Management” will more properly define our position as one of the 20 largest construction schools in the United States. This name change will enhance our ability to recruit quality faculty and new students. The new program name will give the program greater recognition and expanded career placement of graduates.

Following discussion, a Shepherd/Heaston motion to approve this program name change was passed unanimously. Dr. Haney pointed out that because this is changing the name of a program, once it has been approved through all the channels on campus, it must then be forwarded to the Board of Regents for approval.

New Course
TCET 4890 Special Problems in CET
Individual and specialized study in areas of civil engineering technology (CET) not otherwise covered in the student’s program. Prerequisites: Senior standing, identification and definition of a problem or study area and approval of the instructor. (1 to 4 credit hours)

This course will meet the needs of those students in the civil engineering technology program who are interested in additional topics over and beyond the material covered in the curriculum. A M.Smith/Sikes motion to approve this new course was passed unanimously.

Course Deletions
TENS 2111 Statics Lab
TENS 2112 Dynamics Lab
TENS 2113 Strength of Materials Lab
TENS 2114 Fluid Mechanics Lab
TENS 2116 Introduction to EET Lab
TMET 2512 Mechatronics Lab

These problem solving/laboratory courses are being combined with the lecture portion of these topics. This facilitates scheduling, advisement, registration and grading. A motion was made by Dr. Dallas and seconded by Dr. M. Smith to approve these course deletions. It passed unanimously.

Subject/Number, Title, Catalog Description and Credit Hours
FROM: TENS 2136 Introduction to EET
An introduction to basic electrical devices and elementary systems. For EET and non-EET majors. Analog and digital systems will be covered, along with elements of electromechanical equipment. Mathematics review with applications to electrical devices and systems. Computer simulation of electrical devices and circuits. Prerequisite: MATH 1441.
TO: TENS 2146  Electrical Devices and Measurements
An introduction to basic electrical devices and measurements. Coverage includes analog/digital systems and computer simulation. Also includes laboratory activities in support of instruction. (4 credit hours) Prerequisite: MATH 1441.

This course combines content of both the Introduction to EET and its laboratory course which are presently offered separately. This facilitates scheduling, advisement, registration and grading. A Hadley/Cornwell motion to approve these changes for this course was passed unanimously.

Subject/Number, Title and Catalog Description
FROM: TCPM 4331 Flexographic Technology I
Designed to introduce students to the flexographic printing industry. Discussions will include the design, techniques, processes and manufacture of flexographic printed products. Activities will include the setup and operation of a flexographic press.

TO: TCPM 5331 Flexography
Introduction to the flexographic printing industry. Discussions will include the design, techniques, processes and manufacture of flexographic printed products. Activities will include setup and operation of a flexographic press. (3 credit hours)

This course is currently an elective for the undergraduate program. Changing it to a 5000 level course expands the course choices for graduate students in the Master of Technology program. A Cornwell/Dallas motion to approve these changes was approved unanimously.

Subject/Number, Title, Catalog Description, Prerequisites and Credit Hours
FROM: TMET 2511 Mechatronics
Lecture in support of laboratory instruction in TMET 2512. The theory and practice of engineering measurements. Students will develop a familiarity with traditional measuring device, and develop proficiency with data acquisition packages. Students will learn how to package their results in presentations and reports. Prerequisites: TENS 2136 and TENS 2116. Co-requisites: TMET 2512 and TENS 2133 or permission of instructor.

TO: TMET 2521 Introduction to Mechatronics
Lecture and laboratory instruction in the theory and practice of engineering measurements and their application to controlled activities. Familiarity with traditional measuring devices, and proficiency with data acquisition packages will be developed. Emphasis on packaging results in presentations and reports. (2 credit hours) Prerequisites: TENS 2146, or permission of instructor. Co-requisite: TENS 2143.

This course combines content of both the Mechatronics and Mechatronics Laboratory courses which are presently offered separately. This facilitates scheduling, advisement, registration and grading. A Heaston/M.Smith motion to approve these changes was passed unanimously.

FROM: TENS 2131 Statics
The study of force systems and equilibrium of bodies at rest. Forces in plane trusses machines and frames, centroids and moments of inertia, and friction. Prerequisites: MATH 1113 and TMFG 1121.

TO: TENS 2141 Statics
The study of force systems and equilibrium of bodies at rest. Forces in plane trusses machines and frames, centroids and moments of inertia, and friction. Includes problem solving session in support of above topics. (4 credit hours) Prerequisites: MATH 1113.
FROM: TENS 2132 Dynamics
The study of kinematics and kinetics of particles and rigid bodies; work and energy and impulse and momentum as applied to particles. Prerequisites: MATH 1441 and TENS 2141. Concurrent or prior completion of TENS 2112 and MATH 2242.

TO: TENS 2142 Dynamics
The study of kinematics and kinetics of particles and rigid bodies; work, energy, impulse and momentum as applied to particles. Includes problem solving sessions in support of the above topics. (4 credit hours) Prerequisites: MATH 1441 and TENS 2141.

FROM: TENS 2133 Strength of Materials
Introduction to concepts of stress and elastic deformation under axial, torsional, flexural and combined loadings and beam loading. Prerequisites: MATH 1441 and TENS 2131. Concurrent or prior completion of TENS 2113 and MATH 2242.

TO: TENS 2143 Strength of Materials
Introduction to concepts of stress and elastic deformation under axial, torsional, flexural and combined loadings and beam loading. Also includes laboratory activities in materials testing and problem solving. (4 credit hours) Prerequisites: MATH 1441 and TENS 2141.

FROM: TENS 2134 Fluid Mechanics
Fundamentals of fluid statics and fluid dynamics for incompressible fluids, fluid properties, static and dynamic forces, Bernoulli’s equation, pipe flow and losses, open channel flow and flow measurement. Prerequisites: MATH 1441 and TENS 2131. Concurrent or prior completion of TENS 2114 and MATH 2242.

TO: TENS 2144 Fluid Mechanics
Fundamentals of fluid statics and fluid dynamics for incompressible fluids, fluid properties, static and dynamic forces, Bernoulli’s equation, pipe flow and losses, open channel flow and flow measurement. Also includes methods, procedures and the use of equipment and meters to measure standard fluid properties and phenomena. (4 credit hours). Prerequisites: MATH 1441 and TENS 2141.

The justification for these changes is to combine the content of both the lecture courses and the lab courses which are presently offered separately. This will facilitate scheduling, advisement, registration, and grading. A M.Smith/Heaston motion to approve these changes was passed unanimously.

Title, Catalog Description, and Prerequisites
FROM: TMET 3232 Applications of Thermal Science I
Technological applications of thermodynamics including production of power, refrigeration, air conditioning, and combustion. Prerequisites: TENS 2134 and TENS 2135

TO: TMET 3232 Thermodynamics II
A second course in thermodynamics that expands upon first and second law analysis techniques developed in Thermodynamics I (TENS 2135). Includes an in-depth analysis of power and refrigeration cycles and an introduction to chemical reactions and combustion processes. (3 credit hours) Prerequisites: TENS 2135 and TENS 2134 or permission of instructor. Co-requisite: CHEM 1145
These changes will describe the content of the course more accurately. A Dallas/Hadley motion to approve these changes was passed unanimously.

**Title and Catalog Description**

**FROM:** TMET 4215 Application of Thermal Science II Lab
Laboratory activities in support of instruction in Application of Thermal Science II. Includes supervises problem solving sessions and also use of computer software in calculation of heating and cooling load related to the term design project.

**TO:** TMET 4215 HVAC Laboratory
Problem solving sessions in support of instruction in Heating, Ventilating, and Air Conditioning (HVAC) systems. Use of computer software in load calculations related to the design project is included.

The reason for making these changes is to more accurately describe the content of the course.
Title, Catalog Description, and Prerequisites

FROM: TMET 4234 Applications of Thermal Science II
A continuation of TMET 3232. Air conditioning, refrigeration, and heating pump cycles. Calculations of heating and cooling loads in accordance with ASHRAE practices. Design projects are included. Prerequisite: TMET 3232.

TO: TMET 4234 HVAC
An introductory course in Heating, Ventilating, and Air Conditioning (HVAC) systems. HVAC processes are analyzed and load calculations are performed in accordance with ASHRAE practices. Design projects are included. (3 credit hours). Prerequisites: TMET 3232. Co-requisite: TMET 4215.

The justification for these changes is to provide for a more accurate description of the content of the course. The co-requisite TMET 4215 is the problem solving session for the TMET 4234.

A motion was made by Dr. Cornwell and seconded by Dr. Joyner to approve the last two items. It was passed unanimously.

Prerequisites

FROM: TMET 2128 Solid Modeling and Analysis
Prerequisites: Co-requisite: TENS 2133 and TMFG 2522 or permission of instructor.

TO: TMET 2128 Solid Modeling and Analysis
Prerequisites: TMFG 2522 or permission of instructor. Co-requisite: TENS 2143

The reason for making these prerequisite changes is because the new co-requisite is essential for better understanding of solid modeling. A M. Smith/Joyner motion to approve the changes was passed unanimously.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

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

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

The following announcements were for information only.

Selected Topics Announcements

SOCI 3094/WGST 3090 Sociology of Sport
This class is designed to teach students to think critically about sport in society and will focus on sport as a social institution.

SOCI 5094 Sociology of Childhood
Focuses on childhood as a social phenomenon. Childhood is viewed as a social construction, and particular attention is paid to the cultural context in which childhood has flourished, the role of children’s culture in society, and social problems that are associated with childhood.

New Course

SOCI/WGST 4338 Sociology of Sport
Ms. Wright requested that this item be tabled for a future meeting of the committee.
DEPARTMENT OF WRITING AND LINGUISTICS

Dr. Lori Amy presented the following item for the Department of Writing and Linguistics.

Course Number Change
FROM: WGST 3230  Introduction to Women and Gender Studies
TO:    WGST 2530  Introduction to Women and Gender Studies

The number change will bring the Introduction to Women and Gender Studies course in line with the standard of 2000-level introduction courses. A Cornwell/Joyner motion to approve the number change was passed unanimously.

COLLEGE OF BUSINESS ADMINISTRATION

DEPARTMENT OF FINANCE AND ECONOMICS

Dr. Chris Paul presented the following agenda items for the Department of Finance and Economics.

Emphasis Deletion
BBA Economics (Business Economics Emphasis)
The only difference between the requirements for this emphasis and the BBA Economics (no emphasis) is one course, ECON 4333 - Managerial Economics. The faculty did not feel that a difference of a single course is sufficient for an emphasis area.

A M.Smith/Cornwell motion to approve the deletion of this emphasis was passed unanimously.

Program Changes in BBA Economics (International Business Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Change BBA Economics (International Business) from 21 to 24 hour emphasis by requiring ECON 4431 – International Economics Development
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Cornwell/Heaston motion to approve these changes was passed unanimously.

Program Changes in BBA Economics (No Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Change BBA Economics (NO Emphasis) from 21 to 24 hour major by requiring an additional Upper Division Economics course
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Dallas/M.Smith motion to approve these program changes was passed unanimously.

Cross Listing
FINC 4534/ECON 4534  Business Insurance
A study of alternative methods of managing finance 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) Prerequisites: Junior Standing

This proposed cross-listing between economics (ECON) and finance (FINC) will allow BA and BBA economics majors to use this course as an upper-division economics elective. The topics covered in this course are typically considered to be economics topics as well as finance topics, so it is reasonable that the course be cross listed between economics and finance.

A F.Smith/Heaston motion to approve this cross-listing was passed unanimously.

**Course Title and Catalog Description**

**FROM: ECON 3132 International Economics I**
A study of macro-economic policies for open economies, linking domestic economic policy and international economic reality within the context of international trade, finance, and development. The course will make extensive use of case studies which will allow students to analyze current trade and macroeconomic relations. Provides students with the tools necessary to recognize those international economic factors likely to impact the effectiveness of domestic economic policy.

**TO: ECON 3132 International Trade**
A study of international trade both in theory and practice. The course will cover standard trade theory models from Ricardo to Hecksher-Ohlin, including criticism of the theories. Provides students with the tools necessary to analyze trade and the likely impact of trade on domestic economic policy. Course will focus on microeconomic trade issues. (3 credit hours)

The reason for making these changes is to more clearly describe the content of the course and to better describe the coordination of the topic coverage in this course with the topic coverage in ECON 3232 and ECON 4331. With the revised description, ECON 3132, ECON 3232, and ECON 4331 will complement each other and the amount of topic overlap among the courses will be reduced. A Hadley/Sikes motion to approve these changes was passed unanimously.

**Course Title, Catalog Description and Prerequisites**

**FROM: ECON 3232 International Economics II**
A rigorous economic analysis of trade models and of the economic impact of various types of trade barriers. An examination of the criteria for selection of an exchange rate system in both industrialized countries, developing and transitional countries and the design of commercial macroeconomic policies to direct or control trade and monetary flows. Prerequisite: ECON 3132

**TO: ECON 3232 International Monetary Relations**
Analyzes international monetary relations. Integrates economic theory, policy, and application. Examines the balance of payments the foreign exchange market, exchange-rate determination under alternate exchange-rate regimes, and macroeconomic policy in an open economy. (3 credit hours) Prerequisites: ECON 2105 and ECON 2106

The justification for these changes is to more clearly describe the content of the course and to better describe the coordination of the topic coverage in this course with the topic coverage in ECON 3132 and ECON 4331. With the revised description, ECON 3132, ECON 3232, and ECON 4331 will complement each other, the amount of topic overlap among the courses will be reduced. A student can take them in any order with the prerequisite change. A Sikes/F.Smith motion to approve these changes was passed unanimously.
SCHOOL OF ACCOUNTANCY

Dr. Mary Smith presented the following items from the School of Accountancy.

New Course
ACCT 4133 Intermediate Accounting III
The capstone of the intermediate accounting sequence, this course is a continuation of ACCT 3132. Advanced accounting topics including revenue recognition; accounting for income taxes; accounting for pensions and other post-retirement benefits; accounting for leases; accounting changes and error corrections; the statement of cash flows; and financial accounting disclosures are the basis for this course. Recent developments at the FASB, SEC, and IASB are reviewed as an essential part of this course and students should be prepared to critically examine prospective financial accounting standards. 3 hours Prerequisite: Grade of “C” or better in ACCT 3132.

The addition of ACCT 4133 is in response to the elimination of the three one-hour classes in COBA. This course will enable accounting students to have greater breadth and depth of coverage in financial accounting. This, in turn, should result in students being more successful in the workplace and on the Uniform CPA Examination. A Heaston/Sikes motion to approve this new course was passed unanimously.

Course Description and Prerequisites
FROM: ACCT 3131 Intermediate Accounting I
The nature of financial accounting, reporting, and current practice in the preparation of financial statements and in accounting for cash; current receivables; inventories, property, plant, and equipment; intangible assets; current liabilities; and contingencies. The time value of money is emphasized. The course stresses problem solving and critical thinking. 3 hours. Prerequisites: Grade of “B” or better in ACCT 2101 or grade of “C” or better in ACCT 2102.

TO: ACCT 3131 Intermediate Accounting I
The nature of financial accounting, external reporting, and current practice in preparation of financial statements in the accounting for cash, current receivables, and inventories. The historical development of accounting standards is presented along with a discussion of the use of the conceptual framework in the formulation of new standards. The time value of money is emphasized. A detailed review of the accounting cycle is an essential part of this course. The course stresses problem solving and critical thinking. 3 hours. Prerequisites: Grade of “B” or better in ACCT 2101 or adjusted GPA of 2.5 or better in ACCT 2101 and ACCT 2102.

The revised course content is being driven by the elimination of ACCT 3110 Basic Financial Accounting Concepts and the addition of ACCT 4133 Intermediate Accounting III. Students will have a stronger foundation in financial accounting and should be more successful in the workplace and on the Uniform CPA Examination. A Carroll/Joyner motion to approve these changes was passed unanimously.

Course Description
FROM: ACCT 3132 Intermediate Accounting II
Provides detailed coverage of several financial accounting topics including long-term liabilities, stockholder’s equity, investments, accounting for income taxes, accounting for pensions and other post retirement benefits, accounting for leases,
accounting changes and error analysis, the statement of cash flows and financial statement disclosure.

TO: ACCT 3132 Intermediate Accounting II
A continuation of financial accounting from ACCT 3131. This course provides detailed coverage of several financial accounting topics including property, plant, and equipment; intangible assets; current liabilities and contingencies; long-term liabilities; stockholders’ equity; earnings per share; and investments. The financial statements of several public companies are reviewed and a detailed analysis of these statements is an essential part of this course.

The revised course content is being driven by the elimination of ACCT 3110, Basic Financial Accounting Concepts, and the addition of ACCT 4133, Intermediate Accounting III. Students will have a stronger foundation in financial accounting and should be more successful in the workplace and on the Uniform CPA Examination. A Dallas/Cornwell motion to approve this course description change was passed unanimously.

Prerequisites
FROM: ACCT 3530 Tax Aspects of Business Decisions
ACCT 2101 and ACCT 2102 for BBA students. ACCT 2030 for Non-BBA students.

TO: ACCT 3530 Tax Aspects of Business Decisions
For BBA students: ACCT 2102 and grade of “C” or better in ACCT 2101. For Non-BBA students: Grade of “C” or better in ACCT 2030.

The prerequisite changes are necessary to be consistent with the pre-business core that requires a grade of “C” or better in ACCT 2101 and in the Business minor that requires a grade of “C” or better in ACCT 2030. A Dallas/Heaston motion to approve the prerequisite changes was passed unanimously.

Program Changes in BBA in Accounting
Reduce Business Core Requirements from 27 hours to 24 hours
Change BBA in Accounting from 21 to 24 hour major by adding an additional course: ACCT 4133 - Intermediate Accounting III
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A F.Smith/Cornwell motion to approve these program changes to the BBA in Accounting was passed unanimously.
SCHOOL OF INFORMATION TECHNOLOGY

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

Second Discipline/Concentration for the B.S. in Information Technology
Managerial Accounting
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 Managerial Accounting.

Second Discipline/Concentration for the B.S. in Information Technology
Financial Accounting
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 Financial Accounting.

A Joyner/Heaston motion to approve these two second disciplines was passed unanimously.

DEPARTMENT OF MANAGEMENT AND MARKETING

Dr. Glen Riecken presented the following agenda items for the Department of Management and Marketing.

New Courses
MGNT 3334 Human Resource Management
A survey course of the fundamentals of human resource management in organizations. The basics of Human Resource Management, systems, policies, and practices relative to functional areas such as workforce planning, employment, compensation and benefits, employee and labor relations, occupational health, safety and security will be covered. (3 credit hours) Prerequisite: MGNT 3130

This course provides the requisite foundation material for the upper division Human Resource Management courses. As a survey of Human Resource Management, it will attract a wide range of students from various disciplines. A Heaston/Hadley motion to approve this new course was passed unanimously.

MGNT 4333 Human Resource Information Systems
A study of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, and ensure compliance with employment law. The focus will be on merging computer technology with a strategic human resource management perspective. (3 credit hours) Prerequisite: MGNT 3130

Human Resource Information systems are now present in a majority of firms, to some degree. The field of Human Resource Management has seen vast changes in technology and most
employers desire such specialized knowledge in their new hires. This course will provide the strategic and technical training needed to master such systems. A Carroll/Dallas motion to approve the new course was passed unanimously.

**Course Deletions**

MGNT 4336  Compensation Management  
MGNT 4337  Employee Benefits

These courses will be combined with the Employee Benefits class and the Compensation management class and will no longer be needed.

**New Course**

MGNT 4332  Compensation and Benefits  
Designed to provide the knowledge and skills required to design and implement comprehensive compensation and benefit systems. Topics include the development of compensation strategy, internal pay structures, the role of job analysis and performance evaluation, the rewarding of individuals and groups, and administration of employee benefits. Prerequisite: MGNT 3130

This course is designed to integrate the material from two existing classes (MGNT 4336-Compensation Management and MGNT 4337-Employee Benefits). Changes in the field of Human Resource Management have driven this combination and more correctly reflect actual practice.

A Dallas/Carroll motion to approve the deletion of the two courses and the addition of the new course was passed unanimously.

**Catalog Description**

FROM: MGNT 3134  Behavior in Organizations  
An advanced course which integrates existing Organizational Behavior and Human Resources Management knowledge and provides opportunities for its application to realistic managerial challenges in domestic and international settings.

TO:  MGNT 3134  Behavior in Organizations  
An advanced course that examines the determinants and consequences of human behavior in formal organizations. Specific focus is on the individual, interpersonal, and group processes which underlie Organizational Behavior. (3 credit hours)

The Human Resource Management material is being removed from this course as it will be covered in proposed course MGNT 3334–Human Resource Management. A Heaston/Hadley motion to approve this description change was passed unanimously.

**Prerequisites**

FROM:  MGNT 4338  Staffing, Training, and Development  
Prerequisites: MGNT 3130 and BUSA 3131

TO:  MGNT 4338  Staffing, Training, and Development  
Prerequisite: MGNT 3130

These prerequisite changes reflect the overall change in the Human Resource Management Major and standardize the prerequisites across the upper-division Human Resource classes. A Sikes/Carroll motion to approve the prerequisite change was passed unanimously.

**Program Changes in BBA in Management (Human Resource Emphasis)**

Reduce Business Core Requirements from 27 hours to 24 hours
Change BBA in Management (Human Resource) from 21 to 24 hour emphasis by adding MGNT 3334--Human Resource Management, MGNT 4333--Human Resource Information Systems, and MGNT 4230--International Management to the required course listings; and changing the “Select four courses from the following: to “Select three courses from the following: MGNT 4332, MGNT 4333, MGNT 4335, and MGNT 4338.”

(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Cornwell/Hadley motion to approve these program changes was passed unanimously.

Program Changes in BBA in Management (Entrepreneurship/Small Business)
Reduce Business Core Requirements from 27 hours to 24 hours
Change BBA in Management (Entrepreneurship/Small Business) from 21 to 24 hour emphasis by requiring MGNT 4230, International Management, as the required international course and requiring MGNT 3334, Human Resource Management

(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Dallas/Sikes motion to approve these program changes was passed unanimously.

Program Changes in BBA in Management (General Emphasis/No Area of Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Change BBA in Management (General Emphasis/No Area of Emphasis) from 21 to 24 hour major by requiring MGNT 4230, International Management, as the required international course and reducing the electives choices by requiring MGNT 3334–Human Resource Management, MGNT 3234–Entrepreneurship/Small Business, and MGNT 3437–Service Operations Management

(See the attachments to these minutes for a complete listing of the course requirements for the program.)

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

Program Changes in BBA in Marketing (General Emphasis/No Area of Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Change the BBA in Marketing (General Emphasis/No Area of Emphasis) from 21 to 24 hour major by increasing the number of electives from 4 to 5, but also change the composition from all MKTG or LOGT electives to at least three MKTG electives and no more than two LOGT electives.

(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Heaston/Hadley motion to approve these program changes was passed unanimously.

Program Changes in Marketing (Sales & Sales Management Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Change the BBA in Marketing (Sales & Sales Management Emphasis) from 21 to 24 hour emphasis by increasing number of electives from 1 to 2, but also change the composition from all MKTG or LOGT electives to all MKTG electives.

(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Carroll/Hadley motion to approve these program changes was passed unanimously.
Program Changes in BBA in Marketing (Fashion Merchandising Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Change the BBA in Marketing (Fashion Merchandising Emphasis) from 21 to 24 hour emphasis by adding a MKTG elective
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Heaston/Carroll motion to approve these program changes was passed unanimously.

Program Changes in BBA in Marketing (Retailing Management Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Change the BBA in Marketing (Retailing Management Emphasis) from 21 to 24 hour emphasis by increasing the number of electives from 1 to 2, but also change the composition from all MKTG or LOGT electives to all MKTG electives.
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Heaston/Cornwell motion to approve these program changes was passed unanimously.

SCHOOL OF INFORMATION TECHNOLOGY

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

Course Deletion
IT 1032 Survey of Information Technology

Introduction of a Minor in IS/IT caused this course to be split into two courses: IT 1022 and IT 1012.

New Courses
IT 1022 Applications of IT
This course, which is required for all students wishing to major in IT, provides an overview of the use of IT in a variety of application areas. It also introduces students to the second disciplines available to them. Prerequisites: A “C” or better in IT 1032 and must have completed or be concurrently enrolled in IT 1012 and MATH 1232 or 1441.

This is one of the two courses created from the split of IT 1032.

IT 1012 Web Page Development
Introduction to JavaScript. Creation of a Web site for an organization to be identified by the student. Prerequisites: A “C” or better in IT 1031 and must have completed or be concurrently enrolled in CSCI 1236.

This is the other course created from the split of IT 1032.

A Carroll/Cornwell motion to approve the deletion of IT 1032 and the addition of the two new courses was passed unanimously.

Proposed Modification in BS/IT Program and IT Courses
Area F: Replace MATH 2332 with MATH 2130, Discrete Mathematics for IT
Replace IT 1032 with IT 1022 and IT 1012
(See the attachments to these minutes for a complete listing of the course requirements for the program.)

A Sikes/Cornwell motion to approve these program changes was passed unanimously.

**New Courses**

**IT 4335  Network Architecture**
This course covers the hardware required for interconnecting digital devices for the purpose of enabling data communication through a network. Bus architectures, ports, network cards, cabling, routers, switches. Ensuring network reliability. Optimizing network performance. Prerequisite: A “C” or better in CISM 3134.

This course replaces the CSCI 5240–Computer Organization/Architecture course.

**IT 4890  Directed Study in Information Technology**
Designed for independent study and research in selected areas of Information Technology under faculty supervision. Prerequisite: Permission of department chair or director.

From time to time, a student may be interested in a more in-depth coverage of a selected area of Information Technology than is provided by the other courses offered in the IT program. Where such interests coincide with the research interests of a faculty member, the course would allow students to pursue these interests.

A Heaston/Cornwell motion to approve these two new courses was passed unanimously.

**Prerequisite Changes**

**FROM:** IT 3131  Web Application Design and Development
IT 1032–Survey fo Information Technology and CISM 2230–Applications Development

**TO:**  IT 3131  Web Application Design and Development
A “C” or better in IT 1012–Web Page Development and CISM 2230–Applications Development

**FROM:** IT 3132  Web Software
IT 3131

**TO:**  IT 3132  Web Software
A “C” or better in IT 3131–Web Applications Design & Development

**FROM:** IT 3234  Software Acquisition, Integration, and Implementation
A “C” or better in CISM 3135 and IT 1032

**TO:**  IT 3234  Software Acquisition, Integration, and Implementation
A “C” or better in CISM 3135–Systems Analysis and Design and IT 1012–Web Page Development

**FROM:** IT 4135  Information Organization and Retrieval
CISM 4134 or CSCI 5432

**TO:**  IT 4135  Information Organization and Retrieval
A “C” or better in CISM 4134–Data Management or CSCI 5432–Database Systems

**FROM:** IT 4234  Network Operating Environment
CISM 3134 or CISM 3135

**TO:**  IT 4234  Network Operating Environment
A “C” or better in CISM 3134–Data Communication or CISM 3135–Systems Analysis and Design

FROM: IT 4235 Problems in Web Application
TO: IT 4235 Problems in Web Application

A Heaston/Cornwell motion to approve these prerequisite changes was passed unanimously.

Proposal for Minor in Information Systems/Information Technology

Dr. Reichgelt requested that this proposal be tabled and brought back to a future meeting.

DEPARTMENT OF FINANCE AND ECONOMICS

Dr. Chris Paul presented the following agenda items for the Department of Finance and Economics.

Prerequisite Changes

TO: FINC 3132 Intermediate Financial Management

FROM: FINC 3133 International Finance
TO: FINC 3133 International Finance

FROM: FINC 3231 Financial Markets and Investments
TO: FINC 3231 Financial Markets and Investments

FROM: FINC 4231 Personal Financial Planning
TO: FINC 4231 Personal Financial Planning

FROM: FINC 4234 Personal Insurance Planning
TO: FINC 4234 Personal Insurance Planning

FROM: FINC 4431 Principles of Real Estate
TO: FINC 4431 Principles of Real Estate
The reason for making these prerequisite changes is because students who do not earn a “C” or better in the prerequisite course do not possess the tools to perform in the other courses.

A Dallas/Heaston motion to approve these prerequisite changes was passed unanimously.

FROM: FINC 4233 Principles of Real Estate
TO: FINC 4233 Principles of Real Estate
A grade of “C” or better in FINC 3131

FROM: FINC 4331 Bank Management
TO: FINC 4331 Bank Management
A grade of “C” or better in FINC 3231

FROM: FINC 4232 Securities Analysis
TO: FINC 4232 Securities Analysis
A grade of “C” or better in FINC 3231

The reason for making these prerequisite changes is because a student who does not earn a “C” or better in the prerequisite course does not possess the tools to perform in the other courses.

A Dallas/Heaston motion to approve these prerequisite changes was passed unanimously.

Program Changes in BBA in Finance
Reduce Business Core Requirements from 27 hours to 24 hours
Increase Elective Hours from 12 to 15 due to the elimination of the three one-hour courses
(See the attachments to these minutes for a complete listing of the course requirements for this program.)

A Sikes/Cornwell motion to approve these changes to this program was passed unanimously.

Program Changes in BBA in Finance (Risk Management Emphasis)
Reduce Business Core Requirements from 27 hours to 24 hours
Increase Elective Hours from 12 to 15 due to the elimination of the three one-hour courses
(See the attachments to these minutes for a complete listing of the course requirements for this program.)

A Heaston/Cornwell motion to approve these changes to this program was passed unanimously.

Elimination of Three Areas of Emphasis
BBA in Finance – Banking Emphasis
BBA in Finance – Financial Planning Emphasis
BBA in Finance – Real Estate Emphasis

Dr. Paul requested that these three agenda items be tabled for a future meeting of the committee.

OTHER BUSINESS

There was no other business to come before the committee.
ADJOURNMENT

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

Respectfully submitted,

Faye Bacon
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL

Chair: Vaughn Vandegrift

November 19, 2002, 9:30 a.m.

1. Ed Walker (COBA), chair of the Honors Committee, reported about plans to allow stoles designating membership in academic honors societies to be worn at graduation. The stoles would be purchased with academic regalia and would be white silk with the Georgia Southern University logo embroidered on the left side and the honor society Greek letters or script embroidered in navy on the right side. They would be worn around the neck over the gown of members of the honors societies. A description of the stole and a listing of the honor societies whose members are approved to wear the stole would be included in the commencement program. Nationally recognized academic honor societies recognized by the university would be eligible, and the student would have to have a minimum 3.0 grade point average. Fraternities and sororities that are primarily social or service-oriented in nature would not be eligible.

Some concern was expressed that such stoles not overshadow the accomplishments of those graduating summa, magna, and cum laude. There were also questions about who adjudicates which societies will be eligible.

Provost Vandegrift noted that there was a consensus that the Honors Committee should move ahead with its plans.

Walker also noted that awards for Honors Day must be approved by the end of the fall semester.

2. Mike Deal (Registrar) distributed the 2005-06 academic calendar. He also distributed the fall enrollment report.

There was also discussion of the possibility of creating a more user-friendly version of each semester’s offerings in response to a concern raised at the Provost’s open forum. Mr. Deal will look into the possibility of an abbreviated list of classes that could be printed for the convenience of students and advisors.

3. Teresa Thompson (Admissions) reported on various recruitment efforts, highlighting efforts such as Scholars Day that are designed to attract high-ability students.

4. Jayne Perkins (Institutional Research) discussed providing data to help the committee with its deliberations regarding changing the policy of repeating courses for grade improvement. Provost
Vandegrift asked that, if possible, such data should be compiled by this February in order to meet catalogue deadlines. Perkins also distributed a form for the college deans to respond to the results of the ACT-SOS survey.

5. Lisa Spence (Information Technology Services) reported that the proposal to make Groupwise the University standard groupware was ready, with the Provost’s approval, to be submitted to the President’s cabinet. Once approved, there would be a “managed migration” to implement the software throughout the University along the lines of the COBA pilot project.

Spence then distributed a construction calendar for major IT services projects. February through April of 2003 will be extremely busy times. She asked for the faculty’s cooperation and patience. This request was reiterated by the Provost.

Summary of the Academic Advisory Council
Chair: Vaughn Vandegrift

The Academic Advisory Council met on January 14, 2003

1. Update from Registrar. Mike Deal reported that grades being made available to students as soon as the faculty member posts them has created a problem for some faculty members who had students wishing to discuss their grades before they had time to finish all their grading at semester’s end. It was suggested that grades be made available 24 hours after the last exam in the exam schedule. He also reported on the progress of attendance verification, noting that 2/3 of the verifications are in. The deadline is 5 p.m. today (January 14). Emails will be sent to faculty who have not completed the verification process tomorrow morning, after which deans and department heads will be notified. Suggestions were made that an informational sheet about verification be made available to faculty, especially for the benefit of temporary and part-time faculty members. Further concerns were raised about the possible need for an abbreviated version of the schedule of classes to exist in some paper form for the convenience of advisors and their advisees. Finally, Mr. Deal informed the council that an electronic grade change form was being developed, and sought advice about whether the new form should continue to require the approval of deans and department heads. It was the consensus of the council that it should.

2. Update from Admissions. Teresa Thompson reported on the reception in Atlanta to be held January 30, as well as the open house to be held on campus February 8. Admissions is also planning for Scholar’s Day activities to be held in the RAC the weekend of February 28 and March 1. As in the past, this is an opportunity for us to attract more high-ability students to the university.

3. Update from Institutional Research. Jayne Perkins reported on the Assessment Inventory and the ACT-SOS (Student Opinion Survey), as well as providing web addresses for the Office of Educational Accountability (http://reportcard.ga-oea.org) and fall enrollment data (http://www.usg.edu/usg_stats/index.html).

4. Update from IT Services. Lisa Spence reported the increase in notifications by organizations such as RIAA (Record Industry Association of American) and MPAA (Motion Picture Association of America) about copyright infringements from campus computers, through
Napster-like programs such as KaZaA. Aside from presenting a legal problem, this also presents a bandwidth problem. Ms. Spence also reported that the campus network will have to shut down for a weekend in February to permit an upgrade of the campus switch, the backbone of the campus network. Once this work is completed, we will see a noticeable increase in campus network speeds. Finally, Ms. Spence reported that the plan to implement Groupwise as the standard university email and calendar program needs some improvement, but that plan is now on hold because of concerns over the implementation cost during a period of budgetary uncertainty.

5. Update from the Graduate School. Acting Dean Charles Hardy reported the relocation of the Graduate Admissions Office to the Office of Admissions. This merger will increase efficiency and effectiveness.

6. Update from CET/Faculty Development. Kent Rittschof announced the upcoming CET retreat (March 4-7). He also announced the Focus on Excellence talk by June Alberto on January 14.

Respectfully submitted,
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

Has not met since the February Report.

ELECTIONS COMMITTEE
Chair: Jim LoBue

No Report Submitted

FACULTY WELFARE COMMITTEE
Chair: David Dudley

February 14, 2003

Prof. Dudley reported to the committee on the Faculty Senate meeting of February 12. He congratulated committee members on their work, noting especially that the Senate passed the committee’s motion to provide benefits such as use of the RAC and family-priced tickets for campus events to domestic partners of administration, faculty, and staff. Dudley further noted that the Senate asked the committee to write a draft of a proposal for President Grube to present to the BOR on behalf of the Senate, asking the BOR to provide full health care benefits to domestic partners of administration, faculty, and staff throughout the university system.

A question arose about the implementation of the motion the Senate passed, requesting on-campus benefits for domestic partners. The committee agreed that implementation of the proposal is not the responsibility of the Faculty Welfare Committee.

Prof. Dudley then brought before the committee some proposals for clarification in the tenure and promotion guidelines in the Faculty Handbook. The request for clarification came from a colleague in CLASS, who directed concerns to David Allen, Moderator of the Senate. Prof. Allen then directed these concerns to the Welfare Committee.

Prof. Dudley offered some revisions to wording of the tenure and promotion guidelines, based upon the concerns of the colleague who contacted Prof. Allen. The first concern, that the Faculty Handbook should be revised to include a statement about review of promotions and tenure at the Deans’ Council level, was brought to the table first. The ensuing discussion clarified that the deans’ input at this level is advisory to the Provost. After they make recommendations on the applications from their colleges, they review all recommendations from all colleges and advise the Provost individually. In their advisory role, they function at this level much like the departmental promotion committees and the college promotion committees function at the other two levels mentioned in the Handbook statement on promotion, except that their advice is individual, not made as a group as is usually the case with promotion committees at the other two levels. The Provost is charged with making a recommendation to the President, and he considers input from various constituencies. The deans do not review tenure applications at this level. With this explanation, the committee saw no need for the suggested revisions of wording, and Prof. Dudley withdrew the proposed changes.
The committee did, however, agree to propose to the Senate two clarifications in the tenure and promotion guidelines, which will be presented at the next Senate meeting. They are as follows:

In section 208 of the *Faculty Handbook* (p. 25) we suggest the following rewording of the third sentence in paragraph one (added words in **boldface**):

Promotion applications are considered and recommendations made at the department/school, college, and Provost’s levels, culminating in an institutional recommendation to the Board of Regents at the President’s level.

In section 209 of the *Faculty Handbook* (p. 25), we propose the addition of the following sentence at the beginning of the second paragraph:

Tenure applications are considered and recommendations made at the department/school, college, and Provost’s levels, culminating in an institutional recommendation to the Board of Regents at the President’s level.

The committee authorized Prof. Dudley to contact the colleague who raised questions and to inform that colleague of the committee’s discussion and proposed additions to the tenure and promotion guidelines.

The committee next turned to the issue of harassment, which it had been charged to take up by the Senate. Prof. Dudley reported that the motions sent to the Senate for consideration at the February 12 meeting had been returned to the committee by the SEC, asking for further clarification.

Through discussion led by Prof. Walker, chair of the sub-committee investigating harassment issues, the full committee identified areas in which further clarification is needed, and concluded that the Senate does desire from the committee a statement on harassment to be added to the university’s official policies.

Areas for further investigation and clarification include:

1. A definition of harassment, including a clear identification of where definitions of various kinds of harassment already exist in university publications such as the *Faculty Handbook*.

2. As part of the definition of harassment, we need to distinguish between sexual harassment and gender harassment; gender harassment especially needs to be defined and included in university publications.

3. A clear statement should be made available to the university community (and certainly added to the *Faculty Handbook*) about where individuals being harassed should seek assistance. The committee believes that cases of gender and sexual harassment should be taken to the Affirmative Action Office, that cases of immediate physical harm (either threatened or perceived) should be taken immediately to the university office of Public Safety (i.e., the police), and cases of verbal or physical harassment be addressed to the vice president who has oversight over the harasser.
The matter was referred back to the subcommittee on harassment with a view toward presenting new motions for consideration at the next Faculty Senate Meeting.

Respectfully submitted,

David Dudley, Chair

FACULTY DEVELOPMENT COMMITTEE
Chair: Mary Marwitz

The Faculty Development Committee met on Wednesday, February 5, 2003 to consider proposals for travel for the spring, 2003 cycle. Present were Kent Rittschof (CET), Mary Marwitz (Senate), David Dudley (CLASS), Greg Russell (COBA, new member), Missy Bennett (COE), and Larry Stalcup (CHHS).

The committee welcomed two new members to its ranks, Greg Russel (COBA), replacing Susan Williams, and Gale Watson (COST), replacing Pam Watkins.

The committee considered 22 proposals requesting travel funds of $26032.39; we funded, in whole or in part, 14 proposals totaling $11,346.45.

The committee also considered requests for faculty leave, with a majority of the committee voting to fund all of them.

At its meeting on March 12 (Kent Rittschof [CET], Mary Marwitz [Senate], David Dudley [CLASS], Missy Bennett [COE], Gale Bennett [COST], JoEllen Broome [Library] and Larry Stalcup [CHHS] the committee considered 24 applications for Summer Awards, making tentative awards of $39,000, including 12 full awards and two partial ones. The number of awards represents a substantial increase from the usual allowance of five Summer Awards. The tentative status of the awards comes from our still-unresolved questions about the allocation of remaining funds and the end of the fiscal year.

Committee members are currently considering 13 folders in application for the University Excellence in Teaching Award.

Future meetings are to be announced for consideration of summer and early fall travel and for revisions to the wording of the call for proposals.
FACULTY SERVICE COMMITTEE
Chair: Alice Hall

The Faculty Service Committee met to consider the applications for Faculty Service Spring Grant awards. The Committee reviewed thirteen grant applications requesting a total of $28,986.60. Eight of the thirteen proposals received grants that were either fully or partially funded awarding a total of $17,821.00.

Respectfully submitted,
Natalie L. Laney
Coordinator

FACULTY RESEARCH COMMITTEE
Chair: Karen Mc.Curdy

No report submitted.

GRADUATE COMMITTEE
Chair: Jerry Wilson

January 15, 2003, Dean’s Conference Room, College of Education

Present: Dr. Jerry Wilson, COBA; Dr. Charles J. Hardy, Acting Dean, College of Graduate Studies; Dr. Richard Flynn, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Carol Cornwell, CHHS; Dr. Deborah Thomas, COE; Dr. Delores Liston, COE; Dr. Cindi Chance, Academic Affairs; Dr. Bede Mitchell, LIB; Dr. Mike McDonald, COBA; Dr. Bob Fernekes, LIB; Dr. J. B. Claiborne, COST

Others: Dr. John R. Diebolt, Ms. Lee Mitchell, Dr. Kent Guion, CHHS; Dr. Curtis Ricker, CLASS; Dr. Dan Hagan, COST; Dr. Barry Balleck, CLASS; Dr. Mia Alexander-Snow, COE; Dr. Diana Hammitte, COE

Dr. Jerry Wilson, Chair, called the meeting to order at 3:30 p.m.

APPROVAL OF AGENDA

The agenda was approved as amended.

APPROVAL OF MINUTES
Minutes of the November 21, 2002, Graduate Committee meeting were approved as submitted.

CURRICULUM AMENDMENTS AND PROGRAM CHANGES

COLLEGE OF LIBERAL ARTS and SOCIAL SCIENCES

Dr. Curtis Ricker presented the following changes for the College of Liberal Arts and Social Sciences.

DEPARTMENT OF ART

Change in Catalog MFA grade requirement

FROM: A grade of A or B is required in course work applied toward the degree.

TO: Only grades of A or B count toward the completion of the degree with no more than two C’s permitted during the completion of the program.

Justification: Clarification of the “C” grade in the MFA program. It was recommended that and with the concurrence from the Art Department the statement “students earning grades of “C” or below in three courses will be excluded from the program” be included.

MOTION: Dr. Carol Cornwell motioned to approve these changes for the Department of Art. Dr. Kathleen Comerford seconded the motion. It was passed.

DEPARTMENT OF FOREIGN LANGUAGES

Course Change: Title and Catalog Description

FROM: SPAN 5235G Contemporary Hispanic Women Writers
A study of post-WWII literary works by Hispanic women of both Spain and Spanish America. Issues affecting the changing role of women in Hispanic society will be examined as will each author’s personal style and point of view. Prerequisites: SPAN 3230 and two other 3000-level courses or permission of instructor.

TO: SPAN 5235G Modern Spanish American Women Writers

A study of post-WWII literary works by Spanish American women of both Spain and Spanish America. Issues affecting the changing role of women in Spanish American society will be examined as well as each author’s personal style and point of view. Prerequisites: SPAN 3230 and two other 3000-level Spanish courses or permission of instructor.

Justification: Title change to reflect standard usage of “Spanish American”

FROM: SPAN 5332G Latin American Cinema

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

TO: SPAN 5332G Spanish American Cinema

To provide a knowledge of Spanish American films. Focuses on Spanish American culture in general and discusses a variety of themes such as traditions, customs, official history, the role of women, marginalized individuals, students’ needs, educational systems, the search for identity, authentic dishes, exile and politics. Prerequisites: Completion of SPAN 2002 or the equivalent.

Justification: Title change to reflect standard usage of term “Spanish American”
MOTION: Dr. Richard Flynn motioned to approve these changes for the Department of Foreign Languages. Dr. Kathleen Comerford seconded the motion. It was passed.

DEPARTMENT OF WRITING AND LINGUISTICS

Course Change: Subject/Number

FROM: WRIT 7230    Writing and Linguistics

TO: WRIT 7260    Writing and Linguistics

Justification: The proposed course number reflects six credit hours for this course.

MOTION: Dr. Richard Flynn motioned to approve these changes for the Department of Writing and Linguistics. Dr. Carol Cornwell seconded the motion. It was passed.

DEPARTMENT OF POLITICAL SCIENCE

Program proposals and changes presented by Dr. Barry Balleck for the Department of Political Science were tabled until the next meeting of the Graduate Committee.

COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Dan Hagan, COST, presented the following changes for the College of Science and Technology.

DEPARTMENT OF BIOLOGY
Catalog Change:

Delete the current two paragraphs under the heading Other Program Requirements and insert the following two paragraphs.

Students entering the Master of Science program in Biology are expected to demonstrate knowledge of a broad range of biological principles such as those covered in a general biology course. Thus, all students entering the graduate program in biology at Georgia Southern must (1) have passed the GRE advanced Biology test with an overall score at the level of the 50th percentile OR (2) pass a qualifying exam equivalent to a final examination in a general biology course with a minimum score of 80%. Students must take the qualifying exam during their first week of classes and may retake the test no more than twice during their first semester. Students who fail to pass the qualifying exam will not be re-admitted for a second semester.

Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her committee. This thesis must be defended before the graduate committee and presented at a public exit seminar. The thesis defense is a comprehensive examination that may include questions on the thesis, subject matter related to the thesis, and coursework taken at Georgia Southern University.

MOTION: Dr. Kathleen Comerford motioned to approve these changes for the Department of Biology. Dr. Richard Flynn seconded the motion. It was passed.

COLLEGE OF EDUCATION

Dr. Delores Liston presented the following items for the College of Education.

GRE Requirement for College of Education Graduate Program Admission

The College of Education proposes the following change to its GRE admission requirements. Only the sentences provided here reflect changes. All other sections of the current admissions requirements would continue to stand as is.

The approach that the College of Education is taking to the new Analytical Writing subtest is to use it only as additional evidence if the applicant does not meet the stated GPA or test score requirement for regular or provisional admission. In that case, the program faculty will review the application using letters of reference, a statement of intent, and if available, the Analytical Writing score. This policy will be reviewed at a later date to determine a minimum score for the Analytical Writing subtest, if deemed appropriate.
The change would be reflected in the 2003-04 catalog but would go into effect immediately for those applicants who take the new Analytical Writing subtest.

**M.Ed. Regular Admission:**

4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**M.Ed. Provisional Admission:**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Ed.S. Regular Admission:**

4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 49 on the Miller Analogies Test (MAT).

**Ed.S. Provisional Admission:**

Provisional admission may be granted through program faculty review if GPA and/or test score criteria for regular admission in the Ed.S. program are not met, additional materials must be submitted.

MOTION: Dr. Delores Liston motioned to approve these changes to the GRE requirement for COE Graduate Program Admission. Dr. Deborah Thomas seconded the motion. It was passed.

**DEPARTMENT OF CURRICULUM, FOUNDATIONS AND RESEARCH**

**Selected Topic Announcement**
EDUF 7090  Home-School Relationships

Application of theory and research to (1) understand the role of parents, caregivers, teachers and community leaders in guiding the behavior and learning of children from birth through adolescence; and (2) to explore parent education programs. (3 Credit Hours)

Justification: This course explores a timely topic that meets the needs of graduate students specifically in the M.Ed. program in Early Childhood Education but in other education fields as well.

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Selected Topic Announcement

EDLD 7090  Doctoral Seminar

This course explores the rationale for pursuing a doctorate in educational administration within the context of personal preferences, professional competencies and organizational politics. Students are provided an orientation to the doctoral program in educational administration in anticipation of the tremendous demand for performance. Students enhance group participation skills, professional writing competencies, and analytical ability within a structural collegial environment. Prerequisites: Advanced Ed.D. Admission (first course in the doctoral core, Tier II) (3 credit hours)

Justification: This course is being developed to become a required component of the Ed.D. core in Educational Administration

Revise GRE Scores for Admission to Ed.D. in Educational Administration

The College of Education proposed a change in the admission criteria to the Ed.D. in Educational Administration program in an effort to be consistent with ETS recommendations not to use
combined GRE scores in admissions decisions. This change will also make the two Ed.D. programs consistent in their admission criteria regarding test scores.

Delete current statement (2002-03 Catalog, page 279):
Achieve a GRE (General Test) minimum verbal score of 450, a minimum score of 450 on either the quantitative or analytical subtest (the sum of the two parts, one verbal, must be at least 1000). A minimum raw score of 55 on the Miller Analogies Test is also acceptable. Applicants may file a formal appeal when their scores fall below these minimums.

Add proposed statement:
Present scores from the Graduate Records Examination (GRE) or the Miller Analogies Test (MAT).

Motion: Dr. Delores Liston motioned to approve these changes to revise GRE Scores for Admission to ED.D. in Educational Leadership. Dr. Deborah Thomas seconded the motion. It was passed.

Dr. Liston presented the following for the Education Specialist Degree in Educational Leadership

EDUCATIONAL LEADERSHIP

Course Deletions

EDLD 8330 Clinical Supervision

Justification: Clinical supervision, is one of the thirteen electives from which Ed.S. students may choose to fulfill their 18 semester hours of the specialist content area in Educational Leadership. This course content is currently integrated into other courses offerings and does not warrant a full semesters commitment to the content included in this course.

EDLD 8530 Advanced School Law

Justification: Advanced School Law, is one of the thirteen electives from which Ed.S. students may choose to fulfill their 18 semester hours of the specialized content area in Educational Leadership. This course content is currently offered in both the L-5 certification program and
M.Ed. Program. In both cases the thrust is to examine court findings that have had traditional impact on public education. The L-5 and the M.Ed program both offer the most recent court findings that impact education (EDLD 7133). A second school law course is not needed

**Revise Ed.S. Program of Study – Option II (Regular)**

Justification: To delete EDLD 8330 Clinical Supervision and EDLD 8530 Advanced School of Law

**Delete Ed.S. Program of Study - Option I (Endorsement for L-5 & L-6 Certification)**

Justification: This option included the requirements for the specialized study components for the non-degree L-5 certificate in Educational Leadership. Beginning in the spring of 2003, candidates will only be admitted into the Ed. S. program in Educational Leadership if they have already earned their L-5 certification thus rendering mute the need for Option I.

MOTION: Dr. Delores Liston motioned to approve these changes for Educational Leadership. Dr. Carol Cornwell seconded the motion. It was passed.

Dr. Mia Alexander-Snow presented the following Program of Study changes for the Master of Education in Higher Education Administration and Ed.S. in Educational Leadership with Emphasis in Higher Education Administration

**HIGHER EDUCATION ADMINISTRATION**

**Master of Education Program of Study:**

**Professional Education Core Requirements:** Currently, students are required to take Educational Research, Learning Theories and Applications, Instructional Technology for Educators or Instructional Technology for Leaders.

**Proposed change:** Offer students the option of taking Web Design Development
Rationale for change: The Web-Design Development course will be useful to higher education administrators and faculty because it involves tools for the design and maintenance of Web pages. Higher education administrators are often responsible for marketing, and program development.


Proposed Change: Make Educational Evaluation an elective
Rationale for change: This is a post-master’s level course designed for students who are involved in assessment/evaluation. Not all masters level students need program review; those who wish to have advanced learning in evaluation theories may take the course as an elective.

Proposed change: Require Contemporary College Student.
Rationale for change: Contemporary College Student (currently an elective) is a course that looks at higher education issues from the student perspective, which is important in higher education administrative issues. Also, it is a course that is required by most higher education administrative programs nationwide.

Higher Education Administration Electives: Currently students are required to satisfy 15 semester hours of elective course work.

Proposed change: Allow students the option to complete 18-semester hours of elective course work in a specific discipline or teaching field.
Rationale for change: This option will allow students greater opportunity for career development. Students who pursue the teaching option would be able to meet the minimum requirement to teach at a post-secondary institution, as well as earning an advanced degree required for career advancement in higher education administration. Currently, the option is available to students pursuing the Ed.S. in Educational Leadership with emphasis in Higher Education Administration.

Education Specialist Program of Study

The Education Specialist degree is designed for students who have a Master’s in Higher Education Administration or related field and who wish to advance their study in the field of higher education administration. Given those students already hold a master’s in higher education administration or related field, the Ed.S. is not as directed and prescriptive as the Master of Higher Education Administration program. This program is designed to meet student’s needs. Like the master’s program in higher education administration, the Educational Specialist offers students the opportunity to combine their study of higher education administration with their interest in a specific
Students will complete 12-semester hours of content courses in higher education administration, 9-semester hours in research, and may complete 18-semester hours of elective course work in a specific discipline or teaching field.

**Required Core:** Currently, students are required to take Educational Statistics I, Field-Based Research, Directed Research in Educational Leadership, Higher Education Policy, Higher Educational Governance, & Higher Education Practicum (if necessary).

**Proposed Change:** No longer require Higher Education Policy, Higher Education Governance. Make these courses electives.

**Rationale for change:** The Ed.S. is designed for content flexibility based on students’ professional/career needs. Students who already have a Master’s in Higher Education Administration or related field are affected most by the current core requirements. Most students who have the Master’s in Higher Education Administration or related field would have satisfied the core content in their master’s programs. Since their coursework is not post-master’s these students must find either a substitution or re-take the courses to satisfy Ed.S. requirements, which runs counter to the spirit of the Ed.S.

**Proposed Change:** Do not include the Higher Education Practicum as a Core option; make it an Elective.

**Rational for change:** Currently, the Higher Education Practicum is listed as “(if necessary),” which means it is an elective course. Most will not need to take the practicum, but if one would like, it is an option.

**Note:** Currently, the Ed.S. in Educational Leadership with emphasis in Higher Education Administration is a 30-hour program. Students who wish to continue on to advanced doctoral work must complete an additional 6 hours. Under the proposed program of study for the Ed.S., students must satisfy 36-39 hours—an additional 6-9 hours above the current 30 hours for the Ed.S. in Educational Leadership with emphasis in Higher Education Administration. Given that students need 36 hours of post-masters course work prior to the start of advanced doctoral work, I suggest that the Ed.S. be a minimum of 36 semester hours, instead of 30-hours, as it now stands. Also, thirty-six hours is the same hours needed for completion of the masters.

**MOTION:** Dr. Delores Liston motioned to approve these changes for Higher Education Administration. Dr. Deborah Thomas seconded the motion. It was passed.

Dr. Diane Hammitte presented the following changes for the Special Education Program.

**SPECIAL EDUCATION**
NEW COURSE

SPED 7133  Collaboration Across the Life Span

An in-depth examination of the issues confronted by individuals with disabilities and their families across the life span is provided. The consultative and collaborative skills necessary to work with students with disabilities, parents, student services personnel, and community agencies across the life span are taught. Emphasis is placed on planning and implementing transitions at all stages. Credit: 3 hours.

Justification: Collapsing SPED 7137 and SPED 7139 into one course to meet the needs expressed by our graduate population. Integration of these two courses reflects the professional theory base of our field.

COURSE DELETIONS

SPED 7137  Life Span Issues in Special Education

Justification: SPED 7137 and SPED 7139 are being replaced by SPED 7133. Integration of these two courses reflects the professional theory base of our field.

SPED 7139  Consultation and Collaboration of Special Education

Justification: SPED 7137 and SPED 7139 are being replaced by SPED 7133. Integration of these two courses reflects the professional theory base of our field.

Add Interrelated Disabilities Strand to M.Ed. in Special Education

Revised Programs of Study for three current strands: Behavior Disorders, Learning Disabilities, and Mental Retardation
MOTION: Dr. Delores Liston motioned to approve these changes for the Special Education Program. Dr. Deborah Thomas seconded the motion. It was passed.

Dr. Deborah Thomas presented the following for the Ed.S. Program

**Reorganized Ed.S. PROGRAM**

Justification: The Program Reviews and University recommendations for the Ed.S. programs in Early Childhood, Middle Grades, Reading, Secondary Programs, P-12 Programs, Instructional Technology, and Special Education indicated that these programs must “reduce and reorganize” due to low student enrollment.

**NEW COURSES**

**ESED 8130 Research on Current Trends and Issues**

This course provides candidates the opportunity for in-depth exploration and reflection of current trends, issues and research of effective teaching and learning. Emphasis is placed on the topics of reform/renewal and the moral dimensions of teaching and learning. Candidates will identify researchable topics, examine and synthesize quantitative and qualitative research related to such topics and write a first draft of a literature review. (3 credit hours; must be taken during the first 9 hours of the program; Prerequisite: Admission into the Ed.S. program).

Justification: This is a required course for the Ed.S. in Teaching and Learning. Candidates will explore current trends, issues, and research in their field and begin the development of their Ed.S. research.

**ESED 8131 Teacher Leadership**

This course is an action-oriented experience that explores the multiple aspects of the teacher as a leader. Teachers will discover their own leadership
potential as they delve into the characteristics of leadership, adult development, the school culture, interpersonal and technical skills and task and functions of leadership. Examination and application of processes, systems, strategies, and leadership to achieve results in classroom, building, and larger educational arenas. A goal is to develop a working knowledge of characteristics of successful organizational systems, core values, and educational concepts that ensure continual improvement of teaching and leadership methods. (3 credit hours) Prerequisite: ESED 8130

Justification: This is a required course in the Ed.S. in Teaching and Learning. Candidates’ knowledge base, developed in the M.Ed., and experience are applied to a larger learning community—the classroom, school district, and beyond with an emphasis on developing teachers as leaders.

**ESED 8132 Curriculum and Instruction**

This course is designed to provide the experienced teacher and graduate candidate with an opportunity to examine and explore current trends and issues in curriculum and instruction and the impact of these trends and issues on student learning outcomes. A focus in on the critical evaluation of traditional and non-traditional curriculums, the influence of professional standards on curriculum across content areas, and the development of effective instructional practices to enhance academic achievement for all students. (3 credit hours) Prerequisite: ESED 8130.

Justification: This is a required course in the Ed.S. in Teaching and Learning. Candidates will apply their content knowledge to curriculum and instruction issues with an emphasis on enhancing academic achievement for all students.

**ESED 8839 Seminar and Field Study**

Students will initiate, complete and present an acceptable field-based research study, developed and approved in EDUR 8434. This course will focus on collecting, organizing and analyzing data, as well as composing a formal research paper based on the research study. The course culminates with an oral presentation of the study. Seminars will be held that focus on current trends, issues, and research in one’s teaching field and certification level. (3 credit hours). Prerequisites: EDUR 8131, EDUR 8434, ESED 8130, ESED 8131, ESED 8132, ITEC 8230.
Justification: This is a required course for the Ed.S. in Teaching and Learning. It supports candidates as they complete the Ed.S. research process.

ITEC 8230 Transforming Learning with Technology

Critical examination of the role of technology and instructional design in the teaching/learning process. Review of quantitative and qualitative research relevant to student’s area of interest and the impact of technology on student learning. Examination of the use of electronic portfolios to demonstrate student learning. Prerequisites: ITEC 8530: Applications of Instructional Technology OR InTECH/MediaTech certification and ESED 8130. 3 Credit Hours.

Justification: This is a required course for the Ed.S. in Teaching and Learning. It supports candidates as they complete the Ed.S. research process.

MOTION: Dr. Deborah Thomas motioned to approve these for the Ed.S. Program. Dr. Liston seconded the motion. It was passed.

IV. OLD BUSINESS

Dr. Wilson brought back to the table the issue of the Graduate Faculty Development Fund. Dr. Hardy presented a proposal to the committee. Dr. Mike McDonald motioned that this matter be tabled to the next meeting under Old Business. Dr. Carol Cornwell seconded the motion. It was passed.

Dr. Wilson brought back to the table the Graduate Faculty Selection Process. This matter was tabled into the next meeting of the Graduate Committee.

V. NEW BUSINESS

There was no new business presented to the committee.

VI. ANNOUNCEMENTS
Dr. Hardy announced that beginning Spring Semester 2003 there would be a change in dissertation/thesis procedures. The College of Graduate Studies will check for format only.

Dr. Hardy distributed a draft of the new curriculum form proposed by the Dean’s Council. Dr. Hardy asked that the Graduate Committee review and provide any comments at the next Graduate Committee meeting.

Dr. Hardy announced the reorganization of the College of Graduate Studies. Graduate Admissions has been moved to the Office of Admissions under the supervision of Dr. Teresa Thompson. To coincide with this move, Dr. Dick Diebolt has been named Director of Curriculum and Student Services.

VII. ADJOURNMENT

There being no further business, a motion was made to adjourn at 5:30 pm. It was passed.

Respectfully submitted,

Lee T. Mitchell, Recording Secretary

February 19, 2003, Dean’s Conference Room, College of Education

Present: Dr. Jerry Wilson, COBA; Dr. Charles J. Hardy, Acting Dean, College of Graduate Studies; Dr. Richard Flynn, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Carol Cornwell, CHHS; Dr. Deborah Thomas, COE; Dr. Delores Liston, COE; Dr. Cindi Chance, Academic Affairs; Dr. Bede Mitchell, LIB; Dr. Mike McDonald, COBA; Dr. Bob Fernekes, LIB; Dr. J. B. Claiborne, COST, Dr. Jim McMillan, CHSS.

Others: Dr. John R. Diebolt, COGS, Dr. Dan Hagen, COST, Dr. Curtis Ricker, CLASS, and Dr. Kent Guion, CHSS.

Dr. Jerry Wilson, Chair, called the meeting to order at 3:30 p.m.

I. APPROVAL OF AGENDA
The agenda was approved as amended.

Special

Topics in Marketing

II. APPROVAL OF MINUTES

Minutes of the January 15, 2003, Graduate Committee meeting were approved as written.

III. CURRICULUM AMENDMENTS AND PROGRAM CHANGES

COLLEGE OF LIBERAL ARTS and SOCIAL SCIENCES

Dr. Curtis Ricker presented the following changes for the College of Liberal Arts and Social Sciences.

DEPARTMENT OF POLITICAL SCIENCE

New Course

POLS 7860 Internship In Political Science

The internship allows students pursuing their M.A. degree to work in a professional setting relating to their chosen concentration in Political Science. Students will be required to complete a final paper detailing the experiences of their internship, and defend their paper and experiences before a faculty committee. 6 Credit Hours.

Justification: Course already exists in current course catalog but does not have a course number associated with it.

MOTION: Dr. Richard Flynn motioned to approve this change for the Department of Political Science. Dr. McMillan seconded the motion. The motion was passed.

COLLEGE OF EDUCATION
Dr. Delores Liston presented the following changes for the College of Education.

**Information Only**

Elimination of COE Policy on the M.Ed. Comprehensive Exit Examination

**Justification:** (1) with new NCATE performance assessment requirements, programs will be making changes in courses to document what students have learned eliminating the need for an assessment outside coursework and (2) the Board of Regents no longer requires a cumulative exit experience. The elimination of the college policy is immediate and will be reflected in the 2003-04 catalog.

**DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT**

**Catalog Description and Prerequisite Change**

**FROM: EDLD 7337 The Principalship**

Class activities prepare participants for the day-to-day operation of a school. Participants receive direction in developing the knowledge skills, and attitudes that foster instructional leadership within the school. The concepts of instructional leadership, management, human relations, and personnel development are detailed. (3 Credit Hours.)

**TO: EDLD 7337 The Principalship**

Class activities prepare participants for the day-to-day operation of a P-12 school. Participants receive direction in developing the knowledge, skills, and attitudes that foster instructional leadership within “today’s” schools. Prerequisites: EDLD 7132, EDLD 7133, and EDLD 7234. (3 Credit Hours.)
Justification: This is one of three courses that will be the culminating event for the M.Ed. Program. This culminating course combination will be based on identification, use, and evaluation of the ISLLC Standards which complies with the B.O.R. requirements.

Title, Catalog Description and Prerequisite Change

FROM: EDLD 7737 Supervised Field Experience

Participants will complete a 100 hour practicum in building level administration under the direction of a practicing administrator mentor and supervising faculty member.

Prerequisites: Completion of 21 semester hours of coursework in Educational Administration. EDLD 7737 The principalship must be taken concurrently with this practicum. Prerequisite: Prior completion of 21 semester hours of coursework in Educational Leadership.

TO: EDLD 7737 Supervised Field Experience-I

Students will complete a 100 hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is a part of the 9 hour culminating block for the masters in educational leadership that includes both the opening and closing of the school-year. Prerequisite: EDLD 7337. (3 Credit Hours.)

Justification: This is one of three courses that will be the culminating event for the M.Ed. Program. This culminating course combination will be based on identification, use, and evaluation of the ISLLC Standards which complies with the B.O.R. requirements.

New Course

EDLD 7738 Supervised Field Experience - II
Students will complete a 100 hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is a part of the 9 hour culminating block for the masters in educational leadership that includes both the opening and closing of the school-year. Prerequisite: EDLD 7737. (3 Credit Hours.)

Justification: This is one of three courses that will be the culminating event for the M.Ed. Program. This culminating course combination will be based on identification, use, and evaluation of the ISLLC Standards which complies with the B.O.R. requirements.

Revised Programs of Study: Leadership Certificate (L-5) M.Ed Educational Leadership

Add Teacher Leadership Strand to the Ed.D. in Educational Administration

MOTION: Dr. Delores Liston motioned to approve these changes for the College of Education. Dr. Jim McMillan seconded the motion. The motion was passed.

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Mike McDonald presented the following changes for the College of Business Administration.

Program Proposal/Changes to the MBA

Reduce the general M.B.A. degree from 33 hours to 30 hours.

Start a new area of concentration in Information Systems within the M.B.A. degree using existing graduate courses.

Course Changes: Subject Number

FROM: FINC 6220 Foundations of Corporate Finance
TO: FINC 6230  Foundations of Corporate Finance

A study of the fundamental concepts, theories, tools of analysis and current problems of managerial finance in business (3 credit hours)

Justification: This course introduces the student to the basics of financial management, one of the primary functions of business. More time needed to introduce the concepts and techniques more thoroughly.

FROM: LSTD 6120  Legal & Ethical Iss. Bus

Business operates in a domestic environment shaped by social and economic forces, made to operate on managers through government regulation and incentives. This course presents an introduction to those factors in the environment of business that shape and affirm American capitalism. (2 credit hours)

TO: LSTD 6130  Legal & Ethical Iss. Bus

Business operates in a domestic and global environment shaped by social and economic forces, made to operate on managers through government regulation and incentives. This course presents an introduction to those factors in the environment of business that shape and affirm American capitalism. (3 credit hours)

Justification: This course is being expanded to three semester hours in order to provide a more thorough introduction to the political, social, cultural, ethical, legal, environmental, and technological issues which form the context for business. This change is part of a series of changes being made in the Master of Business Administration (MBA) program.

FROM: CISM 7321  Information Technology Management
NEEDS TO BE ADDED ON

TO: CISM 7330 Information Technology Management

This course is designed to enable the manager to effectively utilize and manage information technology in the applied business environment. The course focuses on the managerial aspects of information management. No prior technical expertise is required. The use of relevant readings and cases are used to apply the concepts and techniques presented in this course.

Justification: The successful manager should exhibit a fundamental understanding of information technology and how it supports an organization’s goals and objectives. With the coming of the “Information Age” and the use of advanced computer technology in business and industry, it is essential future managers apply information technology effectively. Information Technology Management provides the student an opportunity to study and analyze the application of information technology in business. It provides a basic exposure to computer and information technology and the application of these technologies for competitive advantage. The course focuses on managing the information resource as an integral part of the organization. The course is being expanded to three hours to provide for more depth.

FROM: MGNT 7322 Mgt. Of Oper. For Competitive Advan.

TO: MGNT 7430 Mgt. Of Oper. For Competitive Advan.

This course is designed to provide an understanding of the production/operations function within an organization. It will focus on the types of decisions to be made at various organizational levels and, where appropriate, on particular models and quantitative techniques that can be useful in making those decisions. Emphasis will be placed on how those decisions are interrelated and on their strategic implications for the firm. Finally, it will consider how the operations function fits in with the other functional areas of the firm.

Justification: Operations, along with marketing and finance, is one of the core functions of any business entity. Superior management of the operations function can provide a firm with a
competitive advantage in the marketplace. In today’s global business environment, successful firms must design goods and services that meet market needs, continuously assess their production and/or service delivery processes, and carefully manage inventories and capacity. This course provides a number of tools and techniques that help with these and other critical operations problems. This course is being expanded to three hours to provide for more depth.

FROM: MGNT 7323 Leadership and Motivation

TO: MGNT 7330 Leadership and Motivation

A study of leadership and motivation. This course provides an overview of existing theories and models of leadership and motivation. Using readings, cases, discussion, and guest speakers, the course explains the importance of leadership, motivation, power and influence in organizational life. Special emphasis is placed on leadership for change.

Course Deletions:

MGNT 6320 Survey of Management and Human Behavior

Justification: This course material is being integrated into another course: MGNT 6331.

MKTG 6420 The Marketing Environment

Justification: This course material is being integrated into MGNT 6331.

MGNT 6321 Production/Operations Management

Justification: This course is no longer required by our accreditation standards.

MKTG 7433 Advanced Buyer Behavior
Justification: Dropping course due to low enrollment and lack of faculty resources. Replacing with a “Special Topics” course that is more amenable to scheduling flexibility.

**MKTG 7434**  Advanced Sales Management

Justification: Dropping course due to low enrollment and lack of faculty resources. Replacing with a “special topics” course that is more amenable to scheduling flexibility.

**MKTG 7436**  Advanced Marketing Research

Justification: Dropping course due to low enrollment and lack of faculty resources. Replacing with a “Special Topics” course that is more amenable to scheduling flexibility.

**New Courses:**

**MGNT 6331**  Foundations of Management & Marketing

This course is an integrated course encompassing the principles of management, organizational behavior, and human resources management and marketing. This course will show students how to place management activities within the context of a global operating environment, with consideration given to ethical, legal, and corporate social responsibility issues; plan for the future of the organization using proven planning strategies; and structure an organization effectively, given its environment and strategy. This course also provides a firm foundation for an understanding of the challenges that face the marketing environment, ethics and other current developments in marketing.

**MKTG 7830**  Special Topics in Marketing

A standard course developed for a special or newly emerging topic in Marketing. Lectures, group work, readings, research, and writing are required as in any other advanced elective course. Prerequisites: Cumulative graduate GPA of 3.0 or better, completion of the MBA prerequisites, and permission of the director. (3 credit hours)

Justification: This course will replace three specific Marketing electives that are being deleted. It will allow for more flexible handling of topics and faculty scheduling.
MOTION: Dr. Richard Flynn motioned to approve these changes for the College of Business Administration. Dr. Carol Cornwell seconded the motion. The motion was passed.

IV. Old Business

1. COLLEGE OF EDUCATION

Dr. Liston brought back to the table the addition of an Arts Education Emphasis area to the Ed.D. in Curriculum Studies. This agenda item was tabled at the November 21, 2002, Graduate Committee meeting.

**Arts Education Emphasis Area for Ed.D. in Curriculum Studies**

This area is primarily for art and music teachers, but those theater arts and dance teachers and others with a high degree of interest and aptitude in any of the arts may pursue this Emphasis Area. Students selecting this Emphasis Area will explore curriculum theory and structure in their specific arts discipline and learn new skills in order to develop, implement and revise arts curricula that meet the educational goals and needs of diverse learners. This Emphasis Area will help arts teachers become better equipped to develop and assess curriculum, instruction, programs, and student achievement in their specific arts discipline.

MOTION: Dr. Delores Liston motioned to untable the motion to add an Arts Education Emphasis to the Ed.D. in Curriculum Studies. Dr. Jim McMillan seconded the motion. It was passed and the original motion was brought back for consideration. The motion passed.

2. Graduate Faculty Development Fund

Dr. Hardy announced that effective July 1, 2003, the Graduate Faculty Development Fund will not exist due to budget cuts. Dr. Hardy explained the rationale for this recommendation to the Provost.

3. Report from the Chair of the Graduate Faculty Selection Process Sub-committee.

The Graduate Committee has been formally charged with reviewing the Graduate Faculty status appointment process by the Senate Executive Committee. Lee Mitchell will send via email to the Graduate Committee the SEC charge and supporting documents. Dr. McMillan presented a report from the sub-committee on the process of Graduate Faculty appointment. The options are leave it as is, a decentralized unit model, and a more simplified model that bestows graduate faculty
upon appointment. The Committee discussed the process and charged the sub-committee with bringing a recommendation to the next Graduate Committee meeting.

D. Proposed new curriculum form

New curriculum forms were distributed to the Graduate Committee for review at the February meeting. The Committee was favorable regarding the new forms. Dr. Hardy will report to Dean Conway-Turner that the Graduate Committee supports the adoption of the new forms.

5. Announcements

Drs. Hardy and Diebolt shared the following handouts and announcements:

Handouts

- Enrollment Data
- College of Graduate Studies Exit Survey
- Points of Pride
- Graduate Appreciation Week

Electronic Dissertation and Thesis Project presentations will be held on February 28, 2003, 11:00 – 1:00 pm in the Library. Dr. Diebolt will send out an email to committee members with web links.

VI. Adjournment

There being no further business, Dr. Wilson adjourned the meeting at 4:50 pm.

Respectfully submitted,

Lee T. Mitchell
Assistant to the Dean

LIBRARY COMMITTEE
Chair: David Robinson
Minutes
Library Committee
February 7, 2003
Library Conference Room, 4005, 4pm

Present: Voting Committee Members – David Robinson, chair and CLASS; Greg Chamblee, COE; Mercy Popoola, CHHS; Patrick Novotny, CLASS; Cynthia Frost, LIB. Non-voting Committee Members – Matthew Black, student and Bede Mitchell, Library Dean.

Minutes from the previous meeting were approved and sent to the Senate Librarian by David Robinson.

Reports from Bede Mitchell.

The building expansion project is in the governor’s budget and Bede is optimistic that it will be funded for next fiscal year and the ground breaking will be in fall 2003.

When he knows specifics about budget cuts or the 2004 budget, he will share them with the Library Committee. In preparation for the likelihood of very little end-of-year money, a contingency plan is in the works. High-cost low-use subscriptions may be cancelled. The Library might lose 1-2 staff or faculty positions. There will be operating budget cuts. The Library’s 24-hour schedule was discussed and Matthew Black volunteered the belief that students are here to study and use the computers for class work during late hours. The Library’s printers can be trusted to be in working order and filled with paper.

The Friends of Henderson Library Board has established membership levels – a list of levels was distributed. Their most recent event was this past Monday night and was attended by 40 patrons. Attendees thoroughly enjoyed Dr. Kundu’s talk on F. Scott Fitzgerald and the Georgia Southern Opera’s performance of Cole Porter tunes.

Bede will send out an on-line survey about Henderson Library services that is being administered nationally by Texas A&M – they crunch the numbers and give us the report of how we compare to other libraries. This is good for benchmarking.

Per last meeting’s report that the library wasn’t funded by the Board of Regents to purchase titles for the new School of Technology – Bede gave a proposed budget for technology to Barbara Price and some of this money can be used for library resources.

Follow-up on outreach efforts discussed at the October meeting.

Patrick Novotny reported that 2110, Turning Points, has been saved. But what it will become is still being discussed – our idea of teaching information literacy (discussed in October’s meeting) is one of four ideas currently being considered by that task-force. Bede mentioned that the Undergraduate Committee will be discussing information literacy later this month. Patrick suggested that there be a packet for students in SOAR – the do’s and don’t’s with definitions – plagiarism, etc. - or perhaps presentations in small groups with discussion. David will contact the SOAR folks. Mercy wondered if we should make a brochure or booklet for this committee.

Discussion of memo from faculty about noise in the library and Library’s response.

Some faculty members who were meeting regularly on the 2nd floor of the library during fall semester wrote a letter to Bede expressing concern about the level of noise in the library. Bede’s answer to the concerned faculty included the statements that “work needs to be done to direct students to quiet study areas” and the library needs to take steps “to ensure students are aware that noisy or disruptive behavior should be reported immediately to the
nearest service desk.” Talking in normal tones is permitted on the 1st and 2nd floors. “Quiet floor” signs have been added above the doors to the 3rd and 4th floors at each stairwell. Many classes have assignments that include group work and because Henderson Library has very few study rooms, students often meet at tables on the 1st and 2nd floors for these projects. The committee discussed the noise problem further and agreed that cell phone use is disruptive.

**Discussion of memo from Janie Wilson with several concerns.**

Dr. Janie Wilson e-mailed the faculty senate with her concerns about library services and faculty’s ability to conduct research. Bede gave explanations to the committee. David Robinson will discuss the memo and explanations with Janie.

Her first point was about the database providers, EBSCOHost and Proquest. If one will be dropped in the near future, she hopes that the most extensive provider is chosen. Bede told the committee that both EBSCOHost and Proquest gave GALILEO large discounts for this past year – otherwise, we wouldn’t have had both. GALILEO’s budget is being cut. A committee of librarians from several Georgia academic libraries (including Henderson Library) will be making the decision based on several factors. This is a standing subcommittee appointed by the GALILEO Steering Committee. GALILEO users include libraries in the following categories: public libraries, K-12 (school) libraries, technical college libraries and college/university libraries (both USG and private.) Any GALILEO purchasing recommendation must consider use of the product by all of these groups, not just academic libraries. More information is available at “about GALILEO” which is an option from the GALILEO homepage.

The second point was a concern about the cost of photocopying in the library – she would like the charge to go back to 5 cents per page from the current 10 cents. Bede stated that the photocopy service, offered by Auxiliary Services, must be self-sustaining. It cannot be self-sustaining at 5 cents a copy. When the cost was increased a few years back, it was because the amount of end-of-year funds needed from the university to cover the shortfall had grown too large. Faculty can check out periodicals for a short while and take them to their departments to photocopy. If a journal article can be found full-image in one of our databases or via the internet, it can be printed out for free. The library also currently has free printing for all microforms.

Another point made was that Henderson Library should “purchase full access to GALILEO rather than partial access.” This is a misunderstanding. We have all the GALILEO (funded) databases that UGA has. In addition to the GALILEO databases, each of the constituent groups has opted to purchase (with their own funds) databases of special interest to their patrons. These appear on the GALILEO menus only at the institutions within the purchasing group.

[see following e-mail from Dr. Janie Wilson to Faculty Senate]

Respectfully submitted,

Cynthia J. Frost

Janie Wilson Memo

Date: Wed, 15 Jan 2003 10:07:29 -0500
To: fsoffice@gsaix2.cc.gasou.edu
From: Janie Wilson <jhwilson@gasou.edu>
Subject: request

I'm sure there's a form for this, but I can't seem to locate it on the webpage.

This is a request for the faculty senate (or appropriate committee) to investigate the search providers at the library to ensure that the most extensive provider is chosen. If EBSCO includes a more extensive list of journals than Proquest, for example, EBSCO would appear to be the better choice if a choice is to be made in the near future.

In a larger context, increasing pressure to publish at GSU should be balanced with increased ability to do so. Faculty discussions seem to focus on release time from teaching in order to conduct quality (and quantity) research, and while that would be helpful, additional approaches could be explored by the faculty senate.

For example, ensuring that our searches are extensive (EBSCO perhaps) would enable us to submit quality literature reviews in our areas.

Also, returning the cost of copies to $.05 rather than $.10 would be helpful, particularly for those of use who copy a great deal of research during the year. (I realize we can "check out" the journals, but that option has a host of problems.)

It would also be helpful if GSU would purchase full access to Galileo rather than partial access. Reaching the highest tier of Galileo allows faculty to search the Web of Knowledge and locate impact ratings of journals prior to selecting one for submission of their work (for example).

I'm sure the senate or a committee could come up with additional ways to enhance our ability to conduct research, and if we are willing to work past age-old excuses of "it can't be done," or "it's not our decision," we can indeed move toward a higher publication rate and the probability of more external grant funds for research at GSU.

Thank you for considering this request-
Janie Wilson
Janie H. Wilson, Ph.D.
Associate Professor
UNDERGRADUATE COMMITTEE
Co-Chairs: Constance Campbell and Phyllis Dallas

UNDERGRADUATE COMMITTEE MINUTES
January 29, 2003
Henderson Library, 4th Floor Conference Room

Present: Dr. Constance Campbell; Dr. Ruth Carroll; Dr. Carol Cornwell; 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: Dr. Lori Amy; Dr. Larry Burton; Dr. Kate Conway-Turner; Mr. Mike Deal; Dr. Suelynn Duffey; Dr. Dan Hagan; Dr. Barbara Price; Dr. Donnie Richards; Dr. Virginia Richards; Dr. Nancy Shumaker; Ms. Nancy Wright; Mr. Bill Zabel.

Dr. Phyllis Dallas, Co-Chair, called the meeting to order at 3:05 p.m.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Nancy Shumaker presented the following items for the Vice President for Academic Affairs.

Changes in Requirements for B.S. in International Trade

Area F
Delete ACCT 2030 Survey of Accounting (3 hours)
Delete STAT 2232 Introduction to Statistics II (3 hours)
Delete CISM 2130  Computers and Applications (3 hours)
Add ACCT 2101  Financial Accounting (3 hours)
Add ACCT 2102  Managerial Accounting (3 hours)

Specific Requirement
Add BUSA 3131, Business Statistics (3 hours), as a specific requirement

Internship
Change Internship Wording:
FROM: Internship in a business engaged in international trade
TO: Internship abroad with an international business using a foreign language on the job. Intensive study of language and culture in a total immersion environment.

Change Internship Hours
FROM: 12
TO: 9

(See the complete program page in the attachments to these minutes.)

The Center for International Studies feels that these changes will better prepare the International Trade graduates to compete in today’s business world. Following discussion, a M.Smith/Hadley motion to approve these changes was passed unanimously.

COLLEGE OF EDUCATION

Dr. Amy Heaston presented the following items for the College of Education.

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Subject/Number, Catalog Description and Prerequisites
FROM: SPED 3132  Curriculum in Special Education
This course is designed to provide students with knowledge and practical application of curriculum for use with learners with special needs. Georgia Quality Core Curriculum (QCCs) and other general education curriculum will be reviewed. Students will learn to modify and adapt curriculum as necessary according to Individualized Education Plans requirements (Curriculum-based Assessment). In addition, curriculum designed primarily for use with learners with
special needs will be reviewed. Development of lesson plans for use with a range of curriculum will be included in course requirements. Prerequisites: Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3131, and SPED 3711 (3 credit hours)

**TO:** SPED 3234 **Curriculum in Special Education**

Provides knowledge and practical application of curriculum for use with learners with special needs. Georgia Quality Core Curriculum (QCCs) and other general education curriculum will be reviewed. Students will learn to modify and adapt curriculum as necessary according to Individualized Education Plans requirements (Curriculum-based Assessment). In addition, curriculum designed primarily for use with learners with special needs will be reviewed. Development of lesson plans for use with a range of curriculum will be included in course requirements. Prerequisites: SPED 3711. Corequisites: SPED 3231, SPED 3232, and SPED 3722 (3 credit hours)

This course is currently taught in the first semester of the Special Education program. Teacher and student feedback has indicated the need to move this course to the second semester and incorporate SPED 3134 into the first semester content.

**FROM:** SPED 3233 **Special Education Procedures**

Designed to provide knowledge about litigation and legislation affecting Special Education and the procedures associated with pre-referral, assessment, placement, and instruction of children with special needs. The development of eligibility reports, Individual Education Plans, and Transition Plans is included in course content.* Prerequisites: SPED 3130, SPED 3131, SPED 3132, SPED 3711. Corequisites: SPED 3231, SPED 3232, and SPED 3722. *Behavior Intervention Plans are taught in SPED 3231. (3 credit hours)

**TO:** SPED 3134 **Special Education Procedures**

Provides knowledge about litigation and legislation affecting Special Education and the procedures associated with pre-referral, assessment, placement, and instruction of children with special needs. The development of eligibility reports, Individual Education Plans, and Transition Plans is included in course content.* Prerequisites: Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3131, and SPED 3711. *Behavior Intervention Plans are taught in SPED 3231. (3 credit hours)
This course is currently taught in the second semester of the Special Education program. Teacher and student feedback has indicated the need to move this course to the first semester and incorporate SPED 3234 into the second semester content.

A Heaston/Sikes motion to approve these two changes was passed unanimously.

**Prerequisites**

**FROM:** SPED 3130 **Characteristics of Mild Disabilities**  
Admission into the Teacher Education Program. Corequisites: SPED 3131, SPED 3132, SPED 3711.

**TO:** SPED 3130 **Characteristics of Mild Disabilities**  
Admission into the Teacher Education Program. Corequisites: SPED 3131, SPED 3134, and SPED 3711.

**FROM:** SPED 3131 **Assessment in Special Education**  
Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3132, SPED 3711.

**TO:** SPED 3131 **Assessment in Special Education**  
Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3134, and SPED 3711.

**FROM:** SPED 3231 **Classroom Management**  
SPED 3130, SPED 3131, SPED 3132, and SPED 3711. Corequisites: SPED 3230, SPED 3232, and SPED 3722.

**TO:** SPED 3231 **Classroom Management**  
SPED 3711. Corequisites: SPED 3232, SPED 3234, and SPED 3722.

**FROM:** SPED 3232 **Strategic Instruction in the Content Areas**  
SPED 3130, SPED 3131, SPED 3132, and SPED 3711. Corequisites: SPED 3230, SPED 3231, and SPED 3722.

**TO:** SPED 3232 **Strategic Instruction in the Content Areas**  
SPED 3711. Corequisites: SPED 3231, SPED 3234, and SPED 3722.

**FROM:** SPED 3711 **Special Education Practicum I**  
Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3131, and SPED 3132.

**TO:** SPED 3711 **Special Education Practicum I**
Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3131, and SPED 3134.

FROM: SPED 3722 Special Education Practicum II
SPED 3130, SPED 3131, SPED 3132, and SPED 3711. Corequisites: SPED 3230, SPED 3231, and SPED 3232.

TO: SPED 3722 Special Education Practicum II
SPED 3711. Corequisites: SPED 3231, SPED 3232, and SPED 3234.

The change of semesters for SPED 3134 and SPED 3234 necessitates the changes in the prerequisites and co-requisites for all first year special education courses.

A Carroll/Heaston motion to approve these prerequisite/co-requisite changes was passed unanimously.

Revised Program of Study for B.S. in Education with a Major in Special Education
To show course number changes in SPED 3234 and SPED 3134
(See the complete program page in the attachments to these minutes.)

A Joyner/Heaston motion to approve these changes in the Program of Study was passed unanimously.

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Mary Smith presented the following agenda items for the College of Business Administration.

DEPARTMENT OF INFORMATION SYSTEMS AND LOGISTICS

Prerequisites
FROM: BUSA 3131 Business Statistics
Math 1232 or Math 1441

TO: BUSA 3131 Business Statistics
A “C” or Better in Math 1232 or Math 1441

A Cornwell/Heaston motion to approve this change was passed unanimously.

DEPARTMENT OF MANAGEMENT AND MARKETING
**Proposal for Minor in Management**
(See attachments to these minutes for the complete program of study)

**Proposal for Minor in Marketing**
(See attachments to these minutes for the complete program of study)

Numerous students from outside of COBA take courses from the Management and Marketing areas, and many believe they are taking a Management or Marketing minor. Currently all they can actually take is a Business minor in which they may choose Management or Marketing courses as electives. These programs will provide for actual minors in Management and Marketing to appear on the students’ transcripts.

A Carroll/Joyner motion to approve these two minors was passed unanimously.

**SCHOOL OF INFORMATION TECHNOLOGY**

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

**Prerequisites**

FROM: IT 3131 Web Applications Design & Development
A “C” or better in IT 1012-Web Page Development and CISM 2230-Applications Development

TO: IT 3131 Web Applications Design & Development
A “C” or better in IT 1012-Web Page Development and CSCI 1236 - Introduction Java

A M.Smith/Hadley motion to approve this change in prerequisites was passed unanimously.

**Proposal for Minor in Information Systems and Information Technology**
(See the attachments to these minutes for the complete proposal. **NOTE:** The “Proposal 1” included in this proposal was approved at a previous meeting of the Undergraduate Committee.)

A Joyner/M.Smith motion to approve this minor program of study was passed unanimously.

**Second Disciplines/Concentrations for the B.S. in Information Technology**
Human Resource Management
The second discipline in Human Resource Management for the IT major develops knowledge in the HR area. It will enable the IT major to work closely with the Human Resources function of an organization to help assess needs, staff, train and develop employees and administer personnel policies and procedures.

**Retail Point of Sales (POS) Systems**

The second discipline in Retail Point of Sales Systems for the IT major develops knowledge in the area of retailing operations. It will enable the IT major to work closely with the retailer to develop and implement processes and reports that track sales, helping the retailer to better manage buying and inventories.

**Sales and Sales Management**

The second discipline in Sales and Sales Management for the IT major develops knowledge in the area of personal selling and managing a sales force. It will enable the IT major to work closely with the sales function in an organization to help develop and implement effective plans, selling processes and reports that increasingly rely on information technology.

A Joyner/Campbell motion to approve these second disciplines/concentrations was passed unanimously.

**COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

**DEPARTMENT OF FOREIGN LANGUAGES**

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

**Course Deletions**

- ARAB 2001 Intermediate Arabic I
- ARAB 2002 Intermediate Arabic II
- ARAB 3030 Selected Topics in Arabic
- ARAB 3130 Arabic Conversation
- ARAB 3330 Arabic Culture
- ARAB 3530 Commercial Arabic
- ARAB 4890 Directed Studies in Arabic

The reasons for deleting these courses are that enrollment has declined and the Arabic professor has retired. A M.Smith/Carroll motion to approve these course deletions was passed unanimously.

**Credit Hour Changes**

FROM: YORU 1001 Elementary Yoruba I
4 credit hours

TO: YORU 1001 Elementary Yoruba I
3 credit hours

FROM: YORU 1002 Elementary Yoruba II
4 credit hours

TO: YORU 1002 Elementary Yoruba II
3 credit hours

The reduction of credit hours from four to three will bring YORU in line with other foreign language courses. A Cornwell/Hadley motion to approve these credit hour reductions was passed unanimously.

Restructuring of the Spanish Major
The Spanish section of the Department of Foreign Languages is proposing major changes in the degree requirements for the B.A. in Spanish. The rationale is based on a growing awareness that students need more stringent guidelines for the selection of courses to complete the requirements rather than loosely structured suggestions for courses to be taken. Accordingly, the section is recommending that 24 hours of the 30-hour requirement for the B.A. be required courses, with the remaining 6 hours coming from a list of courses from which the student may choose. The present program consists of 28 hours. With the new proposal, we will expand the requirement to 30 hours by eliminating one 1-hour course and replacing it with a 3-hour course. This will enhance the student’s opportunity to take one more class in the content area.

(See the attachments to these minutes for a complete program listing for the B.A. in Spanish.)

A M.Smith/Joyner motion to approve the changes to the B.A. in Spanish was passed unanimously.

Restructuring of the Spanish Minor
The Spanish section of the Department of Foreign Languages is proposing major changes in the degree requirements for the Spanish minor. There have been specific required courses for this minor. Students traditionally have taken 15 hours of upper level course work. With the new proposal, however, students would be required to take three courses to constitute 9 hours and two other courses of their choosing for the remaining 6 hours.

(See the attachments to these minutes for a complete listing for the Minor in Spanish.)

A Hadley/M.Smith motion to approve these changes to the Minor in Spanish was passed unanimously.

Course Deletions
SPAN 2003  Intermediate Spanish II: Conversation/Comprehension
This course is no longer needed with the realignment of the conversation courses.

SPAN 2004  Intermediate Spanish II: Hispanic Texts
This course is being deleted because of a lack of enrollment.

SPAN 3510  Spanish for Law Enforcement
SPAN 3511  Spanish for Science and Technology
SPAN 3512  Spanish for Social Work
SPAN 3513  Spanish for Education
SPAN 3514  Spanish for the Health Professions
SPAN 3515  Spanish for Hotel and Restaurant Management
These courses are being deleted because the classes have never made.

A M. Smith/Campbell motion to approve these course deletions was passed unanimously.

Course Number, Title and Description
FROM: SPAN 3331  Latin American Civilization I
An examination of Latin American history/civilization from pre-Columbian period to the seventeenth century. Emphasis on political, social, and economic aspects in relation to the historical development in Latin America. 3 hours credit

TO:  SPAN 4335  Spanish American Civilization and Culture
A study of the culture and civilization of Spanish America from the time of the pre-Colombian Indian societies through the present. 3 hours credit

This title change reflects standard usage of the term “Spanish American.” This is a newly required course for Spanish majors to give an overview of Spanish American civilization and culture.

Course Deletion

SPAN 3332  Latin American Civilization II

This course is being absorbed into a more global one with a broader range.

Course Number, Title and Description
FROM:  SPAN 3333  Peninsular Civilization I
General survey of the culture and civilization of the Iberian Peninsula from its earliest inhabitants to the end of the seventeenth century. 3 Hours Credit

TO: SPAN 4334 Peninsular Civilization and Culture
General survey of culture and civilization of the Iberian peninsula from its earliest inhabitants to the present. 3 Hours Credit

This is a newly required course for Spanish majors to give an overview of peninsular civilization and culture.

Course Deletion
SPAN 3334 Peninsular Civilization II

This course is being absorbed into a more global one with a broader range.

Course Titles and Descriptions
FROM: SPAN 5235 Contemporary Hispanic Women Writers
A study of post-WWII literary works by women of both Spain and Spanish America. Issues affecting the changing role of women in Hispanic society will be examined as well as each author’s personal style and point of view. 3 hours credit

TO: SPAN 5235 Modern Spanish American Women Writers
A study of post-WWII literary works by women of Spanish America. Issues affecting the changing role of women in Spanish American society will be examined as well as each author’s personal style and point of view. 3 hours credit

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

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

The reason for changing these titles and descriptions is to reflect the standard usage of “Spanish American.”

A Cornwell/F.Smith motion to approve these last five items was passed unanimously.

DEPARTMENT OF MUSIC

Ms. Nancy Wright presented the following items for the Department of Music.

New Courses

**MUSC 1315 Guitar Class Non-Major**
This course is designed to teach the basic elements of guitar performance to non-music majors. (1 credit hour) Prerequisites: None

**MUSC 1316 Voice Class Non-Major**
This course is designed to teach the basic elements of voice performance to non-music majors. (1 credit hour) Prerequisites: None

The justification for these courses is that the courses will allow non-music majors (minors) to receive instruction in guitar or voice when faculty time for individual lessons is not available. A Heaston/M.Smith motion to approve these two new courses was passed unanimously.

Deletion of Emphasis

**Jazz Performance in Bachelor of Music – Performance/Piano Program**
This emphasis has had very low enrollment and should be discontinued.

The request is made so that the emphasis may be deleted from the 2003-2004 university catalog. A Campbell/M.Smith motion to approve the deletion of this emphasis was passed unanimously.

WOMEN AND GENDER STUDIES

Ms. Nancy Wright presented the following items for the Women and Gender Studies Program.
Changes in Catalog Copy for WGST Minor
(See the attachments to these minutes for the complete program listing.)

Changes in Catalog Copy for the WGST Concentration
(See the attachments to these minutes for the complete program listing.)

DEPARTMENT OF WRITING AND LINGUISTICS

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

New Courses

WRIT 3030 Selected Topics in Writing
Offers varied courses in specialized areas of the field of writing. (3 credit hours)

LING 3030 Selected Topics in Linguistics
Offers varied courses in specialized areas of the field of linguistics. (3 credit hours)

The justification for requesting these two new courses is to create a selected topics course for the writing and for the linguistics components of Writing and Linguistics.

WRIT 3530 Composition Studies
Traces the development of Composition Studies as an area of scholarly inquiry through a study of the field’s origins, significant figures, and publications. Students will become familiar with many key terms, theories, issues and controversies in the field and explore the ways in which knowledge and identity are both shaped and mediated by writing. (3 credit hours) Prerequisite: ENGL 1102

LING 3630 Language and Linguistic Theory
Critical overview, examination and evaluation of influential theories in linguistics and their insight on language. Application of basic principles of linguistic theorizing to issues of language structure and understanding. (3 credit hours) Prerequisite: ENGL 1102

These courses are needed to complete the Common Body of Knowledge courses for the major in Writing and Linguistics.

A Hadley/Joyner motion to approve these four new courses was passed unanimously.
Course Title
FROM: ESL 0090E American Culture I
TO: ESL 0090E U.S. Culture I

Course Titles and Catalog Descriptions
FROM: ESL 0091E American Culture II
TO: ESL 0091E U.S. Culture II
A study of the various aspects and interactions of family, work, and student life in the United States, including experiential learning through field trips. (3 hours institutional credit)

TO: ESL 0091E U.S. Culture II
An intermediate course on the customs, behaviors, and attitudes most prevalent in US society, including experiential learning through field trips. (3 hours institutional credit)

FROM: ESL 0092E American Culture III
TO: ESL 0092E U.S. Culture III
A study of major issues that have shaped, and are reshaping, the American culture, including experiential learning through field trips. (3 hours institutional credit)

TO: ESL 0092E U.S. Culture III
An in-depth study of the customs, behaviors, and attitudes most prevalent in U.S. society, including experiential learning through field trips. (3 hours institutional credit)

The reason for making these title changes is that the new title reflects the standard usage of U.S. instead of American. A Heaston/M.Smith motion to approve these title changes was passed unanimously.

Catalog Description and Prerequisite Change
FROM: ENGL 1102/1102H Composition II
A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. Prerequisite: A minimum grade of “C” in ENGL 1101 or equivalent.

TO: ENGL 1102/1102H Composition II
A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. Students (including transfer students) who have not passed the Regents’ Essay and Reading tests must take the exams
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while enrolled in ENGL 1102. Prerequisites: Grade of “C” or better in ENGL 1101 or equivalent and evidence that the Regents’ Exam was taken while enrolled in ENGL 1101.

These catalog description and prerequisite changes are made to encourage students to take the Regents’ Exam earlier. A Heaston/M.Smith motion to approve these changes was passed unanimously.

COLLEGE OF HEALTH AND HUMAN SCIENCES

Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY AND CONSUMER SCIENCES

Changes in Program Admission Requirements to Interior Design

Rationale: The Interior Design Program has experienced significant growth in the past five years. As of Fall Semester 2002, we had 165 declared majors. This number exceeds our capacity to deliver a quality program and could jeopardize FIDER Accreditation. In an effort to better meet the standards for FIDER Accreditation, improve the quality of our programs, enhance our services to the students, and increase the possibility for our graduates to make significant contributions to the profession of Interior Design, the ID faculty members have developed the following enrollment management plan. It is requested that the implementation of these program criteria be effective immediately.

(See the attachments to these minutes for a complete listing of the changes.)

A Carroll/Cornwell motion to approve these admission requirement changes in the Interior Design program was passed unanimously.

Prerequisite Changes

FROM: IND5 4435 Design Studio IV

INDS 3434, FMAD 3238, TBCC 3121, and a grade of C or better in IND5 3436, IND5 3438 prerequisite or required co-requisite.

TO: IND5 4435 Design Studio IV

FMAD 3238, TBCC 3121, and a grade of C or better in IND5 3436; IND5 3438 and IND5 3434 as prerequisites or required co-requisites; FACS 3427 as required co-requisite.
This change allows students to stay in sequence based on once a year course offering.

**FROM:**  
INDS 4436  **Design Studio V**  
FACS 3427, a grade of C or better in INDS 4435. Co-requisite: INDS 4616

**TO:**  
INDS 4436  **Design Studio V**  
INDS 3434, FACS 3427, and grade of C or better in INDS 4435; INDS 4616 must be co-requisite.

This change allows students to stay in sequence based on course offering and it also reflects the change to requirements to INDS 4435, Design Studio IV.

A Cornwell/M.Smith motion to approve these prerequisite changes was passed unanimously.

**Catalog Description and Laboratory Component**

**FROM:**  
CHFD 3132  **Prenatal and Infant Development**

Emphasis on development from conception through the first thirty-six months of life. Reviews research, theory, and practice as they apply to the development of the very young child. Observation and interaction with a child under the age of three years are required. (3 Hours Credit)

**TO:**  
CHFD 3132  **Prenatal and Infant Development**

Emphasis on development from conception through the first thirty-six months of life. This course reviews research, theory, and practice that contribute to a developmentally appropriate experience for the very young child in a quality group setting. Observation and interaction in the LITE (Little Infant and Toddler Eagles) laboratory program required. (3 Hours Credit)

This change will give students more opportunity to observe and work with children under thirty-six months. The course partially meets the NAEYC Standard #1, “Understanding young children,” and it is required for the Child & Family Development major.

A Heaston/Campbell motion to approve this catalog description change and add the laboratory component was passed unanimously.

**ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY**
Dr. Dan Hagan and Dr. Bill Zabel presented the following agenda items for the Allen E. Paulson College of Science and Technology.

SCHOOL OF TECHNOLOGY

The following changes were requested as a result of the pending name change in the Building Construction Contracting Program to the Construction Management Program.

Course Deletions

TCET 2512 Surveying Laboratory
TCET 3212 Construction Materials Laboratory
TCET 3216 Soil Mechanics and Foundation Laboratory
TCET 3312 Environmental Pollution Laboratory
TCET 3412 Structural Analysis Laboratory
TCET 3514 Route Location and Design Laboratory
TCET 3516 Transportation System Design Laboratory
TCET 4312 Water Supply Laboratory
TCET 4314 Water Treatment Laboratory
TCET 4414 Structural Steel Design Laboratory
TCET 4416 Reinforced Concrete Design Laboratory
TMET 3312 Materials Science Lab
TMET 3313 Materials Processing Lab
TMET 4215 Applications of Thermal Science II Lab
TMET 4412 Automation and CIMS Lab

These lab courses have been combined with the corresponding lecture courses on the different topics to facilitate scheduling, advisement, registration and grading.

A Campbell/Heaston motion to approve the deletion on these lab classes was passed unanimously.

Subject/Number Changes

FROM: TBCC 2230 Architectural Graphics and Print Reading
TO: TCM 1130 Architectural Graphics and Print Reading

FROM: TBCC 2240 Introduction to Structures
TO: TCM 2240  Introduction to Structures
FROM: TBCC 3120  History of Architecture and Construction
TO: TCM 1120  History of Architecture and Construction
FROM: TBCC 3130  Building Materials and Systems
TO: TCM 1131  Building Materials and Systems
FROM: TBCC 3890  Special Problems in Building Construction
TO: TCM 3890  Special Problems in Building Construction
FROM: TBCC 4090  Selected Topics in Construction
TO: TCM 4090  Selected Topics in Construction
FROM: TBCC 4130  Construction Safety
TO: TCM 4430  Construction Safety
FROM: TBCC 4240  Senior Project
TO: TCM 4540  Senior Project

These prefix and number changes are requested because they were never changed during the semester conversion process, and also to reflect the proposed program name change.

A Heaston/Carroll motion to approve these changes was passed unanimously.

**Catalog Description**

FROM: ENGR 2233  Statics and Dynamics
TO: ENGR 2233  Statics and Dynamics

Elements of statics in two and three dimensions, centroids, friction, kinematics and kinetics of rigid bodies in plane motion. 3 Credit Hours

This request is made so the description will be identical to Georgia Tech’s CEE 2020, Statics and Dynamics course, for transferability purposes.

**Subject/Number, Catalog Description and Credit Hours**

**FROM: TCET 2531  Surveying**

The principle of the level, theodolite, EDM, total station and global positioning systems, taping, note keeping, coordinate geometry, control surveys, triangulation, trilateration, plane coordinate systems, azimuth and topographic mapping.

**TO: TCET 2241  Surveying**

Principles of the level, theodolite, EDM, total station and global positioning systems, taping, note keeping, coordinate geometry, control surveys, triangulation, trilateration, plane coordinate systems, azimuth and topographic mapping. Laboratory includes use of level, theodolite, EDM, total station, GPS, traverse closure, level net closure, topographic mapping, measuring distances and heights using coordinate geometry calculations. 4 credit hours

**FROM: TCET 3331  Environmental Pollution**

The role of the EPA in protecting the environment. Basic hydrology of catchments. The causes, estimation and control of storm waters. Surface water, groundwater, air and noise pollution plus control. Principles of solid waste systems, and hazardous waste control.

**TO: TCET 3141  Environmental Pollution**

Review of role of EPA in environmental protection. Basic hydrology of catchments. Causes, estimation and control of storm waters. Surface water, groundwater, air and noise pollution, plus control methodology. Principles of solid waste systems, and hazardous waste control. Standard EPA approved laboratory tests to evaluate environmental pollution. Stream sanitation and DO sag curve. Computer programs to trace movement and concentration of pollutants in rivers, estuaries, and aquifers, plus aquifer rehabilitation using injection and pumped wells. 4 credit hours

These requests are made at the suggestion of the ABET (Accreditation Board for Engineering and Technology) to combine lecture and lab courses.
A M. Smith/Campbell motion to approve the ENGR 2233 catalog description change and the two course number and catalog description changes was passed unanimously.

### Subject/Number and Prerequisites

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<td>TBCC 3121</td>
<td>Building Codes</td>
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<td>TBCC 3130</td>
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<td>TCM 1131 or permission of instructor</td>
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<td>TBCC 3131</td>
<td>Construction Finance</td>
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<td>TBCC 4230</td>
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TO: TCM 2230  Wood Structures  
TCM 1130

FROM: TBCC 4231  Steel Structures  
TBCC 2240

TO: TCM 2231  Steel Structures  
TCM 1130

FROM: TBCC 4232  Concrete and Masonry Structures  
TBCC 2240

TO: TCM 2232  Concrete and Masonry Structures  
TCM 1130

FROM: TBCC 4233  Project Planning and Scheduling  
TBCC 3230 and CISM 2130

TO: TCM 4433  Project Planning and Scheduling  
TCM 3330, CISM 1110 and CISM 1120

FROM: TBCC 4740  Internship
Senior standing and permission of internship coordinator

TO: TCM 4740  Internship
Consent of instructor

These requests are made as part of a general revision and updating of all BCC course numbers since they were not re-numbered during the semester conversion process. The changes are consistent with the pending program name change request.

A Campbell/Joyner motion to approve these requests was passed unanimously.

Subject/Number, Catalog Description and Prerequisites
FROM: TBCC 2231  Construction Surveying
An introduction to the equipment and techniques used for construction surveying. Topics include measurement of distances, horizontal and vertical angles, and differences in elevation. Emphasis is placed on accuracy of measurements, precise operation of instruments,
TO: TCM 2233  Construction Surveying

Introduction to the equipment and techniques used for construction surveying, including measurement of distances, horizontal and vertical angles, and differences in elevation. Emphasis is placed on accuracy of measurements, precise operation of instruments, completeness in laboratory exercises, and accurate field notes. Prerequisites: TCM 1130 and MATH 1112

Subject/Number, Catalog Description, Prerequisites, and Credit Hours

FROM: TCET 3231  Construction Materials

An introduction to common heavy construction materials, soils, aggregates, Portland cement concretes and asphalt cement concretes. Analysis and design of pavement structures. Prerequisite: TENS 2133

TO: TCET 3244  Construction Materials

Introduction to engineering properties of common civil engineering materials including metals, soils, aggregates, Portland cement concrete, asphalt concrete, wood, and masonry. Laboratory involves performance of standard tests on aggregates, concretes, wood; emphasizing data analysis and application of test results to design specifications. Prerequisite: TENS 2143

FROM: TCET 3255  Soil Mechanics and Foundations

A practical introduction to soil mechanics and foundations, physical properties of soils, soil exploration, stress distribution in soils, consolidation and settlement, shear strength, bearing capacity, spread footing and pile foundations. Prerequisites: TENS 2121 and TENS 2133

TO: TCET 4244  Soil Mechanics and Foundations

Introduction to soil mechanics and foundations, including: soil composition, index properties, classification, exploration, compaction, permeability and seepage, stress distribution, consolidation, settlement, shear strength, bearing capacity, lateral earth pressure; and application of soil mechanics to design of footings and analysis of retaining walls and pile foundations. Laboratory includes evaluation of soil properties, using the test results of design and analysis. Prerequisites: TENS 2121 and TENS 2143

FROM: TCET 3431  Structural Analysis
Review of analysis of statically determinate structures. Introduction to statically indeterminate plane structures, classical slope-deflection and moment distribution methods. Introduction to matrix method and computer analysis of plane frames. Prerequisites: TENS 2121 and TENS 2133

**TO: TCET 3152 Structural Analysis**

Introduction to types of structures and loads. Analysis of statically determinate and indeterminate structures by classical and other methods. The types of structures covered include beams, plane trusses and plane frames. Topics include external and internal reactions, deflections, moving loads and influence lines, approximate methods (including portal method and cantilever method), classical slope-deflection and moment distribution methods, and an introduction to matrix method. Computational laboratory activities in support of instruction, including some computer work using a well-known, industry-standard structural analysis software. Prerequisites: TENS 2121 and TENS 2143

**FROM: TCET 4331 Water Supply Systems**

Parameters, equations and procedures for the design of wastewater and storm water collection systems, parameters, equations and procedures for the design of water distribution systems, pumps, pump curves, pumping stations, sizing storage tanks and wetwells. Prerequisite: TENS 2134

**TO: TCET 4141 Water Supply Systems**

Parameters, equations and procedures for design of wastewater and storm water collection systems, parameters, equations and procedures for design of water distribution systems, pumps, pump curves, pumping stations, sizing storage tanks and wetwells. Design of wastewater and stormwater collection systems. Rainfall-runoff computations. Hardy-Cross method for pipe networks. Design of culverts, drop structures, sheet flow, computer programs for unlined channel design. Prerequisite: TENS 2144

**FROM: TCET 4333 Water-Wastewater Treatment**

Sources and characteristics of water and wastewater. Principles of design for units and processes in water and wastewater treatment plants, EPA and state requirements. Prerequisites: TCET 3331 and TENS 2134

**TO: TCET 4245 Water-Wastewater Treatment**

Sources and characteristics of water and wastewater. Principles of design for units and processes in water and wastewater treatment plants. Treatment standards. Standard laboratory tests used to control
the operation of water and wastewater treatment plants. Field trips to water and wastewater treatment plants. Computer program for design of water treatment units. Prerequisites: TCET 3141 and TENS 2144

FROM: TCET 4433  Structural Steel Design
Characteristics of structural steels, introduction to AISC Load and Resistance Factor Design (LRFD) specifications. Design of tension members, columns, beams, beam-columns, and connections. Prerequisite: TCET 3431

TO: TCET 4146  Structural Steel Design
Characteristics of structural steels, introduction to AISC Load and Resistance Factor Design (LRFD) Specifications. Design of tension members, columns, beams, beam-columns, and connections. Design/computational laboratory activities in support of instruction. Prerequisite: TCET 3152

FROM: TCET 4435  Reinforced Concrete Design
Characteristics of concrete materials, introduction to ACI building code requirements for reinforced concrete, strength design of slabs, beams, columns and footings. Prerequisites: TENS 2121 and TENS 2133

TO: TCET 4142  Reinforced Concrete Design
Characteristics of concrete materials, introduction to ACI building code requirements for reinforced concrete, strength design of slabs, beams, columns and footings. Laboratory includes design/computation activities. Prerequisite: TCET 3152

FROM: TMET 3331  Materials Science
Study of engineering materials such as metals and alloys. Atomic structure and arrangement; control of the microstructure and mechanical properties of materials, mechanical testing, metallography, cooling curves, and phase diagrams. Prerequisites: CHEM 1145. Co-requisite: TMET 3312.

TO: TMET 3341  Materials Science
Study of engineering materials such as metals and alloys. Atomic structure and arrangement; control of microstructure and mechanical properties of materials, mechanical testing, solidification, cooling curves, phase diagrams, and various strengthening mechanisms. Laboratory includes problem solving sessions and experiments on materials related to strengths, toughness, solidification, and metallography. 4 credit hours. Prerequisite: CHEM 1145
FROM: TMET 3333 Materials Processing
Traditional as well as modern processing techniques. Limitation on the use of different materials and their processing, metal-casting processes and equipment, forming and shaping processes and equipment, joining processes and equipment. Prerequisites: TMET 3331 and TMET 3312. Co-requisite: TMET 3313

TO: TMET 3343 Materials Processing
Traditional as well as modern processing techniques. Limitation on use of different materials and their processing, metal-casting processes and equipment, forming and shaping processes and equipment, joining processes and equipment. Laboratory includes problem solving sessions and experiments on the metallurgy of materials. 4 credit hours. Prerequisite: TMET 3341

FROM: TMET 4431 Automation and CIMS
Fundamental concepts in manufacturing, automation, and various topics in production and related control systems. These include numerical control, industrial robots, computer integrated manufacturing systems and flexible manufacturing systems. Prerequisites: TMFG 1121, TMFG 1122, and TENS 2121. Corequisite: TMET 4431

TO: TMET 4441 Automation and CIMS
Fundamental of manufacturing, automation, and topics in production and related control systems, including numerical control, computer integrated manufacturing, and flexible manufacturing systems. Laboratory includes work with a Mini-CIM system. 4 credit hours. Prerequisites: TMFG 2522 or ENGR 1133

Subject/Number, Title, Catalog Description and Credit Hours
FROM: TCET 3535 Transportation System Design
A treatment of the fundamental principles of the planning, design and analysis of highway systems, railway systems, and airports.

TO: TCET 3243 Transportation Systems
Overview of transportation engineering with respect to operational and traffic characteristics of land, air and water transportation systems. Emphasis on design and traffic control devices. Laboratory involves data measurement and analysis techniques associated with transportation engineering. 4 Credit Hours.

Subject/Number, Title, Catalog Description, Prerequisites and Credit Hours
FROM: TCET 3533 Route Location and Design
Application of techniques of route location and design, including horizontal curves, vertical curves, earthwork computations and mass diagrams. Prerequisite: TCET 2531

TO: TCET 4243 Highway Design
A synthetic approach to highway design based on considerations of geometric controls, structural requirements, drainage needs, and economy. Laboratory includes design projects, field stake out of horizontal curves, cross-sectioning, and slope staking. 4 Credit Hours. Prerequisites: TCET 2241, TCET 3244, TCET 3243

FROM: TMET 4234 Applications of Thermal Science II
A continuation of TMET 3232. Air conditioning, refrigeration, and heating pump cycles. Calculations of heating and cooling loads in accordance with ASHRAE practices. Design projects are included. Prerequisites: TMET 3232. Co-requisite: TMET 4215

TO: TMET 4244 HVAC
Introductory course in Heating, Ventilating, and Air conditioning (HVAC) systems. HVAC processes are analyzed and load calculations are performed in accordance with ASHRAE practices. Design projects are included. 4 credit hours. Prerequisite: TMET 3232

OTHER BUSINESS

Dr. Dallas asked for other business to come before the committee. Sonya Shepherd stated that “Information Literacy” will be on the agenda for the February meeting.

ADJOURNMENT

There being no further business, Dr. Dallas adjourned the meeting at 5:20 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary
Dr. Constance Campbell, Co-Chair, called the meeting to order at 3:02 p.m.

APPROVAL OF MINUTES OF JANUARY 29 UNDERGRADUATE COMMITTEE MEETING

The minutes from the January 29 meeting were distributed to committee members as an e-mail attachment prior to this meeting. Following discussion, a Dallas/Hadley motion to approve the minutes with corrections was passed unanimously.

INFORMATION LITERACY DISCUSSION

Sonya Shepherd distributed a handout entitled, “Association of College and Research Libraries Information Literacy: Selected Performance Indicators.” This is a document describing what information literacy is and how it can be accomplished. Attached to this was a list of the things the information literate student can and/or does do. Dr. Campbell suggested that the committee review these handouts and discuss them at the March meeting. Everyone agreed that this would be the best way to accomplish the goal of determining what the committee can do to assure that students become information literate.

PROPOSED REVISED CURRICULUM FORMS

Ms. Nancy Wright presented this agenda item on behalf of the committee that was charged with reviewing the current curriculum forms and developing a set of revised forms. The new forms are in Word and cannot be converted to WordPerfect (see attachments to these minutes for the complete set of forms). The committee reviewed each of these forms and made comments or suggestions. The new process will be for each college to submit an electronic version of their agenda items to be combined with all other colleges’ agenda items and then posted on an electronic bulletin board. The agenda would be posted on the electronic bulletin board two weeks prior to each meeting of the Undergraduate and Graduate Committees, which will mean that the agenda must be submitted to the Registrar’s Office three weeks before the scheduled meeting. Any discrepancies or questions concerning any of the items should be addressed to the appropriate dean. The completed signature page, including all signatures through the Dean of the College, should accompany each agenda item. The revised Curriculum Form A, to be used for course changes, has several drop-down menus to simplify completion of the form. A second page to Form A lists the questions that must be answered for each new or revised course. Form B is for proposed new or revised programs and this form also has a signature page that must be completed and must accompany each proposal.

Following discussion, several changes were suggested. Ms. Wright will make the changes on the forms and they will be forwarded to the committee members for review. A M.Smith/Dallas motion to approve the forms with the suggested changes was passed unanimously.

OTHER BUSINESS
Sonya Shepherd brought up the matter of the printed “Schedule of Classes,” stating that students download the entire schedule in the library because of the difficulties reading the web-based document. Dr. Mary Smith said her position is that the faculty need the hard copy of this publication in order to advise students. Mr. Deal stated that a PDF file is available for faculty who wish to download a hard copy. Dr. Smith questioned the feasibility of not printing the booklets, at a cost of approximately $13,000, against the cost of students printing so many pages and pages off the web.

**ADJOURNMENT**

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

Respectfully submitted,

Faye Bacon
Recording Secretary

**SUMMARY OF THE ACADEMIC ADVISORY COUNCIL**

Chair Vaughn Vandegrift

March 11, 2003, 9:30 a.m.

1. Mike Deal (Registrar) reported on preliminary plans for implementing progress reports for core Classes. There was general agreement that such reports, which have been authorized by the Faculty Senate, were a good idea. Some wondered whether such reports ought be given only for freshmen rather than all core courses. There was also considerable discussion about the timeline for the submission of the reports and whether or not they ought to be tied to the drop date. Mr. Deal agreed to bring the matter back to the Council for further consideration.

2. Lisa Spence (IT Services) reported on the new Technology Purchasing Policy, and emphasized that the new rules were designed to help purchasers to get the best price and assure that purchases would be supported in some way. She stressed that the new policy is not intended to get in the way of technical innovation, and she announced several workshops on the new policy being conducted on campus.

Second, Ms. Spence announced a proposal to the President’s cabinet to eliminate the modem bank and direct dial-up access. Spence noted the inefficiency of attempting to be an ISP without the necessary (and costly) equipment. She also announced that IT Services would attempt to arrange for discounted ISP service with local companies.

3. Mike Deal (Registrar) reported on attendance verification, noting that beginning in the summer, a noon deadline will be established to allow communication with those who miss the deadline to occur that afternoon.

4. Teresa Thompson (Admissions) reported on the enormously successful Scholar’s Day (February 28-March 1). The weekend (which is designed to attract high ability students) was a hit with both students and their parents. The average SAT score of the students attending was 1260 and the average G.P.A. was 3.5. Out of 147 surveys returned by participants, there was not even one negative comment, and a number of students decided that Georgia Southern
had become their first choice school during the event. She praised the faculty and administrators who participated for their help and dedication.

5. Jayne Perkins (Institutional Research) invited feedback on the Strategic Indicators Report, and discussed the assessment inventory, faculty surveys and staffing analysis. She also announced that the repeat study (information about how many students repeated a course) would be ready in time for the next meeting. She also announced an effort to produce 1-page profiles of majors.

6. Kent Rittschof (CET) provided an update of activities for the Center for Excellence in Teaching. The CET held its 4th successful Course-Development Retreat last week. Held over four days from 9am-4pm at the CET, the retreat addressed development time and workshops on teaching tools and approaches, copyright, and services. Participants included David Alley, Patricia Carter, Jim Stephens, Greg Brown, and Gale Watson.

The CET is also setting up a Web Page Accessibility Office. Funded through an external grant, the Center hired Leah Cornwell to consult on making web pages at GSU accessible to persons with disabilities.

There is a new web page for the CET, making it easier to navigate and access resources/services. Features include new Online Training in Web Development Tools for all types of courses.

The center sponsored a guest speaker last month Dr. Kurt Gromoll from U of Oklahoma, Electonic Media in Higher Education, and is co-sponsoring two other CLEC/COE guest speakers at the end of this month: Dr. Joe Kincheloe of Brooklyn College and Dr. Shirley Sternberg from Montclair State presenting "Critical Media Literacy" March 31st at 6pm in the College of Education and "Making Meaning from Learning" April 1st early afternoon TBA in the College of Education.

Respectfully submitted,

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 March 25th to hear appeals for early readmission. Nine appeals were reviewed and none were approved.

Respectfully submitted,
David Lowder, Chair

ELECTIONS COMMITTEE
Chair: Jim LoBue

No Report Submitted

FACULTY WELFARE COMMITTEE
Chair: David Dudley

The Faculty Welfare Committee met Thursday, April 10. Chair David Dudley called the meeting to order at 3:40.

Present were Cynthia Frost, Bob Haney, Bill Irby, Steve Sexton, Susan Trimble, and David Dudley.

The committee first discussed the statement on harassment prepared by the subcommittee on harassment issues. Due to schedule conflicts, all of the subcommittee members except Steve Sexton were unable to attend this meeting; Sexton answered questions from the full committee about the statement, but because several issues remained unresolved, including how best to define precisely what constitutes harassment, the committee decided to take no action at this time. Another meeting will be scheduled soon so that the matter can be presented to the Senate at its June meeting.

Next, the committee considered a draft of the petition the Senate requested regarding the prohibition of discrimination against individuals based on sexual orientation and the providing of University System benefits for domestic partners of faculty, staff, and administration. Fruitful discussion led to several revisions; these made, the committee voted unanimously to forward the text to the SEC for inclusion on the April agenda. The Faculty Welfare Committee moves that the Senate ask Dr. Grube to forward this petition to the Board of Regents under cover of a letter of his own.

Finally, the committee discussed briefly Professor Dudley’s upcoming meeting with the SEC. The committee asked that he mention to the SEC the difficulties the committee has at times encountered trying to interpret the precise wishes of the Senate when its charges us with various duties. We also want the SEC to know how difficult it is to find meeting times when all members can be present. The meeting was adjourned 4:40.

Respectfully submitted,

David Dudley, Chair
Faculty Senate Librarian’s Report, March 17, 2003

FACULTY DEVELOPMENT COMMITTEE
Chair: Mary Marwitz

No Report Submitted.

FACULTY SERVICE COMMITTEE
Chair: Alice Hall

No Report Submitted.

FACULTY RESEARCH COMMITTEE
Chair: Karen McCurdy

No report submitted.

GRADUATE COMMITTEE
Chair: Jerry Wilson

GRADUATE COMMITTEE MINUTES

March 12, 2003, Dean’s Conference Room, College of Education

Present: Dr. Jerry Wilson, COBA; Dr. Charles J. Hardy, Acting Dean, College of Graduate Studies; Dr. Richard Flynn, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Carol Cornwell, CHHS; Dr. Delores Liston, COE; Dr. Cindi Chance, Academic Affairs; Dr. Bede Mitchell, LIB; Dr. Mike McDonald, COBA; Dr. Bob Fernekes, LIB; Dr. Jim McMillan, CHSS; Dr. Cindi Chance, Academic Affairs

Others: Dr. John R. Diebolt, COGS, Dr. Dan Hagan, COST, Dr. Kent Guion, CHSS, and Ms. Lee T. Mitchell, COGS

Dr. Jerry Wilson, Chair, called the meeting to order at 3:30 p.m.

I. APPROVAL OF AGENDA

The agenda was approved as submitted.

Special Topics in Marketing
II. APPROVAL OF MINUTES

Minutes of the February 19, 2003, Graduate Committee meeting were approved as written.

III. PROGRAM CHANGES

COLLEGE OF EDUCATION

Dr. Liston presented the following changes for the College of Education.

EARLY CHILDHOOD EDUCATION AND READING

Delete the Comprehensive Exit Examination Requirement in the Program of Study for:
- M.Ed. in Early Childhood Education
- M.Ed. in Reading Education

MIDDLE GRADES AND SECONDARY EDUCATION

Delete the Comprehensive Exit Examination Requirement in the Program of Study for:
- M.Ed. in Business Education
- M.Ed. in English Education
- M.Ed. in Mathematics Education
- M.Ed. in Middle Grades Education
- M.Ed. in Science Education
- M.Ed. in Social Science Education
- M.Ed. in Technology Education

MOTION: Dr. Liston motioned to approve these changes for the College of Education. Dr. McMillan seconded the motion. The motion was passed.
IV. Old Business

Report from the Chair of the Graduate Faculty Appointment Sub-committee

Dr. Jim McMillan, Chair, Graduate Faculty Appointment Sub-committee, reported that the committee met on March 10, 2003, to discuss 8 applications for appointment to the Graduate Faculty. The sub-committee approved the following candidates for Associate Graduate Faculty Status: Robert Craig Hoell, COBA and Karen Powers-Stubbs, CLASS. The following faculty members were approved for Full Graduate Faculty Status: Leslee Higgins, COBA, Karen McCurdy, CLASS, Rebecca Murray, CLASS, Nathan Pino, CLASS, Walter Polka, COE and Patricia Walker, CLASS.

MOTION: Dr. McMillan motioned that the report from the Graduate Faculty Appointment Sub-committee be accepted by the Graduate Committee. It was accepted.

B. Report from the Chair of the Graduate Faculty Selection Process Sub-committee.

Dr. McMillan presented a Draft of a proposal from the sub-committee on the process of Graduate Faculty appointment. After some discussion the committee decided that this issue should be placed on the agenda for the next meeting and Dr. McMillan would provide the committee with additional information.

5. Announcements

Dr. Hardy announced that the Graduate Student Organization and the College of Graduate Studies is sponsoring Graduate Student Appreciation Week April 7-April 11, 2003.

VI. Adjournment

There being no further business, Dr. Wilson adjourned the meeting at 5:00 pm.

Respectfully submitted,

Lee T. Mitchell
Assistant to the Dean
LIBRARY COMMITTEE
Chair: David Robinson
No report submitted

UNDERGRADUATE COMMITTEE
Co-Chairs: Constance Campbell and Phyllis Dallas
No report submitted.

UNIVERSITY ATHLETICS COMMITTEE
February 27, 2003, Minutes

Members and Visitors Present

Richard Rogers, Charles Skews, Cathy Swift, Vickie Hodges, Ron Core, Bruce McLean, Gary Dartt, Sam Bakerm Willie Burden, Creighton Alexander, John Mulherin, Chris Geyerman, Keith Roughton, Connie Palfy, Dennis Gruber and D’Lee Pollock.

Approval of Minutes

The minutes of the January 24, 2003, meeting were unanimously approved.

Sports Medicine Update

Dennis Gruber presented an update on the Sports Medicine program and gave a brief explanation of the Health Insurance Portability and Accountability Act (HIPAA). Mr. Gruber stated that the act would affect how student-athlete sports injuries are reported to the media, coaches, and parents. Lee Davis, University Attorney, is working on an institutional policy.

Mr. Gruber also reported the purchase of three automatic external defibrillators (AEDs), one of which will be used specifically for all athletic events held in Hanner Fieldhouse. A second AED will be in the Iron Works, and a third at the Wiggins Baseball Complex to be used for baseball and softball. A copy of the AED policy will be provided to the members of the committee before the next meeting.

The implementation of a confidential counseling program for student-athletes with eating disorders is in place, and Mr. Gruber stated that he would provide a written guide of the role of the athletic trainer in treating eating disorders.
Selection of Scholar-Athlete

Jackie Allen, a member of the track and field team, was unanimously selected as the female scholar-athlete of the year, and Travis Mobley, a member of the golf team, was unanimously selected as the male scholar-athlete of the year. The Scholar-Athlete Banquet is scheduled for April 21 at 7:00 p.m. in the Nessmith-Lane Building.

Financial Update

Connie Palfy reported that FY 2003 revenue will meet budget projections. Ms. Palfy stated that football ticket sales were off, but NCAA football playoff revenue will cover the shortfall. A more complete report will be presented at the March meeting.

Schedule Approvals

In Cathy Beene’s absence Sam Baker distributed copies of the 2003 volleyball, 2003 women’s and men’s spring soccer, and 2003 men’s and women’s fall soccer schedules for approval. All were unanimously approved.

Athletics Update

Sam Baker reported:

• The softball team is preparing to leave to participate in a tournament in Utah.

• The University Athletics Committee will play an active role in the preparation of the upcoming NCAA Certification document. The department will need to work diligently to ensure that there is sufficient student participation in this effort.

• The men’s and women’s Southern Conference Basketball Tournament begins March 5 in Charleston.

• Niki Jones, swimming coach, did a tremendous job with the women’s swim team; they finished in third place in the Southern States Tournament.

• The women’s track team finished third in Southern Conference Indoor Championships.

NCAA Update

Richard Rogers reported the hiring of Doug King, Assistant Commissioner for Compliance, and
Stephanie Ellison, Assistant to the Commissioner and Director of Legislative Services, in the Southern Conference.

Southern Boosters Update

John Mulherin reported that the renewal campaign begins next week with a goal of raising $600,000.

New Business

Chris Geyerman distributed copies of: “The Faculty Role in the Reform of Intercollegiate Athletics.” The UAC expressed dismay that there are actually athletic programs guilty of being conducted in a manner described in the article. The committee was most pleased to know that the items of concern described in the article are not at work in Georgia Southern’s program.

There being no further business, the meeting adjourned at 9:00 am. The next meeting is scheduled for March 27 at 8:00 am.

Respectfully submitted,

Marilyn Kalb
Sr. Administrative Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL

Chair: Vaughn Vandegrift

Minutes of the 8 April meeting awaiting chair’s approval

Respectfully submitted,

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 May 9th to hear appeals for early readmission. There were 51 appeals. A total of 18 were approved either at the meeting or pre-approved before the meeting based on criteria previously established by the committee.

The committee discussed a motion to allow the Registrar to modify the last day to withdraw from a class without academic penalty in order to facilitate freshman progress reports and to make the date similar to those at other peer and aspirational institutions. The committee was in favor of the proposal and approved a motion to move the Drop Date to 3-4 days after the midterm with the Registrar given discretion to select the exact date.

In old business, the committee continued discussion of a proposal from the Enrollment Management Committee.

Proposal #3 "We would like to open the discussion of a plan that would require successful completion of [C]ore English and mathematics courses during the freshman year."

While members felt the concept was valid, the committee felt that the proposal was unmanageable. Discussion centered around several main points. How could the policy be enforced? Given that the English courses take two semesters to complete in sequence, what happens if students have to retake either one of them? After their second semester, do we require the students to take only the core course they need to retake and no others? Won't that impact on financial aid eligibility? Will there be enough sections of these courses for all students needing to take them. If not, do students who haven't taken the course get priority over those students retaking the course?

The Committee decided not to recommend adoption of the policy but to return it to the Senate Executive Committee.

The Academic Standards Committee met May 12th to hear appeals for early readmission. There were 36 appeals. A total of 14 were approved either at the meeting or pre-approved before the meeting.

Respectfully submitted,
David Lowder, Chair

ELECTIONS COMMITTEE
Chair: Jim LoBue

No Report Submitted
Faculty Welfare Committee
Chair: David Dudley
No Report Submitted

Faculty Development Committee
Chair: Mary Marwitz
No Report Submitted.

Faculty Service Committee
Chair: Alice Hall
Committee has no report.

Faculty Research Committee
Chair: Karen McCurdy

Report of the Minutes of the Faculty Research Committee February and March Meetings
Submitted by Karen McCurdy
June 17, 2003
February 14, 2003
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).

The committee met Valentine’s Day afternoon to consider forty-seven Spring Grant proposal requests for research support amounting to $347,940.00. Awards totally $98,454 were made for 30 proposals, The awards were distributed to faculty in four colleges, 20 of whom are in COST, 9 in CLASS, 1 in CHHS and 1 in COE. This matched fairly well the distribution of requests: 25 COST (80 percent success rate), 17 CLASS (53 percent), 2 CHHS (50 percent), 2 COE (50 percent), and 1 COBA (0 percent).

March 24, 2003
Present: Karen McCurdy, chair; Charlie Hardy, provost’s representative; Joelle Romanchik-Cerpovicz (CHPS); Charles Briggs (CLASS); Jerry Wilson (COBA); Norman Schmidt (COST); Jo Ellen Broome (LIB), absent but with scores provided, Greg Chamblee (COE).

The committee completed its work of the year with the duty of reviewing the portfolios of those colleagues nominated as highly productive scholars in the past five years. This year the committee considered 15 portfolios in making the recommendation to the Provost for two awards.

GRADUATE COMMITTEE
Chair: Jerry Wilson

Graduate committee meeting
Chair: Jerry Wilson

Graduate Committee Minutes
April 16, 2003, Dean’s Conference Room, College of Education

Present: Dr. Jerry Wilson, COBA; Dr. Charles J. Hardy, Acting Dean, College of Graduate Studies; Dr. Richard Flynn, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Carol Cornwell, CHHS; Dr. Delores Liston, COE; Dr. Cindi Chance, Academic Affairs; Dr. Bede Mitchell, LIB; Dr. Mike McDonald, COBA; Dr. Jim McMillan, CHSS; Dr. Cindi Chance, Academic Affairs;

Others: Dr. John R. Diebolt, COGS, Dr. Kent Guion, CHSS, and Ms. Lee T. Mitchell, COGS; Dr. Bryan Riemann, IRB; Dr. Lowell Mooney, COBA; Dr. Curtis Ricker, CLASS; Dr. J. B. Claborn, COST

Dr. Jerry Wilson, Chair, called the meeting to order at 3:30 p.m.

I. Approval of Agenda
The agenda was approved as submitted.
II. APPROVAL OF MINUTES

Minutes of the March 12, 2003, Graduate Committee meeting were approved as written.

III. PROGRAM CHANGES

COLLEGE OF EDUCATION

Dr. Liston presented the following changes for the College of Education.

CURRICULUM, FOUNDATIONS, AND RESEARCH

Add Two “C” Exclusion Policy for the Ed.D. Curriculum Studies Program:

A student will be excluded from the program upon earning grades of “C” or below in two or more courses.

Justification: The Curriculum Studies Program committee unanimously supported the adoption of a “two C exclusion” policy to raise the standards of their program. They maintain a liberal admissions policy and wish to continue to give students an opportunity to prove themselves capable of quality academic work leading to a doctorate. They believe that grades of C at the doctoral level are indicative of “barely acceptable” academic work. As such, students who earn grades of C or below in doctoral level work should be excluded from the program. This policy has been approved by the Department of Curriculum, Foundations and Research curriculum process, and was approved on March 28, 2003, by the COE Curriculum Committee. This policy, if approved, would take effect Fall 2003.

MOTION: Dr. Delores Liston motioned to approve this change of the Department of Curriculum, Foundations and Research. Dr. Jim McMillan seconded the motion. The motion was passed.

LEADERSHIP, TECHNOLOGY, AND HUMAN DEVELOPMENT

Catalog Description

FROM: ITEC 7530 Inst Tech Foundations

Course required to attain the Special Georgia Technology Certification
For Service personnel. A Component course for Teacher and Leadership Technology Certification. An Introduction to the use of the computer in the instructional process. Focuses on the uses of the computer as a medium of instruction. (3 credit hours)
TO:  ITEC 7530  Inst Tech Foundations

A component course for Teacher, Leadership, and Service Georgia Special Technology Certification. An introduction to the use of the computer in the instructional process. Focuses on the uses of the computer as a medium of instruction. (3 credit hours.)

Justification: PSC mandated change in Special Georgia Technology Certification for Service personnel.

MOTION: Dr. Delores Liston motioned to approve this change for the Department of Leadership, Technology and Human Development. Dr. Jim McMillan seconded the motion. The motion was passed.

MIDDLE GRADES AND SECONDARY EDUCATION

Revise Program of Study for M.Ed. in Business Education

Justification: With the retirement of the faculty member in the Department of Middle Grades and Secondary Education who has been responsible for teaching the courses with BEED prefixes in the M.Ed. in Business Education, the following program changes were proposed. Courses from various academic departments within the university have been identified to replace all the BEED courses with the exception of BEED 5130. BEED 5130 addresses key national standards and must be completed by graduate candidates unless the course was completed at the undergraduate level. Each of the required teaching field courses (WRIT 5130 and ITEC 7335) that are being proposed for the M.Ed. in Business Education is aligned with national standards. The remaining teaching field courses will be selected according to the needs of candidates.

The following program changes were proposed:

Replace BEED 7130, 7230, 7330, 7431, 7432, 7433, and 7434 with ITEC 7335 Web Design and Development, WRIT 5930G Technical Writing, and 12 semester hours of graduate courses from the College of Business.

Reduce the semester hours for the specialized content for teaching from 21-24 semester hours to 18-21 semester hours. Increase the electives from 0-3 semester hours to 3-6 semester hours. This change aligns the number of semester hours in the specialized content for teaching to all other M.Ed. programs in secondary education.

Prerequisite Change

FROM:  ESED 8839  Seminar and Field Study

Students will initiate, complete and present an acceptable field-based research study, developed and approved in EDUR 8434. This course will focus on collecting, organizing and analyzing data, as well as composing a formal
research paper based on the research study. The course culminates with an oral presentation of the study. Seminars will be held that focus on current trends, issues, and research in one’s teaching field and certification level. (3 credit hours). Prerequisites: EDUR 8131, EDUR 8434, ESED 8130, ESED 8132, ITEC 8230.

TO:       ESED 8839          Seminar and Field Study

Students will initiate, complete and present an acceptable field-based research study, developed and approved in EDUR 8434. This course will focus on collecting, organizing and analyzing data, as well as composing a formal research paper based on the research study. The course culminates with an oral presentation of the study. Seminars will be held that focus on current trends, issues, and research in one’s teaching field and certification level. (3 credit hours). Prerequisites: EDUR 8131, EDUR 8434, ESED 8130, ESED 8132, ITEC 8231.

Justification: This prerequisite change is a correction due to an error made in numbering the new ITEC course for the Ed.S. in Teaching and Learning. The new ITEC course, Transforming Learning with Technology, now carries the number 8231 since the Registrar’s Office pointed out that the number 8230 was already being used for another ITEC course. ITEC 8231 is the correct number for the course which is a prerequisite for ESED 8839.

MOTION: Dr. Delores Liston motioned to approve these changes for the Department of Middle Grades and Secondary Education. Dr. Jim McMillan seconded the motion. The motion was passed.

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Lowell Mooney presented the following changes for the School of Accountancy

SCHOOL OF ACCOUNTANCY

Program Changes

Master in Accounting (Macc):
1. Increase in required accounting courses from four to five to provide all students with additional training in the area of financial analysis and reporting;
2. More choice in program electives to enable students to tailor the program to their personal career objectives; and
3. Ability of students to complete the entire MAcc program at the Coastal Georgia Center

MBA Accounting Concentration:
Simplified concentration requirements to enable Savannah area students to complete the entire program at the Coastal Georgia Center.
New Course

**ACCT 7134**  
Financial Reporting and Analysis

This course examines recent pronouncements of various authoritative bodies such as the FASB, SEC, and IASB. Analysis of corporate financial reports from a decision-maker’s perspective. Case-and-applications-oriented. Applications include reporting practices, credit analysis, equity valuation, and financial distress. Prerequisite: Graduate Standing (3 semester hours).

**Justification:** To provide additional training and tools in financial analysis and reporting in recognition of the ever increasing complexity of business transactions.

Prerequisite Change

**TO:**  
LSTD 7230  
Law and Ethics for Accountants

Graduate Standing and LSTD 6130 or equivalent

**Justification:** Currently no prerequisite exists for this course. The prerequisite is being added to ensure students have an adequate background in business law prior to taking this beyond the core course.

**MOTION:** Dr. Carol Cornwell motioned to approve these changes for the College of Business Administration. Dr. Richard Flynn seconded the motion. The motion was passed.

IV. Old Business

A. Report from the Chair of the Graduate Faculty Selection Process Sub-committee

Dr. Jim McMillan, Chair, Graduate Faculty Selection Process Sub-committee, distributed a revised Graduate Faculty Model. After some discussion Dr. McMillan motioned to accept the report from the Graduate Faculty Selection Process Subcommittee. Dr. Comerford seconded the motion. The motion was passed.

V. New Business

A. Revisions to IRB Process and Procedures.

Dr. Bryan Riemann, co-chair of IRB, presented needed changes in our Human Subjects process so that we will be in compliance with Federal Regulations. He asked that members of the Graduate Committee review and distribute the forms with their respective faculty. Feedback regarding the forms should be directed to Dr. Tom Case or Dr. Riemann. This matter will come back before the Graduate Committee at the next meeting.
B. Dr. Dick Diebolt presented the Proposal to Implement the GSU Electronic Thesis/Dissertation (EDT) Initiative. Dr. Carol Cornwell motioned to accept the proposal. Dr. Richard Flynn seconded the motion. The motion was passed.

C. Dr. Hardy distributed the USG Vision and Mission of Graduate Education. Dr. Hardy requested the Graduate Committee review the Vision Statement on Graduate Education.

D. Dr. Hardy presented the Jack N. Averitt College of Graduate Studies Georgia Southern University Guidelines for Good Practice in Graduate Education. Dr. Bede Mitchell motioned to accept the guidelines. Dr. Comerford seconded the motion. The motion was passed.

E. Program Outcomes Project
   Dr. Hardy is working with all Program Directors to develop outcomes for each graduate program. Once these are in place, he will work with the Graduate Committee to develop overall Outcomes for the College of Graduate Studies. The committee applauded the idea and looks forward to the development of these outcomes.

VI. Adjournment

There being no further business, Dr. Wilson adjourned the meeting at 5:00 pm.

Respectfully submitted,

Lee T. Mitchell
Assistant to the Dean

LIBRARY COMMITTEE

Chair: David Robinson

No report submitted

UNDERGRADUATE COMMITTEE

Co-Chairs: Constance Campbell and Phyllis Dallas

UNDERGRADUATE COMMITTEE MINUTES

March 26, 2003

Henderson Library, 4th Floor Conference Room

Present: Ms. Sharon Barrs; Dr. Constance Campbell; Dr. Ruth Carroll; Dr. Carol Cornwell; Dr. Phyllis Dallas; Dr. Amy Heaston; Ms. Cynthia Sikes; Mr. Fred Smith; Dr. Mary Smith; Dr. Bob Haney. Visitors: Mr. Mike Deal; Dr. David
Dr. Phyllis Dallas, Co-Chair, called the meeting to order at 3:00 p.m.

**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

**CENTER FOR INTERNATIONAL STUDIES**

Dr. Nancy Shumaker presented the following agenda items for the Center for International Studies.

**Add FACS 4090 to List of Significant International Content Courses**

**FACS 4090 Selected Topics in Family & Consumer Sciences, Global Issues in Fashion Design**

Adding this course to the List of Significant International Content Courses will enable students in the College of Health and Human Sciences to complete their international requirement with a course within their college that also contains a study abroad experience. (See the attachments to these minutes for a complete revised listing of the courses.)

A M. Smith/Cornwell motion to approve the addition of this course was passed unanimously.

**COLLEGE OF BUSINESS ADMINISTRATION**

Dr. Mary Smith introduced Dr. Barbara Price, who presented the following agenda items for the Department of Information Systems and Logistics and the School of Information Technology.

**DEPARTMENT OF INFORMATION SYSTEMS & LOGISTICS**

**New Course**

**CISM 4334 ERP Systems Using SAP**

Focuses on Enterprise Planning (ERP) using SAP R/3. Students will spend computer intensive time navigating in SAP and completing SAP lab assignments. Currency in ERP developments by subscribing to Internet newsletters on ERP or SAP developments is required. Students will also be required to complete a major ERP project and give a presentation on important recent ERP developments. Prerequisite: Permission of the Information Systems Chair.
The justification for requesting this new course is that four years ago, the COBA advisory Board recommended that COBA acquire and use SAP. There are over 300 universities belonging to the SAP University Alliance that are using SAP to teach ERP related courses. GSU Information Systems students are aware that there are high paying jobs in industry for students who understand ERP and know how to use SAP. Students at GSU have indicated an interest in taking ERP/SAP courses. The first offering of this course in Fall 2002 was full within days of being available. The second offering in Spring 2003 has 34 students enrolled (with permission of the Chair).

A Cornwell/M.Smith motion to approve this new course was passed unanimously.

SCHOOL OF INFORMATION TECHNOLOGY

Prerequisite Change

FROM: IT 4790 Internship in Information Technology

CSCI 1236 and IT 1032

TO: IT 4790 Internship in Information Technology

A “C” or better in IT 1012, Web Page Development, and CSCI 1236, Introduction to Java Programming

This request is made because the IT 1032 course was split into two courses, IT 1022 and IT 1012. A M.Smith/Cornwell motion to approve this prerequisite change was passed unanimously.

Second Disciplines for the B.S. in Information Technology

Management

The second discipline in Management for the IT major develops knowledge in the management arena. It will enable the IT major to work closely with the management team of an organization to help develop, implement and control effective strategic and tactical plans.

Marketing

The second discipline in Marketing for the IT major develops knowledge in the crucial area of marketing. It will enable the IT major to work closely with the marketing function in an organization to help develop, implement and control effective marketing plans through the identification of market opportunities and development of product, distribution, pricing and promotion strategies.

Following discussion, a M.Smith/Barrs motion to approve these two second disciplines was passed unanimously.
COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Ms. Nancy Wright and Dr. David Mathew presented the following agenda item for the College of Liberal Arts and Social Sciences, Department of Music.

DEPARTMENT OF MUSIC

Subject/Number and Credit Hours

FROM: MUSC 4631  Seminar in Music Education
       Credit Hours: 3

TO: MUSC 4611  Seminar in Music Education
       Credit Hours: 1

The change of credit hours, and the course number indicating the credit hour change, will reflect the current practices and needs for the function of this course, and will provide additional credit hours for other areas of the music education program in order to comply with accreditation requirements.

A Cornwell/M. Smith motion to approve these changes was passed unanimously.

COLLEGE OF HEALTH AND HUMAN SCIENCES

Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY AND CONSUMER SCIENCES

Prerequisite Changes

FROM: INDS 3435  Design Studio II
       Corequisite INDS 2435, ART 1020, INDS 2430, and a C or better in INDS 2434

TO: INDS 3435  Design Studio II
       Corequisite INDS 2435. Prerequisite or co-requisite INDS 2436. Prerequisites: A “C” or better in ART 1010, ART 1020, INDS 2430, and INDS 2434.
The reason for making these prerequisite changes is to allow students to stay in sequence based on course offerings.

**FROM:**  
INDS 4436  Design Studio V  
INDS 3434, FACS 3427, and grade of C or better in INDS 4435; INDS 4616 must be co-requisite.

**TO:**  
INDS 4436  Design Studio V  
Prerequisites: FACS 3427, INDS 3434, INDS 4790, and a grade of “C” or better in INDS 4435. Co-requisite: INDS 4616.

This change is requested to correct an error.

A Campbell/Heaston motion to approve these prerequisite changes was approved unanimously.

**OTHER BUSINESS**

1. **Annual Review of Senate Standing Committees**  
The Faculty Senate By-Laws encourages the Senate Executive Committee to meet with the chairs of Standing Committees once a year. The purpose of the meeting is to review the year’s work, especially to discuss any problems that have come up in terms of policy issues that need greater clarification, concerns about the functioning of the committees, questions of institutional memory or infra-structure support, or for that matter concerns that chairs feel are important and aren’t in the course of things getting the attention they deserve.

Dr. Dallas said that she and Dr. Campbell will be meeting with Dr. David Allen, Chair of the Senate Executive Committee, to discuss the functions of the Undergraduate Committee. Dr. Dallas distributed two handouts. The first was the report that Dr. Kathleen Koon, former chair, had presented to the committee on October 15, 2002. There are several recommendations on this report that have not been met. One of the recommendations that needs to be implemented is the development of the “Summary of Actions” list. In conjunction with this, it was suggested that it would be helpful to maintain a list of non-curricular actions by the committee. Both of these lists should be placed on the web as a source for quick reference. Another recommendation that has not been met is to develop an Operating Code for the Undergraduate Committee. Dr. Dallas’ second handout was a copy of the Operating Code for the Graduate Committee. Using this as a guideline and with input from Dr. Dallas, Dr. Mary Smith and Mr. Fred Smith will draft a “code” to be presented at the April meeting of the committee. Dr. Dallas suggested that it might be good to review the basic function of the committee.
One area of concern expressed by the committee is that when the agenda is so long, the members feel overwhelmed by the amount of information they have to review and absorb before the meeting. This is mainly during the December and January meetings when the colleges are trying to meet the catalog deadline. It was suggested that the committee meet on both Tuesday and Wednesday in January, dividing the agenda equally between the two days.

2. Information Literacy

Mr. Fred Smith began the continuing discussion on Information Literacy. One of the goals of the General Education Outcomes is to decide what kind of students we want to produce, and then determine if we are doing what we need to do to produce these students. One suggestion is to have the colleges review the majors in their respective colleges to determine if the programs are meeting the goals of the General Education Outcomes. Fred Smith, Carol Cornwell and Sharon Barrs will draft a questionnaire to bring back to the April meeting.

ADJOURNMENT

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

Respectfully submitted,

Faye Bacon
Recording Secretary
APPROVAL OF MINUTES

A motion was made by Dr. Phyllis Dallas and seconded by Ms. Sharon Barrs to approve the minutes from the March 26, 2003, meeting of the Undergraduate Committee. The motion was passed unanimously.

COLLEGE OF EDUCATION

Dr. Amy Heaston presented the following items for the College of Education.

DEPARTMENT OF LEADERSHIP, TECHNOLOGY, AND HUMAN DEVELOPMENT

Course Deletions

ITEC 4130  Instructional Technology for Early Childhood Education
ITEM 4530  Instructional Technology for Special Education

The reason for deleting these two courses is because they are no longer needed. They have been replaced by ITEC 2120. A Shepherd/Dallas motion to approve these deletions was passed unanimously.

DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Prerequisite and Corequisite Changes

FROM:  MGED 3232  Methods of Teaching Science in Middle Grades
      Admission to Teacher Education Program, MGED 3131, 3332, 3432, and 3721. Corequisites: MGED 3532, 3722, and EDUF 3233.

TO:   MGED 3232  Methods of Teaching Science in Middle Grades
      Admission to Teacher Education Program, MGED 3131, 3332, 3432, and 3731. Corequisites: MGED 3532, 3732, and EDUF 3233.

FROM:  MGED 3532  Methods of Teaching Mathematics in Middle Grades
      Admission to Teacher Education Program, MGED 3131, 3332, 3432, and 3721. Corequisites: MGED 3232, 3722, and EDUF 3233.
TO: MGED 3532 Methods of Teaching Mathematics in Middle Grades
Admission to Teacher Education Program, MGED 3131, 3332, 3432, and 3731. Corequisites: MGED 3232, 3732, and EDUF 3233.

The reason for making these prerequisite/corequisite changes is that in the Fall of 2001, MGED 3721 and MGED 3722 were changed from two semester hours each to three semester hours each; therefore, the course numbers were changed to MGED 3731 and MGED 3732. The prerequisites and corequisites need to be changed to reflect these course number changes.

Corequisite Changes
FROM: MGED 3332 Methods of Teaching Language Arts/Reading in the Middle Grades
MGED 3131 and Admission to Teacher Education Program. Corequisites: MGED 3432 and MGED 3721.

TO: MGED 3332 Methods of Teaching Language Arts/Reading in the Middle Grades
MGED 3131 and Admission to Teacher Education Program. Corequisites: MGED 3432 and MGED 3731.

FROM: MGED 3432 Methods of Teaching Social Studies in the Middle Grades
Prerequisite: MGED 3131 and Admission to Teacher Education Program. Corequisites: MGED 3332 and MGED 3721.

TO: MGED 3432 Methods of Teaching Social Studies in the Middle Grades
Prerequisite: MGED 3131 and Admission to Teacher Education Program. Corequisites: MGED 3332 and MGED 3731.

The justification for these changes is that in the Fall of 2001, MGED 3721 was changed from two semester hours to three semester hours; therefore, the course number was changed to MGED 3731. The prerequisites and corequisites need to be changed to reflect this course number change.

A M. Smith/Dallas motion to approve these changes was passed unanimously.

The agenda was changed at this point to incorporate the addendum into the agenda.

VICE PRESIDENT FOR ACADEMIC AFFAIRS
Ms. Amy Williams presented the following item for the Vice President for Academic Affairs.

**New Course**

**GSU 2122  Professional Development Seminar**

The Professional Development Seminar will focus on the job search process and preparation for the business world. It is geared towards students who are beginning their job search process and who have completed 60+ hours. Students may also enroll with special permission of the instructor. 2 credit hours.

Prerequisite: Junior standing or higher.

The justification for this new course is to help students learn early how to “sell” themselves appropriately to employers. With a soft economy and competitive job markets, more in-depth instruction is needed to educate students on preparing for a job search, effective interviewing, and professional business etiquette. All Georgia Southern graduates should be able to conduct an effective job search campaign and practice appropriate business etiquette that will assist them in succeeding in the world of work.

A Heaston/Shepherd motion to approve this new course was passed unanimously.

Mr. Mike Deal presented the following item to the committee.

**Course Prefix Change**

**FROM:  GSUH 2121  Career Exploration**

**TO:  GSU 2121  Career Exploration**

This change is requested to delete the “H” from the course number because it is not an Honors course, and to make it conform to the other GSU courses.

A Joyner/Hadley motion to approve this change was passed unanimously.

**OTHER BUSINESS**

Ms. Sharon Barrs presented the following report from the special ad hoc committee.

**General Education Outcomes Subcommittee Report**
The ad hoc committee (Sharon Bars, Carol Cornwell and Fred Smith) met and developed a report entitled “2002 Survey of Core Courses in Relation to the University’s General Education Outcomes.” The group had been charged by Phyllis Dallas, Co-Chair of the Undergraduate Committee, with the creation of additional surveys to gather more information about certain General Education Outcomes (GEO’s). The committee used several reports from the 2002 survey to prepare this report.

The committee developed three items related to number 1 of the “Recommendations for Action by the Undergraduate Committee” from the *Report to the Undergraduate Committee of the Faculty Senate, October 15, 2002*.

**Item 1: Evaluate the effectiveness of IDS 2210: Turning Points and Connections, in relationship to the intended objectives of the course.**

The recommendation of the ad hoc committee is to re-survey IDS 2210 faculty using the original survey form in its current format with slight modifications to the cover letter. This was made in the form of a motion by Ms. Bars and seconded by Dr. Heaston. Discussion pursued regarding whether or not this would have to go through the Research Services office. It was suggested that a letter be sent to Research Services saying that the committee wishes to re-submit the survey because of a lack of response to the first survey. Ms. Nancy Wright has provided a list of faculty members who taught the course Fall 2002 and who are teaching the course Spring 2003. The motion was approved unanimously.

**Item 2: Determine whether Outcomes 1A, 1B, and 1C (oral communications and writing across the curriculum) are being adequately achieved through core courses.**

The recommendations of the committee indicate that Outcomes 1A and 1B are being met and do not need further study. However, the ad hoc committee recommends that immediate action be taken regarding the problem that GSU is not meeting Objective 1C of the General Education Outcomes regarding competency in a foreign language, and consider options to either make a foreign language mandatory, or to change the GEO’s.

It was suggested that instead of doing another survey the committee representatives from each college should obtain information on foreign language/international content course requirements from their respective colleges. Information can be obtained also from the Academic Advisement Center, the Provost’s office and the Department of Foreign Languages to determine if the foreign language “Outcome” is being met. This was presented in the form of a Bars/Cornwell motion and was passed unanimously.

It was requested of Mr. Deal that the Registrar’s Office do a report on the percentage of students, by college, who have graduated and have completed a Foreign Language course, an International
content course, or both. Mr. Deal said that the Registrar’s Office would be glad to compile this information.

**Item 3: Evaluate the adequacy of courses and/or other instructional strategies designed to address the introduction to modern technology and information literacy.**

It was determined by the ad hoc committee that Outcomes 2C and 7D are being met.

The ad hoc committee submitted the following to the committee.

**Further Issues and Recommendations:**

**GEO’s**
General Education Outcomes have not been updated since semester conversion. The undergraduate committee should establish a plan to review, revise, and/or change the GEO’s on a regular basis.

**Core Curriculum and GEO’s**
The course listing of the Core Curriculum with GEO objectives is currently out of date. It was updated by Judy Schomber in Fall 2001 to reflect course number and title changes. Some mathematics courses need to be added and other changes may be necessary.

The course listing of the Core Curriculum also needs to be updated in relation to the GEO’s. The GEO’s linked to each course have not been updated since semester conversion. The ad hoc committee believes that there may be some misalignments.

At one time, the GEO’s and their relationship to Core Curriculum course objectives was addressed within the Undergraduate Curriculum Forms. Consider adding a section to the Undergraduate Curriculum Forms, under revision currently, that deals with how new/revised courses meet GEO’s. (Question: all courses or just core?)

Establish a plan to review the Core Curriculum in regard to the GEO’s on a regular basis.

**Overall Curricular Objectives**
Explore the issue of comprehensive review of all curricular objectives on a regular basis (including the GEO’s, Core Curriculum, BOR objectives, and the GSU Strategic Plan) and whether there is a mechanism through which this can occur.
Future Study

After the GEO’s have been modified and the core curriculum updated and realigned with GEO objectives, a new survey should be considered which would include any new courses that were not reflected in the Core Curriculum listing at the time of the original survey. The issue of information technology and information literacy should be re-evaluated.

Other options to be considered for the next survey.
- Cover more than the core courses?
- Survey by degree programs?
- Include GSU 1120?

Operating Code for the Undergraduate Committee

Using the “Operating Code for the Graduate Committee” as a guideline, Dr. Mary Smith and Mr. Fred Smith, with input from Co-Chair Dr. Dallas, developed an operating code for the Undergraduate Committee. After reading through the draft, several changes were suggested. Dr. Smith will make the changes and bring the document to the May meeting of the committee.

THANKS

Dr. Campbell made a motion that the committee go on record thanking Dr. Ruth Carroll for her dedicated work with the Undergraduate Committee. Dr. Carroll will retire at the end of this academic year.

ADJOURNMENT

There being no further business, the meeting was adjourned at 4:15 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary

UNDERGRADUATE COMMITTEE MINUTES
May 21, 2003
Henderson Library, 4th Floor Conference Room
Present: Ms. Sharon Barrs; Dr. Carol Cornwell; Dr. Phyllis Dallas; Dr. Bob Fernekes (for Sonya Shepherd and Fred Smith); Dr. Amy Heaston; Ms. Cynthia Sikes; Dr. Mary (Smith) Hazeldine; Dr. Bob Haney. Visitors: Mr. Mike Deal; Dr. Dan Hagan; Dr. Kathleen Koon; Dr. Dallas Rhodes; Dr. Virginia Richards; Ms. Nancy Wright.

Dr. Phyllis Dallas, Co-chair, called the meeting to order at 3:02 p.m.

APPROVAL OF MINUTES

A motion was made by Dr. Amy Heaston and seconded by Dr. Mary Hazeldine to approve the minutes from the April 15, 2003, meeting of the Undergraduate Committee. The motion was passed unanimously.

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Mary Hazeldine presented the following items for the College of Business Administration.

SCHOOL OF ECONOMIC DEVELOPMENT

Prerequisite Changes

FROM: REDV 4131 Applied Regional Analysis
BUSA 3131, USA 3132, or comparable courses in quantitative methods.

TO: REDV 4131 Applied Regional Analysis
REDV 3130: Introduction to Regional Economic Development, BUSA 3132: Quantitative Analysis, or comparable courses in quantitative methods.

This change is requested to correct the previous omission of REDV 3130 from the prerequisites.
FROM: REDV 4730 Regional Economic Development Field Project  
Prior approval of department chair.

TO: REDV 4730 Regional Economic Development Field Project  
REDV 4131 and prior approval of department chair.

This change is requested because the Field Project is considered a capstone type course and the REDV 4131 course should be added to the prerequisites.

A Cornwell/Heaston motion to approve these two prerequisite changes was passed unanimously.
SCHOOL OF ACCOUNTANCY

Prerequisite Changes
FROM: ACCT 4131 International Accounting
Grade of “C” or better in ACCT 3132.

TO: ACCT 4131 International Accounting
Grade of “C” or better in ACCT 3131.

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

TO: ACCT 5530 Governmental and Institutional
Grade of “C” or better in ACCT 3131.

The reason for these changes is because the mastery of the course content of ACCT 3132 is not necessary for success in ACCT 4131 or ACCT 5530.

A Heaston/Cornwell motion to approve these two prerequisite changes was passed unanimously.

DEPARTMENT OF INFORMATION SYSTEMS AND LOGISTICS

New Courses
CISM 3236 Web Database Development
Provides an overview of web database connectivity and programming alternatives available or integrating internet technologies related to e-commerce and m-commerce with database systems. Students will gain an understanding of the creation, use, and management of web interfaces and the integrated database system. 3 credit hours. Prerequisite: A “C” or better in CISM 2230.

Web database development and integration is paramount to the development of internet, intranet, and extranet applications, which have become critical components of electronic business transactions. This course provides the knowledge infrastructure for development of these applications. These concepts will strongly support, but are currently lacking, in other courses in the BBA in IS degree.

CISM 4331 Point of Sale Technologies
Provides an overview of the architecture and functionality of point of sale (POS) technologies. Students will develop an understanding of the business and technical requirements of POS systems, as well as an appreciation for the issues and challenges associated with the development, implementation, and support of large-scale commercial systems. 3 credit hours. Prerequisites: A “C” or better in CISM 2230 and CISM 3135.

This course supports the second discipline in Retail POS for the BS in IT degree, and also serves as an additional elective for the BBA in IS degree. The course capitalizes on the availability of a large, real-world, retail POS system, valued at $2.7 million, which was donated to GSU by NCR Corporation in October 2002.

**CISM 4332 Electronic Business**

This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in national and global contexts connecting individuals, businesses, governments, and other organizations to each other. The course examines e-business strategy and the development and architecture of e-business solutions and their components. 3 credit hours. Prerequisites: CISM 2230, CISM 3134, and MKTG 3131.

Internet technologies have had a profound impact on organizations. Exposure to electronic business strategy, architecture, and design in an IS curriculum is essential for preparing graduates to function in today’s business environment. The importance of e-business in an IS curriculum is underscored by its inclusion as a required course in the *IS 2002 Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems*.

A Heaston/Sikes motion to approve these three new courses was passed unanimously.

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

Dr. Dan Hagan presented the following items from the Allen E. Paulson College of Science and Technology.

**DEPARTMENT OF GEOLOGY AND GEOGRAPHY**

Dr. Hagan introduced Dr. Dallas Rhodes, Chair of the Department, who presented the following.

**Proposal for New Degree, Bachelor of Arts with a Major in Geography**
The Department of Geology and Geography at Georgia Southern University wishes to create a Bachelor of Arts with a major in Geography degree program that will expose undergraduate students to the breadth and diversity of the discipline. The main goal of creating a Bachelor of Arts Degree with a Major in Geography at Georgia Southern University is to develop a comprehensive program that trains students in all of geography’s three sub-fields: physical, technical, and human. The program’s specific objectives include: (1) expose students to the geographic dynamics of such relevant and pressing issues as globalization, transcultural migration and diaspora, regional political and economic development, and human-environment interaction; (2) fill a gap in the array of majors currently offered at Georgia Southern University; (3) make full use of the extensive interests and special abilities of the geography faculty; (4) integrate the Department’s Geographic Information Systems (GIS) facilities and capabilities in the study of human geography; (5) provide elementary and secondary school teachers with the knowledge to combat geographical illiteracy; (6) prepare students for graduate work in human geography; and (7) produce graduates who, as critical and compassionate thinkers, will have an immediate and positive impact on the future development and direction of southern Georgia. (See the attachments to these minutes for a copy of the complete proposal)

Following questions and discussion, a Heaston/Hazeldine motion to approve this new degree was passed unanimously.

Dr. Dan Hagan presented the following items.

**Course Deletions**

GEOG 1521  Real World Applications for Geographic Information Systems (GIS)

The reason for deleting this course is because of poor enrollments.

GEOG 3132  Cultural Geography of Ireland
GEOG 3132S Cultural Geography of Ireland
GEOG 3133  Physical and Biogeography of Ireland
GEOG 3133S Physical and Biogeography of Ireland
IRSH 3132  Cultural Geography of Ireland
IRSH 3132S Cultural Geography of Ireland
IRSH 3133  Physical and Biogeography of Ireland
IRSH 3133S Physical and Biogeography of Ireland

The reason for deleting these courses is they no longer fit the departmental goals. Deletion of the courses allows for maximum use of departmental staff resources to provide a solid, directed major in Geography.
A Heaston/Barrs motion to approve these deletions was passed unanimously.

SCHOOL OF TECHNOLOGY

Course Title Change and Catalog Description

FROM: TSEC 5331 Human Resource Protection
The technical aspects of developing and implementing occupational safety programs in manufacturing industries. Emphasis is placed on hazard identification and control. Topics include OSHA compliance, accident investigation, fire protection, machine guarding, noise abatement, and electrical safety. Three semester hours credit.

TO: TSEC 5331 Occupational Safety
The technical aspects of developing and implementing occupational safety programs in manufacturing industries. Emphasis on hazard identification and control. Topics include OSHA compliance, accident investigation, fire protection, machine guarding, noise abatement, and electrical safety. Three semester hours credit.

The reason for making these changes is that the current title does not reflect the industrial safety emphasis nor content of the course. It is often confused with courses pertaining to Human Resources offered in COBA. The change is recommended by Technology faculty and the Manufacturing Program Industrial Advisory Board.

A Heaston/Cornwell motion to approve these changes for this course was passed unanimously.

COLLEGE OF EDUCATION

Dr. Amy Heaston presented the following agenda items for the College of Education.

DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

New Course
SCED 4137 Methods of Teaching in the Secondary School
This course is designed to assist students in understanding planning and teaching practices in the secondary school and in becoming familiar with best practices in secondary instruction. Skills are developed in planning, conducting, and evaluating instruction using classroom and practicum experiences. Major emphasis is placed on planning, presentation, and assessment skills, and on developing strategies to facilitate working with the diverse student populations present in public schools. (3 credit hours) Prerequisite: Admission to Teacher Education Program. Corequisites: SCED 4138, SCED 4731, EDUF 3234.

This new general methods course is being proposed for the B.S.Ed. Programs in History Education, Geography Education, Political Science Education, English Education, Chemistry Education, Biology Education, Physics Education, Mathematics Education, and Business Education to replace each of the subject-specific methods courses. The existing subject-specific methods courses continue to have low enrollments. This change will increase the efficiency of the secondary education programs. SCED 4731, Secondary School Practicum, addresses the subject-specific methods as part of the practicum in the schools.

A Cornwell/Hazeldine motion to approve this new course was passed unanimously.

Corequisite Changes
FROM: SCED 4138 Secondary Curriculum
      Corequisite: EDUF 3234
TO:    SCED 4138 Secondary Curriculum
      SCED 4137, SCED 4731, EDUF 3234
FROM: SCED 4731 Secondary School Practicum
      SCED 4138, EDUF 3234, and subject-specific methods course appropriate to the major.
TO:    SCED 4731 Secondary School Practicum
      SCED 4137, SCED 4138, EDUF 3234.

The corequisites for these two courses need to be changed to include the new course, SCED 4137. A Cornwell/Hazeldine motion to approve these changes was passed unanimously.

Program of Study Changes in History Education, Mathematics Education, Geography Education, Political Science Education, Chemistry Education, Biology Education, Physics Education, English Education and Business Education
The request is made to change the programs of study for all of these except Business Education to remove the subject-specific methods courses and include the new course, SCED 4137, Methods of Teaching in the Secondary School.

The request is made to change the program of study for Business Education by deleting BEED 3133, BEED 3134, BEED 3237, and BEED 4130 and replacing those course with WRIT 3230, IT 1031, ECON 2106 and FINC 3131. These courses include content aligned with national standards and Praxis II. Add the new course, SCED 4137, Methods of Teaching in the Secondary School.

Dr. Virginia Richards questioned why the Family and Consumer Sciences Education program of study was not included in these. It was noted that the Technology Education program of study also was not included. Following discussion, a Cornwell/Hazeldine motion to approve the changes for all programs of study except Business Education, pending the receipt of the FCS program of study, was passed unanimously.

(NOTE: The Department Chair of Middle Grades and Secondary Education, having been informed of the action by the committee, said the changes to the Program of Study for Family and Consumer Sciences will be presented to the curriculum committees in the College of Education and the College of Health and Human Sciences for approval, and it will then be presented to the Undergraduate Committee. The Chair also said that the Technology Education Program of Study should not be included.)

A Sikes/Barrs motion to approve the changes to the Business Education program of study was passed unanimously.

Course Deletions

- BEED 3133  Computer Applications Methods
- BEED 3134  Business Communications
- BEED 3237  Accounting Methods
- BEED 4130  Office Technology and Procedures

Courses with a BEED prefix, except for BEED 5130, are being deleted. BEED 5130 includes content that meets national standards and must be completed as part of the program. Content courses from various academic departments in the university will replace the BEED courses that are being deleted. These courses focus more specifically on the national content standards for Business Education.
A Hazeldine/Barrs motion to approve these course deletions was passed unanimously.

**Course Number Changes**

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>MSED 7530</td>
<td>MSED 5530/5530G</td>
<td>Using Calculators and Manipulatives to Teach Mathematics</td>
</tr>
<tr>
<td>MSED 7531</td>
<td>MSED 5531/5531G</td>
<td>Integrating Computer Technology and Mathematics</td>
</tr>
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</table>

Courses that focus on the use of calculators and manipulatives to teach mathematics and on integrating computer technology into the mathematics curriculum are needed for undergraduate candidates in the Mathematics Education program, as well as those concentrating in mathematics in the Middle Grades Program. These number changes will provide an opportunity for undergraduate candidates to take the courses as electives in their programs.

A Cornwell/Hazeldine motion to approve changing these course numbers was passed unanimously.

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

Dr. Virginia Richards presented the following agenda items from the College of Health and Human Sciences.

**DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES**

**Admission Requirement Change to Sport Management Major Program**

Add the following bullet to the PROGRAM ADMISSION CRITERIA:

Students must have completed all Area F requirements with a “C” or better before admission to the program.

A Hazeldine/Barrs motion to approve this addition to the Program Admission Criteria was passed unanimously.

**Prerequisite Changes**
FROM:  SMGT 3230  Economics of Sport  
SMGT 2130 and ECON 2105

TO:  SMGT 3230  Economics of Sport  
“C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330

FROM:  SMGT 3236  Financial Management of Sport  
SMGT 2130 and FINC 3131

TO:  SMGT 3236  Financial Management of Sport  
“C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330. Business prerequisite: BUSA 3134 or FINC 3131.

FROM:  SMGT 3237  International Sport Management  
None

TO:  SMGT 3237  International Sport Management  
“C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330.

FROM:  SMGT 3238  Management of Sport Organizations  
SMGT 2130 and MGNT 3130

TO:  SMGT 3238  Management of Sport Organizations  
MGNT 3130 and a “C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330.

FROM:  SMGT 3330  Sport Promotion and Marketing  
SMGT 2130 and MKTG 3131

TO:  SMGT 3330  Sport Promotion and Marketing  
MKTG 3131 and a “C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330.

FROM:  SMGT 4330  Facility and Event Management
SMGT 2130

TO: SMGT 4330 Facility and Event Management

“C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330.

FROM: SMGT 4336 Sport Business Operations
SMGT 2130

TO: SMGT 4336 Sport Business Operations

Student must earn a “C” or better in SMGT 3230, SMGT 3236, and SMGT 3238.

FROM: SMGT 4337 Legal Aspects of Sport
SMGT 2130

TO: SMGT 4337 Legal Aspects of Sport

“C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330.

FROM: SMGT 4338 Sport Policy Development
SMGT 2130

TO: SMGT 4338 Sport Policy Development

“C” or better in ECON 2105, ACCT 2030, COMM 2332, STAT 2231, SMGT 2130, SMGT 2230, and RECR 2330.

These prerequisite changes are necessary to make sure students complete Area F requirements before taking upper division major courses and to insure their success in upper division courses.

A Hazeldine/Cornwell motion to approve these prerequisite changes was passed unanimously.

New Courses

SMGT 4090 Selected Topics in Sport Management

Provides a student with in-depth study of selected topics in Sport Management. 1-3 credit hours. Prerequisite: Permission of instructor.

This new course is requested to establish a selected topics course for Sport Management.
FACS 4890  Directed Individual Study
Provides the student with the opportunity to study topics and issues relevant to the Family and Consumer Sciences profession in an individual setting. The student will be able to work with faculty in a rigorous, closely directed, research or exploratory environment. 1-3 credit hours. Prerequisite: Permission of instructor.

This new course is requested because it is not currently in the FACS offerings.

A Heaston/Barrs motion to approve these two new courses was passed unanimously.

The following were presented as information items.

Selected Topics Announcements

RECR 4830  Baseball and American Culture
Provides an overview of the history of baseball in America and relates the historical events and phenomena to American culture. Course work will relate class topics to historical and contemporary social, cultural, economic, and political issues. 3 credit hours. Prerequisites: None.

FACS 4090  Introduction to Marriage & Family Therapy
The goal of this course is to help students understand the theoretical concepts and intervention techniques in the field of family therapy. The student will acquire a basic knowledge regarding the concepts that represent family systems theory and understand the range and types of therapeutic interventions that are common to family therapy approaches. Students will learn about the history, theories, models, ethics and legal considerations associated with the discipline. 3 credit hours. Prerequisites: PSYC 1101 and/or CHFD 2134.

FACS 4090  Ethics in Family & Consumer Sciences
This online course is an applied introduction to ethical practice in family science professions. Ethical codes applicable to family sciences will be explored following a brief historical overview of ethics. Case study analyses will broaden the students’ understanding of ethical issues and how to resolve ethical dilemmas in practice. 3 credit hours. Prerequisite: Permission of instructor.

SCHOOL OF NURSING

Dr. Kathleen Koon presented the following item for the School of Nursing.
Admission and Progression Revisions

Admission Requirements

Change II. to read:
Achieved a minimum cumulative grade point average of 2.70 or better on all attempted hours in the Core Curriculum in Areas A-F. Those students who hold a B.A. or B.S. degree must have a cumulative GPA of 2.7 for all course work.

Change IV. to read:
Completed 12 hours of the 20 hours of required lab science course work, including 4 hours in Area F with a grade of “C” or better.

(See attachments to these minutes for a complete copy of the Admission Requirements)

Progression Requirements

(See attachments to these minutes for a revised copy of the Progression Requirements)

Following discussion and several recommended changes, a Cornwell/Heaston motion to approve the Admission and Progression requirements was passed unanimously.

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 PSYCHOLOGY

Changes in Psychology Minor

Change catalog entry from:
Prerequisites: PSYC 1101 - Introduction to Psychology. Psychology minors must take 15 hours of upper-division courses one course from Group 1, one course from Group 2, plus any three additional upper-division psychology courses as approved by the major advisor. Group 1: PSYC 3334, 3333, 3331. Group 2: PSYC 4430, 4433, 5430.

Change catalog entry to:
Prerequisites: PSYC 1101 - Introduction to Psychology. Psychology minors must take 15 hours of upper-division courses, one each from Groups I, II, and III as defined under the B.A. and B.S. psychology major requirements plus any two additional upper-division psychology courses as approved by the major advisor.
A Heaston/Cornwell motion to approve these changes was passed unanimously.

DEPARTMENT OF ART

Prerequisite Change
FROM: ART 1335 Photography I
None
TO: ART 1335 Photography I
Art Major, Art Minor, or Permission of Department

The reason for requesting this change is to make the class more available to Art Majors and Art Minors.

A Heaston/Cornwell motion to approve the prerequisite change was passed unanimously.

DEPARTMENT OF LITERATURE AND PHILOSOPHY

Course Number
FROM: ENGL 2335 Women and Literature
TO: ENGL/WGST 3237 Women and Literature

The reason for making this change is that the WGST minor has been changed and only the WGST introductory course counts at the 2000 level.

Course Title and Catalog Description
FROM: ENGL 5333 British Drama to 1900
A study of British drama to 1900 including Medieval, Elizabethan, Jacobean, and Caroline plays, particularly Marlowe, Jonson, Webster, Ford, Restoration, Neoclassic, Romantic, Victorian, and early modern plays in their historical and critical contexts excluding Shakespeare. (3 hrs)
TO: ENGL 5333 Studies in English Drama
Topics to be announced. Dramatic literature will be selected from the beginnings of English drama through Shaw, excluding Shakespeare. Courses may focus on particular periods, themes, genres, or authors. Can be repeated once. (3 hrs)

Dividing this course would enhance the department’s offerings of pre-1800 literature, thereby improving the overall balance in the curriculum and providing students better preparation for graduate studies in English or education.

A Barrs/Cornwell motion to approve these changes for the Department of Literature and Philosophy was passed unanimously.

OTHER BUSINESS

1. Operating Code for the Undergraduate Committee
   Dr. Dallas introduced this topic as a continuation from the previous meeting. After much discussion, it was decided that several revisions need to be made to the proposed document. Two specific issues need to be addressed: (1) Can the chair appoint an acting chair to serve in his/her absence, and would this person have to be a Senator?; and (2) Who is allowed to serve as alternates for the College representatives to the Committee? A Barrs/Cornwell motion was made and approved to have Sharon Barrs write the language for these two issues to be presented to the Senate Executive Committee and delay final vote on the “Operating Code” until the first meeting of the Fall Semester.

2. Schedule of Meetings for 2003-2004 Academic Year
   Beginning with the Fall Semester, the new curriculum forms and new procedures will be implemented. The new procedures include submitting the agenda items three weeks prior to the scheduled meeting and placing the agenda on a special web site two weeks prior to the meeting. If the committee continues to meet every month, this will mean that colleges will have to submit agenda items for the upcoming meeting only one week after the previous meeting. Following a discussion, it was decided that the committee will continue to meet each month and that a schedule of meetings will be compiled and distributed to committee members prior to the beginning of Fall Semester.

3. Foreign Language Information
   At the April meeting, the committee requested Mr. Deal to compile a report for the years 2001 and 2002 giving the percentage of students, by college, who graduated and completed a Foreign Language course, an International content course, or both. Due to the lateness of the hour and the small number of committee members present at this
Juncture in the meeting, Dr. Dallas requested that this report be postponed until the first meeting in the Fall Semester.

THANKS

On behalf of the committee members, Dr. Dallas thanked Faye Bacon for her work with the committee and presented her with a card and two gifts.

ADJOURNMENT

There being no further business, the meeting was adjourned at 5:20 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL

Chair: Vaughn Vandegrift

1. Jayne Perkins (Institutional Research) introduced research analyst Julian Smit who presented the preliminary results of the Repeat Study for the Fall 1999 cohort of freshmen. He noted that a very small percentage of these students had repeated courses. 12 courses accounted for about 60% of repeats. Approximately 97% of courses were repeated because of a grade lower than C. The full results of the study will be made available to the faculty.

2. Mike Deal (Registrar) reported on the implementation of progress reports for freshmen. He handed out a tentative timetable. After discussion, members agreed that it would be necessary to push back the last day to withdraw from a course without academic penalty in order to facilitate these progress reports. Since the drop date had been set by the Academic Standards Committee and the Faculty Senate, Provost Vandegrift noted that we would need to send such a request to the Senate. Richard Flynn volunteered to make such a motion. The Registrar’s Office wishes to
implement the progress reports by fall semester 2003, so the hope is that the Senate can act by their June meeting.

3. Teresa Thompson (Admissions) reported on the great success of Scholar’s Day. 125 scholarships were offered in the first and second rounds, and so far 118 students have accepted. The average scholarship recipient had an average SAT of 1280 and an average GPA of 3.64. The targeted weekend for next year’s Scholar’s Day is February 27th and 28th, 2004. Ms. Thompson also announced plans to expand Southern Exposure.

4. Lisa Spence (Information Technology) announced that because of move schedules no new moves will be scheduled until October. She also announced a planned domain name change to “georgiasouthern.edu”. For a period of 6-12 months during the transition the old domain name (“gasou.edu”) will remain operable. Information Technology is looking into solutions to prevent a problem like the one at Georgia Tech where 57,000 credit cards were hacked. Ms. Spence announced modifications to the Technology Purchasing Policy, including the elimination of the 30-day waiting period. Dean Burke asked about the Resource 25 events calendar, and Ms. Spence replied that trainers were in that day to begin the implementation.

Respectfully submitted,
Richard Flynn

Respectfully submitted,
Richard Flynn
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

**ACADEMIC STANDARDS COMMITTEE**
Chair: William Levernier

The Academic Standards Committee met on August 6, 2003 and August 15, 2003 to consider appeals for early readmission.

On August 7 there were 98 appeals. Thirty-seven appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Sixty-one appeals were denied by the committee. Thirty of the denied appeals were subsequently appealed to the Dean of the student’s respective college. Twenty-two of these were approved and eight were denied.

On August 15 there were 23 appeals. Six appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Seventeen appeals were denied by the committee. Five of the denied appeals were subsequently appealed to the Dean of the student’s respective college. Two of these were approved and three were denied.

**ELECTIONS COMMITTEE**
Chair: Jim LoBue

*No Report Submitted*

**FACULTY WELFARE COMMITTEE**
Chair:

*No Report submitted.*

**FACULTY DEVELOPMENT COMMITTEE**
Chair: Kathy Alberton

The Faculty Development Committee will hold an orientation meeting on Sept 12. Regular meetings for awarding funds will be set at the orientation meeting. A detailed report will be submitted in the next librarian's report.

**FACULTY SERVICE COMMITTEE**
Chair: Alice Hall
The Faculty Service Committee has not met but a memo, flyers, and the grant proposal with guidelines have been sent to all university departments. Also, three binders of approved faculty service proposals have been set up at the reserve desk at the library for anyone to review. The deadline is 5:00 PM, October 5, 2003.

**FACULTY RESEARCH COMMITTEE**
Chair: David Alley

*No report submitted.*

**GRADUATE COMMITTEE**
Chair:

Meets on September 18th,

**LIBRARY COMMITTEE**
Chair: Robert Costomiris

*No report submitted.*

**UNDERGRADUATE COMMITTEE**
Chair:

*No report submitted.*

**SUMMARY OF THE ACADEMIC ADVISORY COUNCIL**
Chair: Vaughn Vandegrift

Meets September 16th.
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

**ACADEMIC STANDARDS COMMITTEE**
Chair: William Levernier

The Academic Standards Committee has not met since the last Faculty Senate meeting. The next scheduled meeting is October 28.

**ELECTIONS COMMITTEE**
Chair: Jim LoBue

REPORT

Senate Elections Committee
Meeting date: 9-3-03
Plus email discussions

In attendance on 9-3-03: Bill Bolen, Jennie Dilworth, Ming Fang He, Jim LoBue, David Lowder, Jeanette Rice (Senate Secretary), and David Robinson.
Absent: Bruce Schulte
Further and continuing participation by all members is also noted.

The following questions were addressed in the course of the meeting.

1. What is the status of the creation of "elections procedures" in each unit and what is the status of unit elections committees. Does one exist for each unit?

2. We need to put a time line down for the spring 2004 elections. We must also make clear exactly what needs to get done, when and by whom.

3. We must begin to address the issue of alternates for standing committees. We have some time to get this done, but our goal should be to get it out of the way by the end of the semester.

With respect to question 1,
five units, COBA, LIBRARY, CHHS, COE, and COST have drafts of unit elections procedures. In some units the governance committee has taken up the tasks otherwise indicated for their unit elections committee. This is true for COBA and CLASS. The LIBRARY, COE, COST, and CHHS have formed elections committees. The CLASS governance committee is in the process of formation. The COBA governance committee has been carrying out election duties for several years now.

With respect to point 2,
A date (November 7) was adopted for each unit to submit a vacancy report listing the seats to be contested in the 2004 election. Each Unit Election Committee will also have to update its unit’s list of email addresses, to provide ballot testers to verify election results, and to provide the final report/summary of their election to the university by April 19, 2004. Units must be prepared to begin their election by January 30, 2004.
With respect to point 3,
Concern was raised that to create an extensive policy for alternates might promote more widespread absence from committee meetings. We feel that a policy on absences that defines grounds for removal from a committee should accompany a policy on committee alternates. Another view is that only time sensitive committees, especially the Graduate and Undergraduate Committees, need consider an alternate structure, and a general policy affecting all senate committees is unnecessary. One might also envision construction of a pool of alternates that includes Senate Alternates and losing contestants in the previous year’s election. As long as this number of alternates is above a set number, further searching for (and election of) alternates need not take place.

The electronic election “software apparatus” was demonstrated to some of the members of the committee.

FACULTY WELFARE COMMITTEE
Chair: Jean-Paul Carton

The Faculty Senate Welfare Committee met on Oct. 1 to discuss the recommendations of the Task Force on Shared Governance and decided it needed to develop definitions of shared governance and faculty roles in shared governance before considering the details of the recommendations. The discussion will continue on the committee's WebCT site. The next meeting is scheduled for October 15.

FACULTY DEVELOPMENT COMMITTEE
Chair: Kathy Alberton

The Faculty Development Committee met for the second time on Thursday, October 2, from 4:00-7:15. Funding for four Development of Instruction Awards totaled $6019.00. Total funding for travel went to 28 applicants and totaled $20,334.00.

FACULTY SERVICE COMMITTEE
Chair: Alice Hall

Faculty Service Grant fall application deadline closed on October 5. The award announcement will be made by October 28, 2003.

FACULTY RESEARCH COMMITTEE
Chair: David Alley

No report submitted.
GRADUATE COMMITTEE
Chair: Richard Flynn

GRADUATE COMMITTEE MEETING
Chair: Jerry Wilson

GRADUATE COMMITTEE MINUTES

June 18, 2003, Dean’s Conference Room, College of Education

Present: Dr. Jerry Wilson, COBA; Dr. Richard Flynn, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Carol Cornwell, CHHS; Dr. Delores Liston, COE; Dr. Cindi Chance, Academic Affairs; Dr. Mike McDonald, COBA; Dr. Jim McMillan, CHHS; Dr. David Stone, CLASS

Others: Dr. John R. Diebolt, COGS; Dr. Kent Guion, CHSS; Ms. Lee T. Mitchell, COGS; Dr. Bryan Riemann, IRB; Dr. Curtis Ricker, CLASS; Dr. Kevin Burke, CHHS; Dr. Sue Moore, CLASS; Dr. Peggy Hargis, CLASS

Dr. Jerry Wilson, Chair, called the meeting to order at 3:30 p.m.

I. APPROVAL OF AGENDA

The agenda was approved as submitted.

II. APPROVAL OF MINUTES

Minutes of the April 16, 2003, Graduate Committee meeting were approved as written.

III. PROGRAM CHANGES

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Literature and Philosophy

Change in Title and Catalog Description

FROM: ENGL 5333G British Drama to 1900

A study of British drama to 1900 including Medieval, Elizabethan, Jacobean, and Caroline plays, particularly Marlowe, Jonson, Webster, Ford, Restoration, Neoclassic, Romantic, Victorian, and early modern plays in their historical and critical contexts excluding Shakespeare (3 crs).
TO: ENGL 5333G Studies in English Drama

Topics to be announced. Dramatic literature will be selected from the beginnings of English drama through Shaw, excluding Shakespeare. Courses may focus on particular periods, themes, genres, or authors. Can be repeated once (3crs).

Justification: Dividing the course means a contraction of a sprawling course, so that students can develop a more in depth understanding of drama. This course will be an important part of graduate education in drama, since no seminar exists solely for drama, except for Shakespeare.

MOTION: Dr. Richard Flynn motioned to approve this change for the Department of Literature and Philosophy. Dr. Delores Liston seconded the motion. The motion was passed.

Department of Sociology and Anthropology

Selected Topic Announcement

SOCI 6092 Proseminar in Social Science

Justification: Experimenting with the course to determine if it could be added to the sociology curriculum. The course is designed to introduce students to the foundations and controversies in social scientific research. Students will become familiar with the role of critique, learn how to analyze arguments, and construct reviews of the literature. The course will emphasize the processes "behind" social scientific scholarship in order to enhance student's understanding of how research and writing is produced and to help students develop their reasoning, writing, and speaking skills. Students will also be introduced to the graduate school experience, the university's research environment, and a host of professional socialization experiences.

Program Change

Re-designation of the Master of Arts in Sociology to the Master of Arts in Social Science with concentrations in Sociology, Anthropology, Psychology, or History.

Justification: The M.A. in Sociology is a low-enrollment program, currently admitting about 5 new graduate students per year (current student enrollment spring 2003 is 15). Currently, graduate classes are offered in anthropology but students who are interested in pursing a graduate degree in anthropology must enroll in other graduate programs since there is no Master of Arts in Anthropology degree. This proposal is designed to broaden the Master of Arts in Sociology program so that the department utilizes the full range of courses the department now offers, and encompass other social science courses in the College of Liberal Arts and Social Science.

MOTION: Dr. Carol Cornwell motioned to approve this change for the Department of Sociology and Anthropology. Dr. Jim McMillan seconded the motion. The motion was passed.

COLLEGE OF HEALTH AND HUMAN SCIENCES
Department of Public Health

New Courses

**KINS 7333  Advanced Evaluation Skills in Athletic Training**

Focuses on the advancement of entry level knowledge and skills related to the evaluation of musculoskeletal related injury. Students will be exposed to both theoretical framework and psychomotor aspects of evaluation skills.

**Justification:** This new course supports revision of the emphasis area to provide two options for students: Clinical Instruction, Clinical Foundations.

**KINS 7334  Advanced Rehabilitation Skills in Athletic Training**

Focuses on the advancement of entry level knowledge and skills related to the rehabilitation of musculoskeletal related injury. Students will be exposed to both theoretical framework and psychomotor aspects of rehabilitation skills.

**Justification:** This is a new course that is necessary for the graduate athletic training program.

**KINS 7335  Medical Aspects of Athletic Training**

This course is designed to enhance the student’s knowledge of pathophysiology, clinical presentation, and diagnostic tests of common general medical conditions observed in physically active individuals. Content of the course will cover the following categories/systems: cardiovascular, hematological, pulmonary, ENT, renal, gastrointestinal, hepatology, and immunology.

**Justification:** This new course supports revision of the emphasis area to provide two options for students: Clinical Instruction, Clinical Foundations.

**KINS 7336  Current Issues in Athletic Training**

An advanced course that focuses on current issues and/or special topics of interest to athletic training clinicians.

**Justification:** This new course supports revision of the emphasis area to provide two options for students: Clinical Instruction, Clinical Foundations.

**MOTION:** Dr. Jim McMillan motioned to approve these changes for the M.S. in Kinesiology. Dr. Delores Liston seconded the motion. The motion was passed.
KINS 7331  

Clinical Evaluation Skills in Sports Medicine

Justification: The content of this course is now presented in the Clinical Teaching Skills in Athletic Training class

KINS 7332  

Clinical Management Skills in Sports Medicine

Justification: The material that was included with this course is no longer needed because of the increased standards imposed onto entry level education.

Change in Title and Catalog Description

FROM:  

KINS 7330  

Clinical Teaching Skills in Sports Medicine

Exposes the student to knowledge and skills of teaching clinical education programs in sports medicine or allied health care clinical education programs. Students will be exposed to the teaching theories and schema as they relate to clinical education in sports medicine and allied health care.

TO:  

KINS 7330  

Clinical Teaching Skills in Athletic Training

Exposes the student to knowledge and skills of teaching clinical education programs in athletic training. Students will be exposed to the teaching and evaluation theories as they relate to clinical instruction in athletic training.

Justification: Name and description change to be consistent with accreditation standards specifying athletic training over sports medicine.

FROM:  

KINS 7731  

Clinical Practicum for Teaching Sports Medicine Skills

Provides the student with an opportunity to practice knowledge and skills of teaching clinical skills in sports medicine or allied health care settings. Students will be placed in clinical environments and will assist in the teaching of clinical sports medicine skills.

TO:  

KINS 7731  

Clinical Practicum for Teaching Athletic Training Skills

Provides the student with an opportunity to practice knowledge and skills of teaching clinical skills in athletic training. Students will be placed in clinical environments and will assist in the teaching of clinical athletic training skills.

Justification: Name and description change to be consistent with accreditation standards specifying athletic training over sports medicine.
FROM:  KINS 7732  Clinical Practicum for Evaluating Sports Medicine

Allows the student to practice knowledge and skills of evaluating clinical skills in sports medicine or allied health care settings. Students will be placed in clinical environments and will assist with the supervision and evaluation of the application of sports medicine skills.

TO:  KINS 7732  Clinical Practicum for Evaluating Athletic Training Skills

Allows the student to practice knowledge and skills of evaluating clinical skills in athletic training. Students will be placed in clinical environments and will assist with the supervision and evaluation of the application of athletic training skills.

Justification: Name and description change to be consistent with accreditation standards specifying athletic training over sports medicine.

MOTION: Dr. Jim McMillan motioned to approve these changes to the M.S. in Kinesiology. Dr. Kathleen Comerford seconded the motion. It was passed.

Program Changes

M.S. Kinesiology
1. Drop KINS 7630 from Investigative Core
2. Add three hours credit to guided major electives in:
   Exercise Science Emphasis,
   Coaching Emphasis, and
   Sport Psychology Emphasis
3. Develop two focus areas in the Athletic Training Emphasis:
   Clinical Instruction Focus Area
   Clinical Foundations Focus Area

MOTION: Dr. Jim McMillan motioned to approve these changes to the M.S. in Kinesiology. Dr. Carol Cornwell seconded the motion. It was passed.

COLLEGE OF EDUCATION

Department of Curriculum Foundations and Research

Information Only

Application for External Degree Ed.D. in Curriculum Studies in Savannah and Memorandum of Understanding
Justification: The development of this collaborative program to provide an Ed.D. in Curriculum Studies in Savannah is based on need. Several constituencies have expressed the need for a Curriculum Studies Ed.D. offered in Savannah. When the Ed.D. in Educational Administration was presented and offered to teachers and other school personnel in Savannah, there was a need expressed by a significant number of those present that the Ed.D. in Curriculum Studies also be offered.

It is very important for regional school systems to “grow” their own teacher leaders and curriculum specialists. This program’s focus on grounding theory to practice helps produce school leaders who are prepared to address the challenges facing schools in the Savannah area. Both Georgia Southern University and Armstrong Atlantic State University have a regional mission; these institutions desire to provide learning opportunities that enhance the region. The availability of the Curriculum Studies doctoral program in Savannah will assist both institutions in fulfilling this mission.

Department of Early Childhood Education and Reading

M.Ed. in Early Childhood Education and Reading
Delete the Birth-Age 8 Emphasis Area

Justification: The department feels that this is an important area, but they do not have the resources to support two emphasis areas at this time. The emphasis area was put into place at the time of semester conversion when they were given the impression that the state was developing a certification in this age range.

MOTION: Dr. Delores Liston motioned to approve this change for the Department of Early Childhood Education and Reading. Dr. Carol Cornwell seconded the motion. It was passed.

New Course

ECED 7132 Effective Curriculum and Instruction in Elementary Schools

The Effective Curriculum and Instruction in Elementary Schools course provides students the opportunity to explore the relationship between curriculum and instruction. How to effectively plan curriculum and instruction for elementary classrooms will be emphasized. (3 credit hours)

Justification: This new course is being proposed for the M.Ed. in Early Childhood. The course will include current research in planning instruction and curriculum appropriate for elementary school classrooms.

MOTION: Dr. Delores Liston motioned to approve this change for the Department of Early Childhood Education and Reading. Dr. Jim McMillan seconded the motion. It was passed.

Course Deletion

ECED 7131 Trends and Issues in P-5
Justification: Material from this course is being included in other courses in the M.Ed. program.

MOTION: Dr. Delores Liston motioned to approve this change for the Department of Early Childhood Education and Reading. Dr. Jim McMillan seconded the motion. It was passed.

Prerequisite Changes

FROM: ECED 7130 Creativity and Children

Provides students with the opportunity to examine current research and practice regarding creativity. Emphasizes utilizing research findings to analyze classroom practices leading to the development of creativity and the integration of the creative arts in the P-5 curriculum. Prerequisites: Master’s Core, ECED 7131. Credit hours: 3.

TO: ECED 7130 Creativity and Children

Provides students with the opportunity to examine current research and practice regarding creativity. Emphasizes utilizing research findings to analyze classroom practices leading to the development of creativity and the integration of the creative arts in the P-5 curriculum. (3 credit hours)

Justification: This course will become an elective in the M.Ed. in Early Childhood Education; therefore, the prerequisites are being deleted. Catalogue copy remains the same, except for the prerequisites.

FROM: ECED 7231 Emerging Literacy

Provides students with the opportunity to examine current research and practice regarding emerging literacy. Emphasizes utilizing research findings to analyze grades P-2 classroom practices leading to the development of emerging literacy. Prerequisites: EDUR 7130, ECED 7131.

TO: ECED 7231 Emerging Literacy

Emerging Literacy examines current research and practice regarding emerging literacy. The course emphasizes utilizing research findings to analyze grades P-2 classroom practices which foster emerging literacy. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 or permission of the program. (3 credit hours)

Justification: With the deletion of ECED 7131 and the development of the new course ECED 7132 – the prerequisites for this course need to be revised to reflect these course changes. Catalogue copy remains the same, except for the prerequisite changes.

FROM: ECED 7232 Children’s Literature
Designed for the graduate student who has some knowledge of children’s literature. Attempts to update the student’s knowledge of children’s literature in the classroom and media center. Prerequisites: EDUR 7130, ECED 7131.

TO:  
ECED 7232  
Children’s Literature

Designed for the graduate student who has some knowledge of children’s literature. Attempts to update the student’s knowledge of children’s literature in the classroom and media center. (3 credit hours)

Justification: This course will become one of the electives in the M.Ed. in Early Childhood Education; therefore, the prerequisites are being deleted. Catalogue copy remains the same, except for the change in the prerequisites.

FROM:  
ECED 7331  
Emerging Science and Mathematics Concepts

Provides students with the opportunity to examine current research and practice regarding emerging science and mathematics concepts. Emphasizes utilizing research findings to analyze P-2 classroom practices leading to the development of science and mathematics thinking. Prerequisites: ECED 7130, ECED 7131 (3 credit hours)

TO:  
ECED 7331  
Emerging Science and Mathematics Concepts

Provides students with the opportunity to examine current research and practice regarding emerging science and mathematics concepts. Emphasizes utilizing research findings to analyze P-2 classroom practices leading to the development of science and mathematics thinking. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 or permission of the program. (3 credit hours)

Justification: The M.Ed. core is being changed to include a new course - ECED 7132. Also, ECED 7131 is being deleted from the program; therefore, the prerequisites for this course are being revised to reflect these changes. Catalogue copy remains the same, except for the prerequisites.

Course Prerequisite & Catalog Description Changes

FROM:  
ECED 7230  
Advanced Language Arts Methods

Advanced Language Arts Methods is designed to build on the graduate students’ knowledge of materials and methods of teaching language and literacy in the 2-5 classroom. Students will examine issues related to language arts instruction and the theoretical background and research base related to these issues. Prerequisites: EDUR 7130, ECED 7131 or permission of Department. Credit hours 3.

TO:  
ECED 7230  
Advanced Language Arts Methods
Advanced Language Arts Methods is designed to build on the graduate students’ knowledge of materials and methods of teaching language and literacy in the P-5 classroom. Students will examine issues related to language arts instruction and the theoretical background and research base related to these issues. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 or permission of the program. (3 credit hours)

*Justification:* This course is being revised to include a P-5 focus. In addition, with the deletion of ECED 7131 and the development of a new course -20 ECED 7132 - the prerequisites are being revised to reflect these program changes.

**FROM:** ECED 7330  **Advanced Mathematics Methods**

Advanced Mathematics Methods is an extension of the knowledge base acquired at the undergraduate level that is necessary to provide a firm foundation for mathematics instruction to the 2-5 child. Emphasis will be on problem solving, mathematical reasoning and communication, and the use of technology when delivering instruction. Prerequisites: EDUR 7130, ECED 7131. Credit hours: 3

**TO:** ECED 7330  **Advanced Mathematics Methods**

Advanced Mathematics Methods is a three credit course that is designed to provide an extension of the knowledge base acquired at the undergraduate level that is necessary to provide a firm foundation for mathematics instruction to the P-5th grade child. Emphasis will be on problem solving, mathematical reasoning and communication, and the use of technology when delivering instruction. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 or permission of the program. (3 credit hours)

*Justification:* This course is being revised to include a P-5 focus. In addition, with the deletion of ECED 7131 and the development of a new course -20 ECED 7132 - the prerequisites are being revised to reflect these program changes.

**FROM:** ECED 7430  **Advanced Science Methods**

An extension of the undergraduate science methods course, emphasizing grades 2-5. Students are given the opportunity to reinforce and extend basic science content knowledge and science process skills as well as enhance current teaching strategies. The impact of current issues and trends on science instruction will be emphasized. Prerequisites: EDUR 7130, ECED 7131. Credit hours: 3

**TO:** ECED 7430  **Advanced Science Methods**

Advance Science Methods is an extension of the undergraduate science methods course emphasizing grades P-5. Students are given the opportunity to reinforce and extend basic science content knowledge and science process skills as well as enhance current teaching strategies. The impact of current issues and trends on
science instruction will be emphasized. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 or permission of the program. (3 credit hours)

**Justification:** This course is being revised to include a P-5 focus. In addition, with the deletion of ECED 7131 and the development of a new course - ECED 7132 - the prerequisites are being revised to reflect these program changes.

**FROM:** ECED 7530 Advanced Social Studies Methods

A social studies instructional methodology and inquiry in the 2nd-5th grade classroom. Components and theoretical foundations of early childhood social studies curriculum will be investigated. Concepts, skills, and attitudes associated with elementary school social studies will be discussed in conjunction with various teaching methods, models, and materials considered developmentally appropriate and effective for children. Strategies for integrating social studies instruction with other areas of curriculum are investigated through active student participation. Prerequisites: EDUR 7130, ECED 7131. Credit hours: 3

**TO:** ECED 7530 Advanced Social Studies Methods

Advanced Social Studies Methods is an advanced course in social studies instructional methodology and inquiry in the P-5th grade classroom. Components and theoretical foundations of early childhood social studies curriculum will be investigated. Concepts, skills, and attitudes associated with elementary school social studies will be discussed in conjunction with various teaching methods, models, and materials considered developmentally appropriate and effective for children. Strategies for integrating social studies instruction with other areas of curriculum are investigated through active student participation. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 or permission of the program. (3 credit hours)

**Justification:** This course is being revised to include a P-5 focus. In addition, with the deletion of ECED 7131 and the development of a new course - ECED 7132 - the prerequisites are being revised to reflect these program changes.

**MOTION:** Dr. Delores Liston motioned to approve these changes for the Department of Early Childhood Education and Reading. Dr. Jim McMillan seconded the motion. It was passed.

**Change 2nd-5th Grade Emphasis area to become P-5th Grade Emphasis area including:**

1. Remove EDUC 7130 as a program requirement
2. Include ECED 7132 as a program requirement
3. Delete ECED 7131 from the program
4. Add 6 hours of restricted electives
5. Add 6 hours of open electives approved by the advisor
6. List P-5th Grade emphasis area as a specific study concentration on a student’s transcript
Justification: The Birth-Age 8 Emphasis area and the 2nd-5th Grade Emphasis areas are being merged into the P-5th Grade Emphasis area since the department does not have the resources to support two separate emphasis areas and the P-5th Grade Emphasis area will correspond to the PSC’s certification field for Early Childhood Education.

Department of Middle Grades and Secondary Education

Course Number Change

FROM: MSED 7530 Using Calculators and Manipulatives to Teach Mathematics

An in-depth study of integrating calculators and manipulatives in the middle grades and secondary mathematics curriculum. Emphasis is placed on current research findings, planning, and assessing calculator and manipulatives use in the classroom. (3 credit hours)

TO: MSED 5530/5530G Using Calculators and Manipulatives to Teach Mathematics

An in-depth study of integrating calculators and manipulatives in the middle grades and secondary mathematics curriculum. Emphasis is placed on current research findings, planning, and assessing calculator and manipulatives use in the classroom. (3 credit hours)

Justification: A course that focuses on the use of calculators and manipulatives to teach mathematics is needed for undergraduate candidates in the Mathematics Education program, as well as those concentrating in mathematics in the Middle Grades Program. This number change will provide an opportunity for undergraduate candidates to take the course as an elective in their program.

FROM: MSED 7531 Integrating Computer Technology and Mathematics

Introduction to teaching middle grades and secondary mathematics using computer-based technology. Emphasis is placed on planning and assessing computer-based classroom instruction. (3 credit hours)

TO: MSED 5531/5531G Integrating Computer Technology and Mathematics

Introduction to teaching middle grades and secondary mathematics using computer-based technology. Emphasis is placed on planning and assessing computer-based classroom instruction. (3 credit hours)
Justification: A course that focuses on integrating computer technology into the mathematics curriculum is needed for undergraduate candidates in the Mathematics Education program, as well as those concentrating in mathematics in the Middle Grades Program. This number change will provide an opportunity for undergraduate candidates to take the course as an elective in their program.

IV. OLD BUSINESS

There was no old business presented to the committee.

V. NEW BUSINESS

Dr. McMillan announced that the Graduate Faculty Appointment Model would be presented at the next Senate meeting.

VI. ANNOUNCEMENTS

It was announced that Dr. Flynn was named as the Editor of Children’s Literature Association Quarterly.

Dr. Wilson commended the Graduate Committee on the work that was accomplished this year.

VII. ADJOURNMENT

There being no further business, Dr. McMillan motioned that the meeting be adjourned. Dr. Comerford seconded the motion. It was passed.

Respectfully submitted,

Lee T. Mitchell
Assistant to the Dean

LIBRARY COMMITTEE
Chair: Robert Costomiris

UNIVERSITY LIBRARY COMMITTEE MEETING

MINUTES OF 10 SEPTEMBER 2003

ATTENDING:

PATRICK NOVOTNY, CLASS; JOHN HATEM, COBA); SUSAN TREMBLE, COE; MONIQUE MCKENZIE, SGA REP; ROBERT COSTOMIRIS, FACULTY SENATE; BEDE MITCHELL, DEAN OF LIBRARY; ANN HAMILTON, ASSOC. DEAN OF LIBRARY; PEGGY MILEY, LIBRARY ELECTRONIC RESERVES, FRED SMITH, LIBRARY ACCESS SERVICES

Introductions and brief discussion of role of faculty college representatives as liaison to
individual colleges.

Mitchell offered to ask someone not sitting on the committee to take the minutes. Costomiris agreed to take minutes for this meeting.

Looking to future meetings:

Mitchell said he would report at the next meeting about the results of a library survey of Graduate and Undergraduate students that was part of a National Survey.

Mitchell also said he would discuss the impact of budget cuts and potential budget cuts on the library resources and staff.

Mitchell said he would like to discuss ““information literacy”” at a future meeting.

Cancellations of periodical subscriptions:

Mitchell distributed a summary of cancellations that will be made in 2003. These cancellations will reduce the library’s annual subscription expenditures by $164,738. 1216 titles were identified as ““low use.”” 715 titles were reviewed but not canceled. 313 titles were identified by faculty as ““DO NOT KEEP.”” 188 titles were identified as ““NEED TO KEEP.”” In all, 508 titles will be canceled but in nearly half the cases cases, canceled titles will still be available via GALILEO (EBSCO). Only 28 titles are subject to a six month embargo (i.e., unavailable via EBSCO) and only 13 titles are subject to a 12 month embargo.

Four regional newspapers, the London Times, the Wall Street Journal (all available via GALILEO) and Ethnic News Watch (similar material are available on GALILEO) will also be canceled.

Mitchell is concerned that future budget cuts of 2.5 % for 2003 and a possible 5% budget cut in 2004 will make more cancellations necessary, especially since periodical costs have risen at a rate of 10% per year for a number of years. If further cuts are needed, Mitchell does not want the library to make them unilaterally and thus Mitchell feels that the university community will need to plan ahead so that any more cancellations will do the least amount of harm to the collection as a whole.

Novotny requested that, despite these and future cuts, faculty be able to suggest new titles for future subscriptions. Novotny added that if a journal is available on-line he sees no reason why we cannot let the print subscription expire.

Hatem asked about the cost of GALILEO and whether this burden was shared by all University System as a whole. Mitchell clarified this issue by stating that GSU does not directly contribute to GALILEO, instead the costs are shared system wide and through legislative funding to the Board of Regents. GSU does contribute to GIL (GALILEO Integrated Libraries).

LIBRARY ADDITIONS AND RENOVATIONS

Ann Hamilton said that bonds to raise money for the construction project will go on sale in September, 2003 and that construction would likely start in January 2004. The project may take until 2007 to complete. One of the first things on the schedule is to remove the Blue Building. Hamilton noted that parking behind Henderson Library will be reduced to 80 spaces from the
current 200 plus.

ELECTRONIC RESERVES

Fred Smith and Peggy Miley explained the new system of Electronic Reserves whereby material placed on Reserve can be scanned and made available on-line as well as the traditional hard-copy method. Because scanning is so time consuming, the library asks that faculty allow 4 days for an item to be placed on Electronic Reserve. Two days is still the time needed for hard-copy reserves. We were all reminded that it is necessary to know the GALILEO password if we wish to have access to Electronic Reserves from a remote site.

Novotny appealed to the University to obtain a site-license for Adobe software that will facilitate creating PDF files.

Future meeting times and agendas will be set in the future via email.

UNDERGRADUATE COMMITTEE

Chair: Sharon Barrs
No October minutes available.

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL

Chair: Vaughn Vandegrift
September 16, 2003

1. Mike Deal, Registrar, announced that the attendance verification process had proceeded smoothly this semester. He also discussed the upcoming freshman progress reports and noted that there was confusion among some faculty about whether the revised last day to withdraw without academic penalty applied only to freshmen. The date applies to all students. He then distributed a chart showing the various levels of appeal for common undergraduate student appeals. Dean of the Graduate College Charles Hardy interjected that there would soon be a link to the graduate committee on the registrar’s page.

2. Lisa Spence, IT Services, announced that on September 30, instructions for changing e-mail to the new “georgiasouthern.edu” domain would be sent campus-wide. She also noted that campus fora on Groupwise 6.5 would be held on September 22 at 11 a.m. and 2:30 p.m. In addition, Ms Spence called the council’s attention to the supported software lists (available at [http://services.gasou.edu/its/supportedsoftware-pc.php](http://services.gasou.edu/its/supportedsoftware-pc.php) for PCs and [http://services.gasou.edu/its/supportedsoftware-mac.php](http://services.gasou.edu/its/supportedsoftware-mac.php) for Macs). She thanked the members for their cooperation and patience during the summer’s extensive networking of new buildings. Provost Vandegrift thanked her for an outstanding job. Ms Spence also reported that Georgia Southern may become a regional host for Web CT and that the new listserv software should be up and running before year’s end.

3. Teresa Thompson, Admissions, announced that effective Fall 2004 we will increase the minimum SAT scores to 960. Next she presented a yield analysis for the various recruitment
events conducted by the admissions office. Finally she provided a calendar of recruitment events for the current academic year.

4. Jayne Perkins, Office of Strategic Research and Analysis, reported on the repeat study, the assessment inventory, the ACT-Student Opinion Survey, and enrollment by programs. She provided the survey schedule for AY04 and referred the council to web sites for USG and Georgia Southern data.

5. Kent Rittschof, Center for Excellence in Teaching, reported on the new faculty programs held every Monday from 3-5. A list is available at [http://academics.gasou.edu/cet/info/new_faculty_program03.html](http://academics.gasou.edu/cet/info/new_faculty_program03.html) He also discussed the recently completed revamping of the CET’s web site, and noted that there were a number of new instructional development tools, including computers and monitors, as well as loaner PDAs

Respectfully submitted,
Richard Flynn
Faculty Senate Librarian’s Report  

November 7, 2003

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

ACADEMIC STANDARDS COMMITTEE
Chair: William Levernier

The Academic Standards Committee met on October 28, 2003 to consider appeals for early readmission. Present at the meeting were Iris Durden (LIB), Jill Ewing (Registrar’s Office), Mary Kettler (CHHS), Bill Levernier (COBA), and Jack White (COBA).

Two appeals were considered by the committee. Both were denied. There were no appeals that were pre-approved before the meeting based on criteria previously established by the committee.

The committee also began preliminary discussions on what recommendation, if any, to make regarding the adjusted GPA. Jill Ewing distributed information about repeat policies at 14 other universities (6 of the universities are in the University System of Georgia and the other 8 are on the “Georgia Southern Peer and Aspirations” list). She also provided the committee with information about discrepancies between the adjusted GPA and the cumulative GPA for current Georgia Southern students. Additional information was provided regarding the number of graduates during the Fall 2001 – Summer 2003 period who had a cumulative GPA below 2.0 but an adjusted GPA above 2.0.

The committee also agreed to discuss at its next meeting whether or not it will seek to establish a formal relationship with the Enrollment Management Council. Bill Levernier explained to the committee that because the Academic Standards Committee and Enrollment Management Council are concerned with the same types of issues, more interaction between the two groups may be beneficial.

Because so few members were present at the meeting, the committee did not vote or take formal action on either the adjusted GPA or Enrollment Management issues. The next meeting is scheduled for Friday, November 14.

Respectfully submitted,
William Levernier, Chair

ELECTIONS COMMITTEE
Chair: Jim LoBue

No report submitted.
FACULTY WELFARE COMMITTEE
Chair: Jean-Paul Carton

The Faculty Welfare Committee met on 10-15-03 and completed its work on the 9/5/2003 charge on shared governance. The committee drafted a document entitled "Shared Governance: Principles and Guidelines" (attached), which will be submitted to the Senate for adoption at the November meeting. The committee also recommends that this document be included in the Faculty Handbook as 108-1, along with the renaming of section 108 as "Shared Governance"; thus 108-2 would be entitled "Faculty Senate."

The committee felt that a general definition of faculty governance needed to be provided and agreed upon before moving the articles proposed by the Task Force on Shared Governance for approval by the Senate. The attached proposal thus contains such a definition. However, because the scope of this definition is necessarily wider than the scope of the original recommendations submitted by the Task Force on Shared Governance, further consideration of the notion of shared governance as it applies to Georgia Southern University will be necessary. The attached proposal intends to be the first step in a process which will continue to detail and clarify the way the faculty and administration work together in addressing certain issues. The committee thus recommends further Senate action to address all of the aspects of shared governance at Georgia Southern University.

Submitted by Jean-Paul Carton

FACULTY DEVELOPMENT COMMITTEE
Chair: Kathy Alberton

The Faculty Development Committee met for the second time on Thursday, October 2, from 4:00-7:15. Funding for four Development of Instruction Awards totaled $6019.00. Total funding for travel went to 28 applicants and totaled $20,334.00.

FACULTY SERVICE COMMITTEE
Chair: Alice Hall
Faculty Service Grant Committee Meeting
Georgia Southern University
Meeting Report
Monday, October 27, 2003
Conference Room, Administration Building
1:00 p.m.

Committee members: Alice Hall, Chair, CHPS; Michael Pemberton, CLASS; in attendance: Starla McCollum, CHHS; Wendy Chambers, COE, Gale Watson, COST; Charles Skewis, LIB; Diana Cone, Acting 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 eighteen grant applications requesting a total of $48,041.12. Ten of the proposals received grants that were either fully or partially funded awarding a total of $13,588.00. The second competition (Cycle #2) will be in February with the remaining funds of $33,412.00 to be awarded.

Respectfully submitted,

Natalie L. Laney
Coordinator

FACULTY RESEARCH COMMITTEE
Chair: David Alley

No report submitted.
GRADUATE COMMITTEE
Chair: Richard Flynn

GRADUATE COMMITTEE MEETING
Chair: Dr. Richard Flynn

GRADUATE COMMITTEE MINUTES
September 18, 2003, Conference Room, College of Graduate Studies

Present: Dr. Charles Hardy, COGS; Dr. Donna Hodnicki, CHHS; Dr. Delores Liston, COE; Dr. Richard Flynn, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Cindi Chance, Academic Affairs; Dr. Jim Randall, COBA; Dr. David Stone, CLASS; Dr. Deborah Thomas, COE; Dr. Kathleen Gruben, COBA; Dr. Bede Mitchell, LIB; Dr. Bob Fernekos, LIB; Dr. Daniel Gleason, COST

Others: Dr. John R. Diebolt, COGS; Ms. Lee T. Mitchell, COGS; Dr. Jennie Rakestraw, COE; Ms. Julie Cole, ORSSP; Dr. Teresa Thompson, Office of Admissions; Mr. Mike Deal, Office of the Registrar

The Graduate Committee Meeting was called to order by Dean Hardy at 3:30 pm. on Thursday, September 18, 2003, in the Conference Room of the College of Graduate Studies. The first order of business was the election of the Chair of the Graduate Committee. Dr. Richard Flynn was elected chair by acclamation and the meeting was turned over to Dr. Flynn.

I. APPROVAL OF AGENDA
The agenda was approved as submitted.

II. APPROVAL OF MINUTES
Minutes of the June 18, 2003, Graduate Committee meeting were approved as written.

III. COLLEGE OF GRADUATE STUDIES YEAR IN REVIEW
Dean Hardy presented an entertaining PowerPoint presentation of the College of Graduate Studies AY 2002-03.

IV. AY 2003-2004 AGENDA

a. ADMISSIONS UPDATE

Dr. Teresa Thompson presented an overview of the admissions process. Highlights included review of the transition of application processing from the COGS to the Office of Admissions and insight into the electronic admissions process to be implemented in 2003-04.

2. STUDENT SERVICES UPDATE
Dr. Dick Diebolt presented an overview of Graduate Student Services. Highlights included the Electronic Thesis and Dissertation Project, The Program of Study Project, the New Student Orientation, Graduate Student Appreciation Week, and Scholarship opportunities for Students.

3. MARKETING UPDATE

Dean Hardy presented an overview of the marketing and recruiting model for the COGS. Highlights included the 2nd Annual Graduate Fair, Program 1 Pagers, Visitation Programs, and College Graduate Program Information Days.

4. RESEARCH SERVICES UPDATE

Julie Cole updated the Committee on the progress of the reorganization of the Office of Research Services and Sponsored Programs. Highlights included an overview of the definition of Sponsored Programs, new website, proposal internal approval forms, compliance issues, and preview of grant writing workshops for each college.

VI. OLD BUSINESS

A. Graduate Faculty Status Revisions

The Graduate Committee reviewed the recommendations of the June 25, 2003 Faculty Senate meeting and made the following changing to the Graduate Faculty Model:

■ All language from "appointment period" was deleted.
■ A grandparenting clause was added.

The changes were approved by acclamation. Dr. Flynn will take the appropriate action to present to Faculty Senate.

VII. ADJOURNMENT

There being no other business Dr. Kathleen Comerford motioned that the meeting be adjourned. Dr. Hodnicki seconded the motion. The motion passed. The meeting was adjourned at 5:20 pm.

Respectfully submitted,

Lee T. Mitchell
Assistant to the Dean

LIBRARY COMMITTEE
Chair: Robert Costomiris

Library Committee Essence Notes October 15, 2003

All committee members were present except Sonya Shepherd. There were no questions or comments with regard to the minutes of the previous meeting.

The committee discussed the Library Strategic Plan in light of the University’s current budget. The Library was designated as a program to be enhanced as a result of the recent University-wide program review. The main question for the committee to consider was “How can that be done with budget reductions? The committee was encouraged to brainstorm about what principles the Library should use if it is asked to make cuts. The following questions/suggestions were proposed by committee members:

What about staffing? Suggestion: Make further cut backs in overnight hours.

Which is more important access to material or service hours? The Library needs to know what the campus considers more important.

Two members of the committee were complimentary of the Library’s bibliographic instruction program.

What was the Library’s response with regard to its needs for enhancement? There is a need for more money for collections and more money for personnel. (The Library has permanently lost two faculty positions and one staff position in the last two years.)

There seems to be overlap between workshops offered by the Library and those offered by CET. Could they be combined?

How high a goal is promoting transcultural opportunities? For collection development purposes that goal is fairly high in order to insure balance within Library collections.

Has the Library’s budget remained static for a number of years or has there been an increase? In 2000 there was an increase of $100,000 that was primarily provided to partially address continued increases in periodical prices.

One member expressed concern that the idea of enhancement of the Library seems nearly impossible in light of the current conditions and that such enhancement depends not only on the state’s economic recovery but on a more robust funding formula for the University generally.

A handout was distributed that showed a percentage breakdown of Library budget expenditures
for FY ‘03.

UNDERGRADUATE COMMITTEE
Chair: Sharon Barrs

UNDERGRADUATE COMMITTEE
MINUTES OF SEPTEMBER 23, 2003 MEETING

Present: Ms. Sharon Barrs; Dr. Don Fausett (for Ms. Cynthia Sikes); Dr. Helen Graf; Dr. Mary Hadley; Dr. Mary Hazeldine; Dr. Amy Heaston; Mr. Lili Li; Dr. John Murray; Mr. Fred Smith; Dr. Bob Haney. Visitors: Dr. Constance Campbell; Dr. Phyllis Dallas; Mr. Mike Deal.

The Undergraduate Committee of the Faculty Senate met for the first meeting of the 2003-2004 academic year on September 23, 2003, in the fourth floor conference room of the Henderson Library at 3:00 p.m. Dr. Constance Campbell and Dr. Phyllis Dallas, co-chairs for the 2002-2003 year, met with the committee.

ELECTION OF CHAIR
Dr. Constance Campbell called the meeting to order and opened the floor for nominations for chair for the upcoming year. Ms. Sharon Barrs was nominated to serve as chair and Mr. Fred Smith volunteered to fill in as acting chair when she cannot be present due to class schedule conflicts. These two nominations were approved unanimously.

ORIENTATION OF NEW COMMITTEE MEMBERS
Dr. Phyllis Dallas presented packets of materials to each committee member. The packets contained non-curricular materials the committee worked on during the 2002-2003 year. One of these was the “Operating Code for the Undergraduate Committee.” This document has been through several drafts and should be voted on by the new committee. Also included were a list of the current committee membership, the responsibilities of the committee, the responsibilities of the committee chair, a version of the “General Education Outcomes,” a draft report of the UGC regarding GEO dated May 22, 2002, and a summary of the non-curricular items brought before the committee during the 2002-2003 year.

Dr. Campbell and Dr. Dallas then turned the meeting over to Ms. Sharon Barrs, the new chair.

OLD BUSINESS

Ms. Barrs presented the following items.
“Operating Code for the Undergraduate Committee”
This document was developed and revised during the past year. It was reviewed for the benefit of the new members. Dr. Heaston made a motion, which was seconded by Dr. Murray, to adopt the code as presented. The motion was approved unanimously.

Math Course Renumbering
Ms. Barrs discussed the questions raised at a recent Faculty Senate meeting by Dr. David Stone regarding the renumbering of MSED 7530 to MSED 5530-5530G. This was an item approved at the May 21, 2003, meeting of the UGC. Dr. Stone said the course appeared to be very similar to the course MATH 5232/5232G. After some discussion over the summer, it became clear that the course material was not duplicated in these courses.

Dr. Stone also raised the issue of when it is appropriate to change a 7000 level to a 5000 level course. In this specific case, Dr. Heaston stated that the course was needed as an elective for undergraduate candidates in the Mathematics Education and Middle Grades programs. After consulting with several people on the matter, Dr. Stone’s questions have been satisfied.

The new forms, guidelines and routing procedures should improve discussion and sharing of information on curricula changes by the Undergraduate Committee and Graduate Committee.

Foreign Language Outcome
Ms. Barrs inquired about the report from the Registrar’s Office regarding the number of students who have graduated and have completed a foreign language course, an international content course, or both. Mr. Deal said this would be an agenda item for the October meeting of the committee.

Assessment of General Education Outcomes
Dr. Bob Haney gave a progress report on the assessment of the General Education Outcomes in relation to the upcoming SACS reaffirmation visit. Deans Conway-Turner and Morrobel-Sosa are heading up a review of where the university stands as far as meeting the goals of the General Education Outcomes and what needs to be done in order to meet the qualifications for reaffirmation. SACS has revamped all the reaffirmation guidelines and procedures. Our study will be done in two phases, the first being to obtain the compliance certification and the second being to develop our “QEP” (Quality Enhancement Plan).

ADJOURNMENT
With no further business to come before the committee, the meeting was adjourned.

Respectfully submitted,
Faye Bacon
Recording Secretary

Approved (with correction) by committee 10/22/03

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL
Chair: Vaughn Vandegrift

Has not met since the last Librarian’s Report.