2005

Faculty Senate Librarian's Report-2005

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Faculty Senate Librarian’s Report  
February 2, 2005

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

ACADEMIC STANDARDS COMMITTEE  

Academic Standards Committee  
Chair: Patricia Humphrey  

ACADEMIC STANDARDS COMMITTEE  
MINUTES OF NOVEMBER 5, 2004 MEETING

Present: Godfrey Gibbison (COBA); Pat Humphrey (CLASS); Lili Li (LIB); Laura Regassa (COST); Debra Skinner (LIB); Wayne Smith (Registrar) who is non-voting; Pat Walker (CLASS); and Jack White (COBA).

Absent: Alice Hall (CHHS); Ron MacKinnon (CIT); Patrick Novotny (CLASS); Rosemarie Stallworth-Clark (COE); Michael Moore (COE); Iris Durden (LIB); and Connie Murphey (non-voting, Enrollment Management).

Pat Humphrey, Chair, called the meeting to order at 2:05 p.m.

Orientation  
Dr. Humphrey and Wayne Smith gave an orientation to Pat Walker concerning the Academic Standards Committee.

Wayne Smith presented the meeting dates for the committee to review appeals for Spring Semester 2005. They are January 5 at 2:00 p.m.; January 7 at 9:00 a.m.; and January 10 at 9:00 a.m.

Dr. Humphrey requested the number of appeals that were approved for students who were six quality points down or who had two successive terms of 2.0 GPAs. (Mr. Smith checked with Ms. Diane Wagner after the meeting and was told that there were no automatic approvals for this meeting.) There were five students whose appeals were brought before the committee. All five appeals were unanimously denied by the committee.

The adjusted GPA was again discussed by the committee. At this time, the committee is awaiting information from Dr. Bleicken and Dr. Thompson concerning the adjusted GPA. Dr. Humphrey stated that she talked with Ms. Connie Murphey, the representative for Students Affairs and Enrollment Management, about the adjusted GPA. Connie informed her that the Office of Strategic Research and Analysis was conducting research concerning the adjusted GPA. Some of the considerations of dropping the adjusted GPA are: (1) the impact on enrollment; (2) how this could effect Financial Aid; and (3) the impact on retention. Dr. Humphrey stated that she was going to take the matter back to Faculty Senate.

The committee discussed the possibility of charging a fee for students to submit an appeal to the Academic Standards Committee. If the student had to submit a fee to appeal, the committee felt that this would reduce the number of students who would appeal and the fee could be used to compensate the committee for their time, especially for the summer meetings. Wayne Smith stated that a fee could not be charged after consulting with Mike Deal before the meeting. Dr. Humphrey requested a reason that a fee could not be charged. Wayne Smith stated that he did not know the reason, but he would confer with Mike Deal and report his finding to Dr. Humphrey.

Dr. Humphrey presented a draft revision on the policy on second degree which was submitted by former Provost Vandegrift in May. The revision is composed primarily of two points: a lessening of the number of additional credit hours from 38 to 30, and elimination of the requirement for a minor for BA candidates whose first degree was a BGS from Georgia Southern. Following a brief discussion, the motion was passed unanimously.
Wayne Smith presented a proposal concerning graduation with honors. He asked the committee to consider changing the graduation with honors policy. The current policy as stated on page 50 of the 2004-2005 catalog is that a student must earn at least 60 hours of credit at Georgia Southern University (number 1). The proposal is to change this to 55 hours after graduation. The second item states that for a student to be considered for honors at the commencement ceremony they must have completed and earned at least 50 hours of credit. The proposal is to make the required hours 45 instead of 50 at graduation (number 2). The rationale was that some students who transfer in with associate’s degrees mat enter with as many as 68 hours, and need only 57 additional hours to reach the minimum 125 hours for graduation, and are ineligible for graduation with honors. In the past, some students who believed they would graduate with honors were unable to do so because of this requirement. In the attached graduation with honors proposal many other USG institutions were listed with their graduation with honors policy. After much discussion, it was pointed out by Jack White that graduation with honors is an honor, and it should be treated as such. Jack and Godfrey pointed out that the 60 hour requirement would entail only one additional class - if students are aware of the requirement in time they can plan accordingly. Pat Humphrey suggested this requirement be stated clearly on the Graduation check sheet so that students are aware that this form constitutes a contract for graduation. This suggestion was unanimously approved by the committee.

Another suggestion that was made by the committee was for the Office of the Registrar to review what they tell students on the Web about appealing to the Academic Standards Committee. They want the student to justify their complete academic record and not their last semester before exclusion.

The meeting was adjourned at 3:15 p.m.

ACADEMIC STANDARDS COMMITTEE

The committee met on January 5 and 7 to consider appeals of exclusion. On January 8, there were 148 appeals before the committee, 69 were approved by the committee or pre-approved based on the established criteria. Of those denied, 36 were approved by the respective dean. One individual has no further appeals. One appeal bypassed the committee at the request of the dean. On January 7, there were 32 appeals, of which 12 were approved by the committee or pre-approved based on the established criteria. Of those denied, 8 were approved by the respective dean. Two individuals have no further appeals.

ELECTIONS COMMITTEE

Senate Elections Committee

Senate Elections Committee
Meeting Minutes
January 12, 2005

Members Present: Debra Sabia, Chair
Leslie Fletcher, COBA
Jennie Dilworth, CHHS
ArdianGreca, CIT
David Lowder, LIB
David Robinson, CLASS

Non Present:  Jim Lobue, COST
Ming Fang He, COE
Mark Edwards, SEC

The committee met to discuss the progress of the nomination process. David Robinson gave an update and a small presentation on his database. The database will facilitate the election process as it now provides a listing of the Corp of Instruction and faculty email addresses.
The committee then reviewed the steps for building ballots and soliciting self-nominations. Dr. Sabia reminded members that they would each be responsible for assisting their units in this process. Dr. Dilworth asked that the Chair provide a broiler-plate for a letter that could be sent to solicit faculty self-nominations. It was so noted.

Dr. Lowder asked whether the Faculty Senate Page might include a listing of current senate and committee vacancies. Dr. Robinson offered to assist in adding this information to the top level menu of the Senate page. Discussion ensued as to the need for including a menu item on the Senate Page that would provide mission statements and eligibility requirements for each committee. Dr. Sabia said that she would speak to Ginger Malphrus to discuss these possibilities.

Members reviewed the election process deadlines and were reminded that the nomination process is tentatively scheduled to end, January 27th.

The meeting was adjourned at 10:05am.

Respectfully submitted,
Debra Sabia
Chair, Senate Elections Committee

FACULTY WELFARE COMMITTEE
Faculty Welfare Committee
Chair, Jean-Paul Caron
No report

FACULTY DEVELOPMENT COMMITTEE
Chair: Bill Yang
No report

Georgia Southern University
University Library Committee Minutes
Michele Davis McGibony, Chair
No report

FACULTY SERVICE COMMITTEE
Chair: Michael Nielsen

FACULTY RESEARCH COMMITTEE
Chair: David Alley

Faculty Research Committee
Meeting Minutes
November 18, 2004

Members Present:  
Dr. David Alley, Chair
Dr. Joseph Barjis
Mr. Marvin Goss
Dr. Bryan Griffin
Dr. John Parrish

Members Absent:  
None
II. Approval of Minutes from Previous Meeting

Minutes were distributed from October 1, 2004 meeting that have already been posted on Faculty Senate website, prior to approval by the Committee. Dr. Alley asked Dr. Rodell to state the issue of conference funding on grant applications reviewed by the Committee, referenced in Section II-e of the 10/01/2004 Meeting Minutes. Dr. Rodell stated that the 10/01/04 Meeting Minutes were incorrect and felt that the Chair had overruled the Committee decision to disallow conference attendance except in the event of a recital or performance, as reflected by the Update Memo dated 10/08/2004, sent to the faculty, which allows presentations. Dr. Alley agreed that this was a serious issue and distributed a packet of information delineating the timeline on how the decision was made to include the statement in the Update Memo. The confusion centered around an incorrect statement in the original minutes: “Conference attendance – Recitals, performances, presentations, will be allowed as a budgetary item.” Drs. Griffin, Barjis, and Wilson all confirmed that the minutes were incorrect. Dr. Alley stated that the timeline for submission of the minutes to the Faculty Senate sometimes made it necessary to provide these to the senate secretary before the next meeting of the committee. He added that the committee might address this problem by putting a review process in place to identify possible corrections before the minutes are officially posted. Dr. Alley also explained that the decision to phrase the Update Memo, given the discrepancies between the minutes and the input received by committee members concerning the announcement, was with the intent and spirit to leave open, on a case by case basis, the funding of conference presentations and that it in no way bound the Committee to fund that portion of the grant request. Dr. Griffin thanked Dr. Alley for the packet of information and chronology and now understands how the decision came about. Dr. Alley reassured the Committee that he will always support the Committee’s decisions.

Discussion then focused on possible procedures to put in place regarding the Committee Minutes production, distribution and approval. Dr. Griffin moved and Dr. Wilson seconded, that the Office of Research Services and Sponsored Programs will produce the Meeting Minutes within five working days of the meeting and e-mail them to Committee Members for either approval or corrections. The members will have five working days to respond. Silence, or no response will be considered approval. Vote was in favor of motion 9 to 0.

III. Discussion then centered on how to communicate with grant applicants on partial or no funding. There was a wide-ranging discussion covering aspects of: Budget parameters, possibilities of budget revisions, and specific recommendations that may constrain future Committees. Two alternative plans were discussed: 1) Director of ORSSP could discuss suggestions to improve partially funded or rejected proposals; 2) Committee representatives could discuss suggestions to improve partially funded or rejected proposals. At the end of the discussion Ms. Cole said that she would be happy to meet with the applicants after this competition but also wants the ability to coordinate with each College representative to determine who is the best person to communicate the Committee’s thinking.

IV. Fall 2004 Grant Competition Review for funding prior to July 1, 2004.

A total of 26 proposals were received, requesting a total of $162,149.34. Committee members evaluated each proposal. Proposals were first evaluated by each individual Committee member and the scores were tallied. The Committee’s ratings were averaged by proposal and those with the highest average evaluation received first consideration. Using this method the following proposals were funded.
<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Fund Amount</th>
<th>Proposal Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lorenza Beatl</td>
<td>$8,423.00</td>
<td>Genetic structure of populations of <em>Ixodes scapularis</em>, tick, vectors of Lyme disease, Georgia</td>
</tr>
<tr>
<td>Dr. Laura Frost</td>
<td>$1,230.00</td>
<td>Aggregation Behavior of Bile Salts and Bile Salt/Phospholipid Aggregates Using Light Scattering and Steady-State Fluorescence</td>
</tr>
<tr>
<td>Dr. Paul Geisler</td>
<td>$4,435.00</td>
<td>Biomechanical differences between Obese and Nonobese during movement tasks</td>
</tr>
<tr>
<td>Dr. H. Stephen Hale</td>
<td>$1,510.00</td>
<td>Location, Geographic Information System Mapping, and Testing of Archaeological Sites near Ukubseni, San Blas, Panama</td>
</tr>
<tr>
<td>Dr. Alan Harvey</td>
<td>$2,850.00</td>
<td>Conditional dispersal in duckweeds (Lemnaceae)</td>
</tr>
<tr>
<td>Dr. William Irby</td>
<td>$9,900.00</td>
<td>Identification of Mosquito Bridge Vectors for Transmission of West Nile Virus to Horses in Southeastern Georgia</td>
</tr>
<tr>
<td>Dr. Li Ma</td>
<td>$5,500.00</td>
<td>EPR Spectroscopy Method to Quanitate Labeled Nitroxide Spin on Polynitroxyl Hemoglobin</td>
</tr>
<tr>
<td>Dr. James McMillan Dr. D. Ric Carter</td>
<td>$5,762.00</td>
<td>Forced Oscillometry and Spirometric Assessment of Airway Function in Individuals 18-22 Years of Age: Normative Data and Assessment of the Impact of Smoking and Body Composition on Resistance, Reactance, Impedance, Flow and Volume Indices</td>
</tr>
<tr>
<td>Dr. Reinhard Piltner Dr. Lixin Li</td>
<td>$6,590.00</td>
<td>Computational Modeling for Biomedical Applications Using Methods from Biomathematics/Bioengineering/Bioinformatics</td>
</tr>
<tr>
<td>Dr. Norman Schmidt</td>
<td>$6,122.39</td>
<td>Electrogenated Chemiluminescence of Ruthenium Complexes at Gold Electrodes in the Presence of DNA</td>
</tr>
<tr>
<td>Dr. Mark Welford</td>
<td>$8,677.55</td>
<td>Critical Threshold Conditions for the Initiation of Shallow Landslides in the Northern Andes</td>
</tr>
</tbody>
</table>

The discussion allowed for opportunity of all committee members to speak to the value of proposals not highly ranked in the initial review. As a result of these discussions, it was decided that three projects were of sufficient merit as to warrant support if surplus Faculty Research funds are available at the end of the fiscal year. Ms. Cole will communicate with the principal investigators of these projects to advise them of the possibility of receiving funding as the fiscal year closes.

IV. Adjourned, 6:30pm.

**GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

**GRADUATE COMMITTEE MINUTES**

October 21, 2004, Conference Room, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Robert Vogel, CHHS; Dr. Jerry Wilson, COBA; Dr. Kim Ruebel, COE; Dr. Sonya Shepherd, LIB; Dr. Candy Schille, CLASS; Dr. Delores Liston, COE; Dr. Daniel Gleason, COST; Dr.
I. APPROVAL OF AGENDA

The agenda was approved as submitted.

II. APPROVAL OF MINUTES

Minutes of the September 23, 2004, Graduate Committee meeting were approved as written.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Psychology

Course Deletions

PSYC 5341G Experimental Developmental Psychology
Justification: Course eliminated in revision of curricula.

PSYC 5342G Experimental Social Psychology
Justification: Course eliminated in revision of curricula.

PSYC 5443G Experimental Physiological Psychology
Justification: Course eliminated in revision of curricula.

MOTION: Dr. Candy Schille motioned to approve these course deletions from the Department of Psychology. Dr. Delores Liston provided the second. The motion was passed.

Selected Topics Announcement

PSYC 5030G Selected Topics: Psychology of Stress and Conflict
Justification: This offering will take advantage of the special expertise of a current faculty member.

COLLEGE OF EDUCATION

Program Revision

Revise Admission Requirements for All COE M.Ed. and Ed.S. Programs

Justification:
1. Remove the program review process for provisional admission. This would eliminate the statement in the catalog that reads, "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." This statement would be removed from the COE section of the COGS's portion of the catalog (p. 241, 2003-04 catalog) as well as from each graduate program's page of the catalog.

2. For all M.Ed., Ed.S. and non-degree admissions that require a written “statement of purpose,” include a new criterion. The statement should be submitted electronically with the application. Until that is possible, applicants will send a letter to Graduate Admissions for scanning into Xtender. The admission requirement should be stated in the catalog as follows: “Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.”

3. For M.Ed. and non-degree admissions, revise the current admissions requirement for M.Ed. and non-degree admissions that relates to GPA. The requirement should be restated to read, "Present a cumulative 2.5 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined." The Ed.S. GPA requirement would not be altered.

4. For the catalog, we need to clearly state admission requirements for Non-degree admissions. We would like to add the following to the College of Education graduate section of the catalog. This does not change the admission requirements but simply articulates them for students in the catalog.

**Non-Degree Admission**

*For non-degree admission to the College of Graduate Studies with the intent of obtaining initial certification, adding a field to a certificate, obtaining an endorsement to a certificate, or pursuing professional development, applicants must:*

1. Possess a bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for certification as prescribed by the specific program. [If pursuing initial teaching certification, all Teacher Education Program admission requirements must be met and a transcript evaluation must be obtained for advisement purposes only.]
3. Present a cumulative 2.5 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.

**NOTE:** Initial certification cannot be obtained through a non-degree admission route in the areas of Counselor Education and School Psychology. To pursue certification in Educational Leadership or Instructional Technology as a non-degree student, the applicant must possess a Master's degree at entry and meet all other admission criteria for the program.

5. We will continue to include the statement in the catalog that reads, “Some programs, including Counselor Education, School Psychology, and the Ed.D. programs, have additional admissions requirements; refer to programs for specific information.” Educational Leadership needs to be added to this list.

**Justification:**

These revisions are needed in order to provide more informed graduate admissions decisions and facilitate the process of admissions recommendations in the COE as we coordinate with the College of Graduate Studies in implementing an electronic application process. We request that these revised admission requirements be effective as of Spring 2005 or the term that the electronic application process is initiated for graduate programs.
MOTION: Dr. Kim Ruebel motioned to approve this program revision from the College of Education. Dr. Delores Liston provided the second. The motion was passed.

Department of Leadership, Technology and Human Development

Course Revisions

EDLD 7132 General School Administration
Change Corequisites and Catalog Description

Current Catalog Description:
EDLD 7132 General School Administration 3 Graduate Credit Hours
Participants are introduced to social and behavioral science theories and their applications in understanding school leadership precepts, governance issues, and organizational/structural requirements.

Proposed Catalog Description:
EDLD 7132 General School Administration 3 Graduate Credit Hours
Participants are introduced to social and behavioral science theories and their applications in understanding school leadership precepts, governance issues, and organizational/structural requirements. Students experience the various dimensions of school administration from both the "theoretical" and the "practical" perspectives.
Corequisite: EDLD 7737

Justification:
The EDLD faculty determined that many students were completing administration course work without "experiencing" the complex expectations placed upon contemporary school administrators and subsequently were not appropriately prepared for the demands of administration even though they had completed a number of courses in their "Programs of Study." By making this course a corequisite with EDLD 7737 and advising students to take these two courses at the onset of their respective "Programs of Study," students will be more acutely aware of the various role expectations and "real world" working conditions of school administrators.

EDLD 7337 The Principalship
Change Prerequisites, Corequisites and Catalog Description

Current Catalog Description:
EDLD 7337 The Principalship 3 Graduate Credit Hours
Class activities prepare participants for the day-to-day operations 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.

Proposed Catalog Description:
EDLD 7337 The Principalship 3 Graduate Credit Hours
Participants receive direction in developing the knowledge, skills, and dispositions required of instructional leaders within "today's schools." Students comprehensively and intensely experience the key dimensions of school administration from both the "theoretical" and the "practical" perspectives as a part of a culminating experience in their Program of Study.
Prerequisites: EDLD 7132, EDLD 7737, EDLD 7133 and EDLD 7234.
Corequisite: EDLD 7738

Justification:
The EDLD faculty determined that many students were completing administration course work in an "uncoordinated" manner without the benefit of a comprehensive capstone experience. By making this course a corequisite with EDLD 7738 and advising students to take these two courses at the conclusion of their respective "Programs of Study," students will be more acutely prepared to assume the various role expectations and "real world" working conditions of school administrators.

EDLD 7737
Supervised Field Experience I
Change Prerequisites, Corequisites and Catalog Description

Current Catalog Description:
EDLD 7737 Supervised Field Experience I  3 Graduate Credit Hours
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 a 9 hour culminating block for the masters in educational leadership that includes both the opening and closing of the school year.
Prerequisite: EDLD 7337

Proposed Catalog Description:
EDLD 7737 Supervised Field Experience I  3 Graduate Credit Hours
A 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. Students experience the various dimensions of school administration from both the "theoretical" and the "practical" perspectives providing them exposure to the "real world" expectations placed upon school administrators.
Corequisite: EDLD 7132

Justification:
The EDLD faculty determined that many students were completing administration course work without necessarily "experiencing" the complex expectations placed upon contemporary school administrators and subsequently were not appropriately prepared for the demands of administration even though they had completed most of their "Program of Study." By making this a corequisite with "General School Administration" and advising students to take these two courses at the onset of their respective "Programs of Study," students will be more acutely aware of the various role expectations and "real world" working conditions of school administrators.

EDLD 7738
Supervised Field Experience II
Change Prerequisites, Corequisites and Catalog Description

Current Catalog Description:
EDLD 7738 Supervised Field Experience II  3 Graduate Credit Hours
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 a 9 hour culminating block for the Master's in educational leadership that includes both the opening and closing of the school year.
Prerequisite: EDLD 7737
Proposed Catalog Description:

EDLD 7738 Supervised Field Experience II      3 Graduate Credit Hours
A 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. Students experience, comprehensively and intensively, the various dimensions of school administration. This capstone experience in school administration prepares the students to assume administrative roles.
Prerequisites: EDLD 7132, EDLD 7737, EDLD 7133, and EDLD 7234
Corequisite: EDLD 7337

Justification: The EDLD faculty determined that many students were completing administration course work in a "non-coordinated" manner. By making this a corequisite with "The Principalship" and advising students to take these two courses at the conclusion of their respective "Programs of Study," students will be more acutely prepared for the various role expectatons and "real world" working conditions of school administrators.

MOTION: Dr. Kim Ruebel motioned to approve these course revisions from the Department of Leadership, Technology and Human Development. Dr. Delores Liston provided the second. The motion was passed.

Selected Topics Announcement

EDLD 7090 Selected Topics: Treatment Planning for Troubled Youth

Justification: Conceptual basis for and applications of treatment planning for educators in facilities that serve young troubled populations. Course is part of AMI contract. Internet course.

COLLEGE OF INFORMATION TECHNOLOGY

Department of Computer Sciences

Course Revisions
Change prerequisites

CSCI 5232G Operating Systems
From: CSCI 3230 and CSCI 3231
To: CSCI 3230 Data Structures and CSCI 3232 Systems Software

Justification: As a part of CS degree program revision a new course CSCI 3232 Systems Software, covering a broad spectrum of system software utilities including operating systems, is made required and the CSCI 5232 Operating System course offering a more specialized treatment of operating systems only is moved to electives; after that change CSCI 3232 is now an appropriate prerequisite.

CSCI 5330G Algorithm Design and Analysis
From: CSCI 3230 and CSCI 3236
To: CSCI 3236 Theoretical Foundations and MATH 2242 Calculus II

Justification: As part of the changes in the overall CS program, CSCI 5330 is now a required senior course and as its role is to provide empirical and mathematical analysis of algorithms during the evaluation of designed algorithms, we explicitly recognize need for the MATH 2242 as its prerequisite in addition to the CSCI 3236 Theoretical Foundation.

CSCI 5332G Data Communication and Networking

From: CSCI 5232

To: CSCI 3232 Systems Software, CSCI 5331G Computer Architecture and STAT 2231 Introduction to Statistics I

Justification: As part of CS program revision new course System Software CSCI 3232 is replacing CSCI 5232 Operating Systems- prerequisite change from CSCI 5232 to CSCI 3232. CS Department recognized the need to state both STAT 2331 Introduction to Statistics I and CSCI 5331 Computer Architecture as required prerequisites for CSCI 5332 Data Communication and Networking course in order to capitalize on statistical evaluations of network parameters as well as dependence on computer architecture; this will eliminate some weaknesses and gaps in students’ preparation, observed in course delivery.

CSCI 5430G Artificial Intelligence

From: CSCI 3230

To: CSCI 3230 Data Structures and CSCI 5330 Algorithm Design and Analysis

Justification: As part of CS degree program revision CSCI 5330 Algorithm Design and Analysis is now a required course consequently it can be made a prerequisite for the elective courses like CSCI 5430 Artificial Intelligence. This change, adding CSCI 5330 as prerequisite to CSCI 5430, will enable students to analyze algorithms as good part of heuristics in CSCI 5430 Artificial Intelligence course deals with efficient searching algorithms.

CSCI 5436G Distributed Web Systems Design

From: CSCI 3230

To: CSCI 5432 Database Systems

Justification: CSCI 5432 Database Systems course is found to be more appropriate prerequisite as database represent back end in distributed web based systems; students exposed to database design and programming in CSCI 5432 will be better prepared to tackle web front end and related issues if student already understand databases. As CSCI 5432 has CS 3230 as its prerequisite students will enroll to CSCI 5436 Distributed Web Systems Design much better prepared.

CSCI 5530G Software Engineering
From: CSCI 3230

To: CSCI 5432 Database Systems, CSCI 5335 Object-Oriented Design and CSCI 5330 Algorithm Design and Analysis

Justification: Observed deficiencies in student preparations for their capstone experience within CSCI 5530 Software Engineering course will be remedied and students success greatly improved by making design coursework in CS prerequisite for the final integrative course and allow only mature CS students to enroll. All required design based CS courses will be required prerequisites for CSCI 5530 namely CSCI 5432 Database Systems, CSCI 5335 Object-oriented Design and CSCI 5330 Algorithm Design and Analysis- last two are now required CS courses and can be used as prerequisites.

CSCI 5230 Discrete Simulation

From: CSCI 3230 and STAT 5531

To: CSCI 3230 Data Structures and STAT 2231 Introduction to Statistics I (or higher)

Justification: CS department changed required statistics course from STAT 5531 to STAT 2231 as a part of the CS program revision. Specific reason was to standardize on a more appropriate, an empirically oriented, STAT course 2231 for all the students in the CIT and to enable horizontal mobility within the College of IT. General reason for rearranging MATH and STAT coursework for the CS degree was to focus CS on design (provide for more hours of CS coursework) and by flattening the prerequisite structure allow students to declare major as well to finish the CS program requirements earlier.

CSCI 7334 Unix Network Programming

From: CSCI 5232

To: CSCI 3232 Systems Software

Justification: As part of CS undergraduate degree program revision new course CSCI 3232 System Software is now required CS course and CSCI 5232 Operating Systems an elective. Content and intent of CSCI 3232 is now available and more appropriate prerequisite for CSCI 7334 Unix Network Programming course.

CSCI 7434 Data Mining

From: CSCI 5432

To: CSCI 5432 Database Systems and CSCI 5330 Algorithm Design and Analysis

Justification: As part of CS undergraduate degree program revision CSCI 5330 is now required course making it a fair prerequisite. In terms of substantive reasons adding CSCI 5330 Algorithm Design and Analysis as prerequisite for CSCI 7434 Data Mining is motivated by requirement to prepare students for the evaluation of Data Mining algorithms.
CSCI 7336  Broadband Communication

From: CSCI 5332 and STAT 5331

To: CSCI 5332 Data Communications and Networking and STAT 2231 Introduction to Statistics I (or higher)

Justification: Prerequisite change reflects change in CS undergraduate degree program namely adoption of STAT 2231 Introduction to Statistics I as required course in statistics.

CSCI 7337  Optical Networks

From: CSCI 5332 and STAT 5531

To: CSCI 5332 Data Communications and Networking and STAT 2231 Introduction to Statistics I (or higher)

Justification: Prerequisite change reflects changes in CS undergraduate degree program namely adoption of STAT 2231 Introduction to Statistics I as required statistics course for the CS major, the same course that is in use by the IT and IS students in the CIT.

MOTION: Dr. Candy Schille motioned to approve these course revisions from the Department of Computer Sciences. Dr. Daniel Gleason provided the second. The motion was passed.

Department of Information Technology

New Course Proposal

IT 6130  Theoretical Foundations for Network Analysis

IT 6130- Theoretical Foundation for Network Analysis  3-0-3
This course will provide a detailed review of fundamentals relevant to the study of telecommunications, and data communications. Topics covered will include Shannon's Theorem, elements of Graph theory, Queuing Theory, Probability, Number Systems, Matrices and more. Students will complete several exercises using MATLAB and Microsoft Excel to reinforce topics covered in lecture by solving network related problems. Discrete event simulations software (OPNET) will also be used to observe and analyze concepts and behaviors in communications networks.

Justification: An understanding of Theoretical foundations is paramount to the engineering, design, and optimization of voice and data networks. Students will encounter experiments and problems throughout the Telecomm program that will require them to use fundamental concepts and theories learned in IT 6130. Some of the uses are in Channel Capacity Theorem, Quality of Service (QoS) analysis, Routing Protocol Selection, latency calculations, timing/synchronization and Encryption Algorithms.

MOTION: Dr. Candy Schille motioned to approve these course revisions from the Department of Information Technology. Dr. June Alberto provided the second. The motion was passed.
A process for approval of certificate programs at the graduate and undergraduate levels was presented. This process will align university curriculum proposals with the process recently adopted by the Board of Regents. Procedures for development and implementation of Graduate certificates were presented.

MOTION: Dr. Candy Schille motioned to approve the certificate process and procedures from the College of Graduate Studies. Dr. Daniel Gleason provided the second. The motion was passed.

IV. UNFINISHED BUSINESS

V. NEW BUSINESS

VI. ANNOUNCEMENTS

Dean Charles Hardy presented an update on research compliance issues including a review of the Protections Task Force he has charged to provide guidance regarding the Institutional Review Board (IRB), the Institutional Animal Care and Use Committee (IACUC) and the Institutional Biosafety Committee (IBC). He asked the Graduate Committee for input on ways to make compliance issues and processes effective and efficient for faculty and students engaged in research.

VII. ADJOURNMENT

There being no further business, Dr. Jerry Wilson motioned that the meeting be adjourned. Dr. Kim Ruebel seconded the motion. It was passed. The meeting was adjourned at 4:15 pm.

Respectfully submitted,

Melanie C. Reddick
Senior Secretary

GRADUATE COMMITTEE MEETING
Chair: Richard Flynn

GRADUATE COMMITTEE MINUTES

November 18, 2004, Conference Room, College of Graduate Studies

Present: Dr. Charles Hardy, COGS; Dr. Robert Vogel, CHHS; Dr. Donna Hodnicki, CHHS; Dr. Candy Schille, CLASS; Dr. Daniel Gleason, COST; Dr. Bob Fernekes, LIB; Dr. Jim Harris, CIT; Dr. Jennie Rakestraw, COE

Others: Mr. Wayne Smith, Registrar’s Office; Ms. Melanie C. Reddick, COGS; Dr. Pranoti Asher, COST; Dr. Bret Danilowicz, COST; Dr. Jason Dittmer, COST; Dr. Sharon Taylor, COST; Dr. Curtis Ricker, CLASS; Dr. Greg Harwood, CLASS

Dr. Bob Fernekes, Acting Chair, called the meeting to order at 3:30 p.m.

I. APPROVAL OF AGENDA

The agenda was approved as revised.
II. APPROVAL OF MINUTES

Minutes of the October 21, 2004, Graduate Committee meeting were approved as revised.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Geology and Geography

New Course Proposal

GEOG 5430G Political Geography

This course will cover the geography of political behavior from the local to the global scale by examining the relationship of geography and politics. Students will investigate the rapidly changing geopolitics of the era in which they live, with special emphasis on international relations, sovereignty, war, and terrorism. Additionally, the course will focus on redistricting, the Electoral College, and other geographic elements of our American democratic system. Graduate students will learn how to undertake an independent, supervised research project in the field of political geography. (3 credit hours)

Justification: This elective course will fill an existing topical gap in the Geography curriculum, which currently lacks a course in this dynamic subdiscipline of the field. Political geography is the study of power and its geographic distribution around the world. It is important because many other sub-disciplines of geography, such as cultural and economic geography, are connected through the concept of power as discussed in this course. Furthermore, this course will enable senior undergraduates and graduate students in related fields such as political science, criminology, and public administration to supplement their curricula. This course will also contribute to the American Democracy Project by fostering greater awareness of how our system of government works.

MOTION: Dr. Candy Schille moved to approve this new course proposal from the Department of Geology and Geography. Dr. Robert Vogel provided the second. The motion was passed.

Department of Mathematics

Course Revision

MATH 6130 Fundamental Concepts of Arithmetic and Geometry – Prerequisite and Catalog Description Change

Current:
Emphasizes the mathematical content indicated, but time is also spent in exploring the learning theories of Piaget, Diener, Davis, and others. Intended for Middle Grade majors. Prerequisite: MATH 5132 or permission of instructor.

Proposed:
Emphasizes the mathematical content indicated, but time is also spent on exploring concepts in basic statistics and probability. There is also a field component for this course that teachers will complete by implementing course activities in their classrooms. This course is intended for teachers seeking a P-5 Mathematics Endorsement on their teaching certificate. Prerequisite: Admission to the P-5 Endorsement Program or permission of instructor.
**Justification:** The Board of Regents has asked Georgia Southern to offer the P-5 Mathematics Endorsement for those who are currently teaching. We have five courses in place for undergraduates, three of which are at the 5000 level. The P-5 Endorsement plan for graduate students only requires four. We will use the three 5000 level courses currently in place and add this course to fulfill the P-5 Mathematics Endorsement program requirements.

MOTION: Dr. Jim Harris moved to approve this course revision from the Department of Mathematics. Dr. Daniel Gleason provided the second. The motion was passed.

**COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

**Department of Foreign Languages**

**Course Revision**

**FREN 7030 Selected Topics in French – Catalog Description**

**Current** - FREN 7030 - Selected Topics in French. Selected topics in French. 1-3 hrs credit.

**Proposed** - FREN 7030. Selected Topics in French. Study of a topic in French literature, culture, society, thought, or language not included in regular offerings. Conducted in French.

**Justification:** New description better fits course purpose and content.

MOTION: Dr. Donna Hodnicki moved to approve this course revision from the Department of Foreign Languages. Dr. Candy Schille provided the second. The motion was passed.

**Course Deletion**

**FREN 7090 Selected Topics in French**

**Justification:** This course is a duplicate of FREN 7030 and should be eliminated.

MOTION: Dr. Donna Hodnicki moved to approve this course deletion from the Department of Foreign Languages. Dr. Candy Schille provided the second. The motion was passed.

**Department of Music**

**Program Revision – New Area of Emphasis**

**EXECUTIVE SUMMARY**

**PROPOSED AREA OF EMPHASIS IN MUSIC TECHNOLOGY**

**IN THE MASTER OF MUSIC DEGREE**

**RATIONALE**

Music technology has become one of the fastest areas of growth in music, and there is strong evidence that it would have one of the largest enrollments in the M.M. should it be established as an official area of emphasis (over half of the students currently in the Music Education area of emphasis are already interested in switching). Moreover, unlike the other areas of emphasis, which are found in virtually all other M.M. programs throughout Georgia and the country, it would make our M.M. program distinctive as the only program of its kind in Georgia and one of the few
currently operating in the country.

The proposed area of emphasis meshes well with the emphasis on Technology as a major focus in the University’s Strategic Plan, and also fits with strategic tactic in the Level II Academic Plan of encouraging intellectual partnerships across disciplines and organizational lines. In addition to music technology and music courses, the program draws on the strength of the University in the technological area by allowing students to take technology related courses in other Colleges of the University as electives.

Based on the number of inquiries we have had about a possible Music Technology degree and the number of students currently in the M.M. program are interested in switching to a music technology emphasis, we estimate that we will typically have about 10 students in this area of emphasis.

**IMPACT ON UNIVERSITY RESOURCES**

With the addition last year of a music faculty position exclusively dedicated to Music Technology and the recent renovation of the Music Technology lab area, this new area of emphasis can be adequately handled by existing resources at both the Departmental and the University level. Many of the courses in this new area of emphasis are already being taught as part of other areas in the M.M. degree or in programs in other colleges, and newly proposed courses will enter into regular course rotation schedules. A music technology class will need to be scheduled regularly during the summer term to keep the faculty load in balance during the regular academic year, but there should be little problem finding sufficient students to run this summer class with the anticipated enrollment in this area of emphasis.

**Emphasis in Music Technology**

**PROPOSED CURRICULUM**

(newly-proposed courses are indicated by italics)

**MUSC 6131 Music Reference Tools & Resources (3)**

**MUSC 5233G Contemporary Music or other music history course from the range MUSC 5230G - 5236G (3)**

**MUSC 5630G Music, Technology, and Contemporary Culture (3) or TCGT 7532 Global Technology (3)**

**MUSC 6531 Technology in Music (3)**

**MUSC 7932 Music Technology Final Project (3)**

6 hours chosen from the following:

- **MUSC 7531 Advanced Electronic/Digital Music (3)**
- **MUSC 7532 Producing Music with Technology (3)**
- **MUSC 7533 Sound Design and Processing (3)**
- **MUSC 7092 (Music Technology Subject) (3)**

12 hours Free Electives Approved by Student’s Advisor selected from the following:

- any graduate-level music course
- **ITEC 7132 Administration of Instructional Media Program (3)**
- **ITEC 7230 Selection and Development of Technology (3)**
- **ITEC 7335 Web Design & Development (3)**
- **ITEC 7338 Internet (3)**
ITEC 7430 Instructional Design (3)
ITEC 7530 Instructional Technology Foundations (3)
ITEC 7535 Advanced Hardware and Software (3)
ITEC 8231 Transforming Learning with Technology (3)
ITEC 8530 Applications of Instructional Technology (3)
ITEC 8532 Multimedia Authoring (3)
TCGT 7532 Global Technology (3)
TCPM 7231 Digital Image Preparation (2)
TCPM 7232 Technology for Business and Industry (2) or TCGT 5332G Multimedia Presentations (2)

MOTION: Dr. Donna Hodnicki moved to approve this program revision from the Department of Music. Dr. Robert Vogel provided the second. The motion was passed.

New Course Proposals

MUSC 5630G Music, Technology & Contemporary Culture

Examines the development of sound technology, the impact of music technology on listeners, performers, and composers, the diversification and globalization of musical styles, and the changing sociological roles of music in contemporary culture from both historical and ethnographic points of view. Students will also explore specific topics of their own interest in a seminar setting.

Justification: This course fills the need for rounding out technical approaches to music technology by examining the impact of music technology from a cultural/sociological/historical perspective. It will become a significant course in the Music Technology area of emphasis within the Master of Music degree, and might be taken as an elective by students in other fields.

MUSC 7532 Producing Music w Technology

Students will be proficient in the production of music through MIDI and computer-based sequencing programs including MIDI sequencing using software packages, peripheral devices, electronic orchestration, digital audio in multiple file formats, multitrack recording, post-processing of multitrack recordings, and composition of original music.

Justification: The new MM in Music Technology degree requires advanced courses within the discipline beyond the scope of current offerings.

MUSC 7533 Sound Design and Processing

Manipulating common synthesizer components to design original timbres, including composition of original material in the electro-acoustic style. Examination of recording techniques in with an emphasis on digital recording and processing.

Justification: The new MM in Music Technology degree requires advanced courses within the discipline beyond the scope of current offerings.

MUSC 7932 Music Technology Final Project
Planned project directed by the student's project advisor. Prerequisites: Permission of the student's project advisor and graduate coordinator.

**Justification:** Capstone requirement for the MM in Music Technology to demonstrate student's ability to conceive, plan, and carry out an independent project in Music Technology.

**MOTION:** Dr. Donna Hodnicki moved to approve these new course proposals from the Department of Music. Dr. Robert Vogel provided the second. The motion was passed.

**Department of Psychology**

**New Course Proposal**

**PSYC 5232G Psychology and Law**

An introduction to the interdisciplinary study of psycholegal research and scholarship.

**Justification:** This course will provide a popular, currently relevant elective course for students in the psychology MS program and possibly in other graduate programs. The course was offered last year as a Selected Topics and had very good enrollment.

**MOTION:** Dr. Donna Hodnicki moved to approve this new course proposal from the Department of Psychology. Dr. Candy Schille provided the second. The motion was passed.

**Department of Sociology and Anthropology**

**Course Revisions**

**SOCI 5140G Group Dynamics – Prerequisite and Catalog Description Change**

**From:**

SOCI 5140/5140G. This course will provide students with a knowledge base in group work. They will study the structure, organizations, and function of groups and learn to identify stages of group development, roles group members play, and skills used by the group facilitator. Prerequisites: SOCI 1101, SOCI 2232 or permission of instructor. 3 hrs. credit.

**To:**

SOCI 5140/5140G. This course will provide students with a knowledge base in group work. They will study the structure, organization, and function of groups and learn to identify stages of group development, roles group members play, and skills used by the group facilitator. Prerequisites: SOCI 1101, SOCI 2232 or permission of instructor for undergraduates only.

**Justification:** Make a correction in prerequisite for graduate student section.

**SOCI 5431G Sociological Theory – Prerequisite and Catalog Description Change**

**From:**

SOCI 5431/5431G. An overview of the major classical sociological theorists, linking their contributions to contemporary issues and concerns. Covers key theorists and basic tenets of structural functionalism, conflict theory, and symbolic interactionism and introduces the process of theory construction. Prerequisite: Undergraduate sociological theory or permission of instructor. 3 hrs. credit.
To:
SOCI 5431/5431G. An overview of the major classical sociological theorists, linking their contributions to contemporary issues and concerns. Covers key theorists and basic tenets of structural functionalism, conflict theory, and symbolic interactionism and introduces the process of theory construction.

Justification: Current prerequisite is incorrect.

SOCI 6431 Contemporary Social Theory – Prerequisite and Catalog Description

Change

From:
SOCI 6431. Examination of modern sociological theory, its place in the scientific endeavor, and major theorists, and theory systems. Required for the M.A. Degree in Sociology. 3 hrs. credit.

SOCI 6637 Contemporary Social Theory

To:
SOCI 6637. Examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structural-functionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

Justification: This course is being broadened to include more general social science theory. This will make it more attractive to other graduate students outside of sociology. The number is being changed in order to crosslist it with anthropology in the future.

SOCI 6434 Research Design and Methodology – Prerequisite and Catalog Description

Change

From:
SOCI 6434. Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to sociological research. Required for the M.A. Degree in Sociology. Prerequisite: SOCI 6435. 3 hrs. credit.

To:
SOCI 6434. Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to sociological research.

Justification: Eliminate SOCI 6435 as prerequisite and clean up description.

New Course Proposals

SOCI 5134G Sociology of Childhood

SOCI 5134/5134G. 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.

Justification: Course has been offered once as selected topics and the demand was great. It will become part of a sociology lifespan component in the curriculum.
SOCI 6638  Proseminar in Social Science

SOCI 6638. Introduces students to the foundations and controversies in social scientific research.

Justification: This course was taught once as a special topics course. It made well and is being added as a requirement to the M.A. in Sociology.

SOCI 7790  Practicum

SOCI 7790. Designed as an educational placement to give graduate students a practical experience in a vocationally-appropriate setting.

Justification: The practicum experience will allow students to apply and test knowledge gained in the classroom, while learning valuable work-related and networking skills in agencies where they may one day be employed.

MOTION: Dr. Jim Harris moved to approve these course revisions and new course proposals from the Department of Sociology and Anthropology. Dr. Donna Hodnicki provided the second. The motion was passed.

COLLEGE OF EDUCATION

Program Revision

Catalog Description Change

All College of Education Degree Programs - BSED, MED, EDS and EDD

Add statement in Catalog regarding successful completion of assessments at each Program transition point.

Justification: With the new PSC/NCATE requirement of transition points related to systematic assessment of our students/programs, it is important to add a statement to all catalog program descriptions (“Other Program Requirements” section) indicating that a part of the program requirements is to successfully complete the assessments at each transition point. Therefore, I request that the following statement be used by all programs for this purpose:

“Must successfully complete assessments identified at each program transition point”

MOTION: Dr. Donna Hodnicki moved to approve this program revision from the College of Education. Dr. Candy Schille provided the second. The motion was passed.

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Nursing
Graduate Nursing Program
Course Substitutes for RN-MSN Students by Major (Revised September 8, 2004)

Due to curriculum changes in the MSN program the substitute courses for the RN-MSN option need revision. Request allows for flexibility and continued recruitment to graduate program.

### Course Substitutions for RN-MSN program for Nurse Practitioner Major

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course Substitutes</th>
<th>Undergraduate Course</th>
<th>Graduate Course Substitutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3130-Critical Inquiry-Nurs. Research (3 cr)</td>
<td>NURS 6132 Nursing research (3 cr)</td>
<td>NURS 3130-Critical Inquiry-Nurs. Research (3 cr)</td>
<td>NURS 6140 Applied Theory &amp; Research (4 cr)</td>
</tr>
<tr>
<td>NURS 3230-HLTH Assessment/Lifespan (3 cr)</td>
<td>NURS 5240 Lifespan Advanced Health Assessment and Clinical (4 cr)</td>
<td>NURS 3230-HLTH Assessment/Lifespan (3 cr)</td>
<td>NURS 5230/5230G and NURS 5210/5210G Lifespan Advanced Health Assessment and Clinical (4 cr)</td>
</tr>
<tr>
<td>NURS 3231-Pharm./Other Thera. Mod (3 cr)</td>
<td>NURS 6135 Pharmacotherapeutics (3 cr)</td>
<td>NURS 3231-Pharm./Other Thera. Mod (3 cr)</td>
<td>NURS 6135 Pharmacotherapeutics for Advanced Practice Nursing (3 cr)</td>
</tr>
<tr>
<td>NURS 4236 (now 4133) Complex Nursing Concepts (3 cr)</td>
<td>NURS 6134 Pathophysiology (3 cr)</td>
<td>NURS 4229-Critical Analysis/Nursing Concepts (2 cr)</td>
<td>NURS 6133 Health Care Organizations &amp; Policy for APN (3 cr)</td>
</tr>
</tbody>
</table>

**Total 14 credits**  **Total 16 credits**  **Total 14 credits**  **Total 14 credits**

### Course Substitutions for RN-MSN program for Clinical Nurse Specialist Major

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course Substitutes</th>
<th>Undergraduate Course</th>
<th>Graduate Course Substitutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3130-Critical Inquiry-Nurs. Research (3 cr)</td>
<td>NURS 6132 Nursing research (3 cr)</td>
<td>NURS 3130-Critical Inquiry-Nurs. Research (3 cr)</td>
<td>NURS 6140 Applied Theory &amp; Research (4 cr)</td>
</tr>
<tr>
<td>NURS 4236 (now 4133) Complex Nursing Concepts (3 cr)</td>
<td>NURS 7435 Vulnerable populations (3 cr)</td>
<td>NURS 3230-HLTH Assessment/Lifespan (3 cr)</td>
<td>NURS 5230/5230G and NURS 5210/5210G Lifespan Advanced Health Assessment and Clinical (4 cr)</td>
</tr>
<tr>
<td>NURS 4229-Critical Analysis/Nursing Concepts (2 cr)</td>
<td>NURS 6131 Roles and Issues (3 cr)</td>
<td>NURS 4229-Critical Analysis/Nursing Concepts (2 cr)</td>
<td>NURS 6133 Health Care Organizations &amp; Policy for APN (3 cr)</td>
</tr>
</tbody>
</table>

**Total 8 credits**  **Total 9 credits**  **Total 8 credits**  **Total 8 credits**

Approved Nursing Graduate Committee September 2004
Approved by Nursing Faculty October 2004
Revised General Admission Criteria for MSN Program
9/30/04

<table>
<thead>
<tr>
<th>Revisions</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor’s degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association.</td>
<td>1. Completion of requirement for the bachelor’s degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate regional accrediting association.</td>
</tr>
<tr>
<td>3. Full-time clinical nursing employment experience: Nurse Practitioner major-Two years prior to entering specialty core courses.</td>
<td>3. Completion of a minimum of two years of clinical nursing experience prior to entering major clinical specialty courses.</td>
</tr>
<tr>
<td>Clinical Nurse Specialist major-none required, however, students admitted directly following a BSN program are encouraged to engage in clinical practice to obtain experiences that will benefit role development.</td>
<td>4. Completion of a prerequisite undergraduate statistics course or a statistically oriented methodology course.</td>
</tr>
<tr>
<td>4. Prerequisite undergraduate statistics course or a statistically oriented methodology course.</td>
<td>5. Completion with a minimum of “B” of an undergraduate basic health assessment course for Rural Community Health Nurse Specialist major.</td>
</tr>
<tr>
<td>5. Pre-admission interview conducted by nursing faculty.</td>
<td>6. Completion of a pre-admission interview conducted by nursing faculty.</td>
</tr>
<tr>
<td>6. Submission of the following completed documentation:</td>
<td>7. Submission of the following completed documentation:</td>
</tr>
<tr>
<td>a. College of Graduate Studies application.</td>
<td>a. School of Nursing application.</td>
</tr>
<tr>
<td>b. Georgia Southern Health Services form.</td>
<td>b. Proof of current liability insurance.</td>
</tr>
<tr>
<td>c. School of Nursing Graduate Program application.</td>
<td>c. Proof of American Heart Association Level C CPR certification.</td>
</tr>
<tr>
<td>d. Proof of current nursing malpractice liability insurance.</td>
<td>d. Graduate Program Student Health Appraisal forms.</td>
</tr>
<tr>
<td>e. Proof of American Heart Association Level C (2 person) CPR certification.</td>
<td>e. Three professional references.</td>
</tr>
<tr>
<td>f. Graduate Program Student Health Appraisal forms.</td>
<td></td>
</tr>
</tbody>
</table>
MOTION: Dr. Robert Vogel moved to approve this program revision from the School of Nursing. Dr. Jim Harris provided the second. The motion was passed.

IV. UNFINISHED BUSINESS

V. NEW BUSINESS

Dean Hardy presented the College of Graduate Studies Enrollment Management report, complete with enrollment projections.

VI. ANNOUNCEMENTS

Mr. Wayne Smith of the Registrar’s Office announced that new courses should have effective dates beginning in Fall semester.

VII. ADJOURNMENT

There being no further business, Dr. Donna Hodnicki moved that the meeting be adjourned. Dr. Jim Harris seconded the motion. It was passed. The meeting was adjourned at 4:45 pm.

Respectfully submitted,

Melanie C. Reddick
Senior Secretary

UNDERGRADUATE COMMITTEE

UNDERGRADUATE COMMITTEE
MINUTES OF NOVEMBER 16, 2004 MEETING
3:00 P.M., CIT BUILDING, ROOM 3214

Present: Dr. Elaine Gore; Dr. Helen Graf; Ms. Candace Griffith (for Dr. Amy Heaston); Dr. Mary Hazeldine; Ms. Ellen Hendrix; Dr. Ron MacKinnon; Dr. Michael Moore; Dr. Virginia Richards; Dr. Donna Saye; Ms. Debra Skinner; Ms. Patricia Walker (for Dr. John Murray); Dr. Mark Welford; and Dr. Jerry Wilson. Visitors: Dr. Jean Bartels; Dr. Pam Bourland-Davis; Ms. Patricia Carter; Dr. Olivia Edenfield; Dr. Beverly Graham; Dr. Bruce Krajewski; Dr. David Mathew; Dr. Sue Moore; Dr. Sandra Peacock; Dr. Donnie Richards; Dr. Nancy Shumaker; and Mr. Wayne Smith.

Dr. Virginia Richards, Chair, called the meeting to order at 3:05 p.m.

On a request from the Chair, a Hazeldine/Wilson motion was made to amend the agenda in order to present the Graphic Design item at the end of the College of Liberal Arts and Social Sciences portion of the agenda, instead of at the end of the meeting under “Other Business.” The motion was passed unanimously, and the agenda was approved.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Sandra Peacock presented the following agenda item for the Department of Africana Studies.

DEPARTMENT OF AFRICAN STUDIES

Title and Catalog Description
FROM: AAST/FREN 3336 Francophone Cultures
Study of Francophone Cultures, with continued development of all five language competencies (listening, speaking, reading, writing, and culture) and a strong emphasis on authentic materials. Course texts include representative samples of fables/stories, longer prose works, and poems. 

TO: AAST/FREN 3336 Francophone Cultures of Africa and the Caribbean

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with a focus on an introduction to Africa and the Caribbean. Texts include fables, poems, newspaper articles, and film. Course work includes oral, reading, writing, and grammar activities. Conducted in French.

The new title limits the study to two areas, and the new description better states what the purpose of the course includes.

A MacKinnon/Welford motion to approve these changes was passed unanimously.

DEPARTMENT OF COMMUNICATION ARTS

Dr. Pam Bourland-Davis and Dr. Beverly Graham presented the following agenda items for the Department of Communication Arts.

Changes to the B.S. Communication Arts Speech Communication Major

Under Area F: Remove JOUR 2331, Introduction to Journalism, and add new course, SPCM 2330, Introduction to Communication Research

Move SPCM 3336, Introduction to Performance Studies, from “Major Requirements” to “Additional Upper Division Requirements”

Move SPCM 3337, Persuasion, from “Additional Upper Division Requirements” to “Major Requirements”

Add the following to “Other Program Requirements”: Student must have a total institution GPA of 2.5 before enrolling for Internship hours (SPCM 4791, Internship).

(See current and proposed catalog pages for Speech Communication Major in the agenda for the November 16 meeting of the Undergraduate Committee.)

These changes are requested to better define the course of study for Speech Communication and to reflect the changes in the Linguistics and other speech areas.

A Hazeldine/Wilson motion to approve these changes was passed unanimously.

Proposal to Change Name of Major in Speech Communication

FROM: B.S. Communication Arts, Speech Communication

TO: B.S. Communication Arts, Communication Studies

The name Speech Communication is confusing and unclear to students. Most students believe the program is about speech pathology or that it is a program limited to the study of public speaking. The name change would more accurately reflect the discipline and decrease negative impressions students often have when looking at the name of the major. Speech implies more of a performance component whereas the major emphasizes research, analysis, and criticism of discourse ranging from public speaking and interpersonal communication to group and mass communication. Eleven years ago the largest professional organization changed its name from the Speech Communication Association to the National Communication Association because it was believed that the name change more accurately depicted the discipline. To update the program and to more accurately reflect the discipline, the name should be changed from Speech
Communication to Communication Studies. It should be noted that the name change does not indicate program changes, only a change in the name of the major.

A Graf/Welford motion to approve this name change was passed unanimously.

**Proposal for Interdisciplinary Minor in Film Studies**

Proposed Curriculum:

- **Prerequisites (2-3 hours):**
  - FILM 2331 – Introduction to Film, or
  - FILM/ENGL 2422 – Movies: The Language of Film

- **Required Upper-Division Courses (6 hours):**
  - FILM/AMST 3331 – History of American Film
  - FILM 3333 – Art of Film

- **Upper Division Electives (9 hours):**
  - FILM 3030 – Selected Topics in Film
  - FILM 3332 – Documentary Film
  - FILM/POLS 3334 – Film and Politics
  - FILM/ENGL 3535 – Patterns in Film and Literature

The Departments of Communication Arts and Literature & Philosophy propose this new minor. It requires neither new faculty members nor additional resources. Communication Arts has regularly offered Introduction to Film for about 25 years, and has offered the upper-division courses for the past 15 years. The department has found that student interest in Film Studies is consistent and strong. They have worked with Literature & Philosophy and Political Science in cross listing area-appropriate film courses. Additional courses will be developed to address other areas, i.e. women’s films, African-American films, etc.

A MacKinnon/Walker motion to approve this Interdisciplinary Minor was passed unanimously. Because there is no major in Film Studies, this will require Board of Regents’ approval.

**Title, Catalog Description, and Prerequisites**

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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<tbody>
<tr>
<td>COMM/WGST 4331 Women in Media</td>
<td>COMM/WGST 4331 Gender, Media, and Representation</td>
</tr>
<tr>
<td>Focuses on three basic areas with regard to women and media: 1) the representation of women in the media; 2) the status of women as media professionals; 3) the ways women make use of media as audience members.</td>
<td>Examines the implicit gender messages that are communicated through mass media. Focuses on the representation of gender in the media and how media both reflects and creates cultural values and ideals pertaining to gender.</td>
</tr>
<tr>
<td>Prerequisite: COMM 2332.</td>
<td>Prerequisite: None.</td>
</tr>
</tbody>
</table>

These changes are needed to update new research and material covered in the class.

A Hazeldine/Graf motion to approve these changes was passed by a majority vote, with one no vote.

**Title, Catalog Description, and Discontinue Cross-Listing**

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCM/LING 4333 Semantics</td>
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</tr>
<tr>
<td>Studies the relationship between symbols and meaning.</td>
<td></td>
</tr>
</tbody>
</table>
Focuses on language analysis applied to practical problems of communication in contemporary society.

TO: SPCM 4333  
**General Semantics**  
Studies the relationship between symbols and meaning in the tradition established by Alfred Korzybski. Focuses on signs and symbols and their implications on both nonverbal and oral communication.

The purpose of making these changes is to more accurately reflect the content covered in the class.

A Gore/Saye motion was made to approve these changes. A motion was made to amend the motion to request an addition to the description to further explain the meaning of semantics. This amendment was passed unanimously. Following the approved amendment, the motion to approve the changes to this course was approved unanimously. (NOTE: The above description for General Semantics reflects the change that was made in the catalog description.)

**Prerequisites**

**FROM:** SPCM 4791  
**Speech Internship**  
Prerequisites: COMM 1110 and at least 20 semester credits in upper division Speech Communication classes.

**TO:** SPCM 4791  
**Speech Internship**  
Prerequisites: COMM 1110 and at least 20 semester credits in upper division Speech Communication classes and a minimum 2.5 total institution GPA.

**FROM:** PRCA 4791  
**Public Relations Internship**  
Prerequisites: PRCA 2330 and PRCA 3330.

**TO:** PRCA 4791  
**Public Relations Internship**  
Prerequisites: PRCA 3330 and a minimum of 2.5 total institution GPA.

Students must have a minimum 2.35 institution GPA to declare these majors, and, therefore, should have at least a 2.5 overall GPA as they are representing the programs, department, college and university in applied settings.

A Hazeldine/Welford motion to approve these changes was passed unanimously.

**Course Deletions**

**COMM 3031 Phonology**
**COMM 3032 Syntax**
**COMM 5530 Sociolinguistics**

These courses do not represent content directly relevant to current programs of study for Communication Arts. The deletions are for COMM only and not LING, ANTH or WRIT.

A Hendrix/Graf motion to approve these deletions was passed unanimously.

**New Courses**

**SPCM 2330 Introduction to Communication Research**  
Introduces students to the professional literature in communication and examines the major paradigms used in communication research. The students will gain practical experience using formal research styles.

Students need background in the research methods used in Communication Studies in preparation for upper-division classes.

**SPCM 4330 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.

Upper-division elective for Speech Communication and International Studies majors and minors; provides cross-disciplinary perspective.

A MacKinnon/Welford motion to approve these two new courses was passed unanimously.

DEPARTMENT OF FOREIGN LANGUAGES

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

Revision to B.A. in French Program
Delete FO RL 3510 from “Specific Requirements”

This deletion will be replaced with a three-hour content course. This will increase the number of hours for the major from 28 to 30. This brings the French program in line with both the German and Spanish sections of the department.

**Catalog Descriptions**

**FROM:** FREN 3136  
French Through Film  
An in-depth study of selected French feature films for functional vocabulary build-up, increased proficiency, and cultural awareness through listening comprehension, speaking, reading, writing, and grammar activities. Emphasis on everyday spoken French.

**TO:** FREN 3136  
French Through Film  
Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through an in-depth study of selected feature films. Course work includes oral comprehension, speaking, reading, writing, and grammar activities. Emphasis on everyday spoken French. Conducted in French.

**FROM:** FREN 3330  
French Civilization  
Introduction to the history and civilization of France, based on authentic documents and media, with continued development of all five language competencies (listening, speaking, reading, writing, and culture).

**TO:** FREN 3330  
French Civilization  
Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through the study of French civilization. Course work includes oral, reading, writing, and grammar activities. Conducted in French.

**FROM:** FREN 3530  
French for Professions  
Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with strong emphasis on the vocabulary and functions necessary for professional activity in business and other professions, such as law, health, and tourism.

**TO:** FREN 3530  
French for Professions  
Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through the
study of professional situations in areas such as business, law, health, and tourism. Course work includes oral comprehension, reading, writing, and grammar activities. Conducted in French.

These new catalog descriptions better fit the course contents and purposes.

**Title and Catalog Description**  
**FROM:** FREN 3230 French Through Literature  
An introduction to the study and analysis of literary texts, with continued development of all five language competencies (listening, speaking, reading, writing, and culture) and a strong emphasis on authentic materials. Course texts include representative samples of four literary genres: short story, poetry, theatre, and novel. Required for students who intend to study literature at the 4000 level.

**TO:** FREN 3230 French Through Literature  
Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through the study and analysis of literary texts. Texts include representative samples of four literary genres: short story, poetry, theatre, and novel. Course work includes reading comprehension, oral, writing, and grammar activities. Conducted in French.

The new catalog description better fits the course content and purpose.

**FROM:** FREN 3336 Francophone Cultures  
Study of Francophone Cultures, with continued development of all five language competencies (listening, speaking, reading, writing, and culture) and a strong emphasis on authentic materials. Course texts include representative samples of fables/stories, longer prose works, and poems.

**TO:** FREN 3336 Francophone Cultures of Africa and the Caribbean  
Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with a focus on an introduction to Africa and the Caribbean. Texts include fables, poems, newspaper articles, and film. Course work includes oral, reading, writing, and grammar activities. Conducted in French.

The new title limits the study to two areas, and the new description better states what the purpose of the course includes.

**Catalog Description and Prerequisites**  
**FROM:** FREN 3395 French Regional Culture  
Introduction to the culture of a geographic region in France based on residential study in that region. Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with special emphasis on life in the region of residence. Prerequisites: FREN 2002 or the equivalent and admission to the France Study Abroad program.

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TO: FREN 3395  French Regional Culture
Continued development of all five language competencies
(listening, speaking, reading, writing, and culture) through the
study of a geographic region in France based on residential study
in the region. Conducted in French. Prerequisites: FREN 2002
or the equivalent.

FROM: FREN 4130 Grammar and Phonetics
Intensive review and in-depth study of the major grammatical
structures of the French language with a special emphasis on
their nuances. Extensive oral and written practice, translation
from French into English and English into French, and
compositions. Prerequisites: None.

TO: FREN 4130 Grammar and Phonetics
Intensive review of major grammatical structures and contrastive
analysis of French and English sound systems. Extensive oral
and written activities, including grammar exercises,
compositions, and pronunciation exercises. Conducted in
French. Prerequisites: Two courses at the 3000 level.

FROM: FREN 4431 Perspectives in Literature I
Introduction to masterpieces of French literature from the
Middle Ages to the present. Continued development of all five
language skills, with special emphasis on literary works and their
context (historical, social, religious, philosophical, etc).
Prerequisites: FREN 3230 or permission of instructor.

TO: FREN 4431 Perspectives in Literature I
Introduction to masterpieces of French literature representative
of major movements and genres from the Middle Ages to the
present. Conducted in French. Prerequisites: FREN 3230 and
one other course at the 3000 level.

FROM: FREN 4432 Perspectives in Literature II
Study of masterpieces of French literature from the Middle Ages
to the present. Continued development of all five language skills
with special emphasis on literary works and their context
(historical, social, religious, philosophical, etc). Prerequisites:
FREN 3230 or permission of the instructor.

TO: FREN 4432 Perspectives in Literature II
Same as FREN 4431 but focuses on different texts and/or
authors. Conducted in French. Prerequisites: FREN 3230 and
one other course at the 3000 level.

Catalog Description, Prerequisites, and Credit Hours
FROM: FREN 4030 Selected Topics in French
Selected Topics in French. Prerequisites: None. 1-3 credit
hours.

TO: FREN 4030 Selected Topics in French
Study of a topic in French literature, culture, society, thought, or
language not included in regular offerings. Conducted in French.
Prerequisites: FREN 3230 and one other course at the 3000
level. 3 credit hours.

These new descriptions, prerequisite changes, and credit hour change better fit the course purpose
and content.

A Hendrix/Gore motion to approve all of these changes was passed unanimously.
DEPARTMENT OF HISTORY

Dr. Sandra Peacock presented the following item for the Department of History as information only.

Selected Topics Announcement
HIST 3030 The American Frontier

DEPARTMENT OF LITERATURE AND PHILOSOPHY

Dr. Bruce Krajewski presented the following items for the Department of Literature and Philosophy.

New Courses
PHIL 4532 Philosophy of Emotions
This course is designed to help students understand the nature of emotions, and to enable students to become better equipped to understand their own emotions. Students will study and critically evaluate the major contemporary theories of emotion as well as historical accounts of emotion. Prerequisites: None. 3 credit hours.

The philosophical study of emotions is a growing field. The American Philosophical Association now has a subcommittee devoted to the discipline. This course takes advantage of an expertise within the Philosophy Faculty.

RELS 3330 Introduction to the Old Testament
This course is an introduction to the critical study of the literature of the Old Testament and the world in which it was produced. We will examine individual texts of the Hebrew Bible/Old Testament within their historical contexts while taking into consideration other methodological approaches such as literary criticism, feminism, and theology. Prerequisites: None. 3 credit hours.

The Bible is a topic that is important to many students on campus, but they often have no exposure to the critical study of biblical literature.

RELS 4337 Folklife and Folk Religion
A survey of ritual, sacred narrative, storytelling, art, music, and other expressive forms found in folk communities. Examines the creation and persistence of religious tradition in informally constituted settings, both in the United States and internationally. Prerequisite: ANTH 1102. 3 credit hours.

This course will be cross-listed with ANTH 4337, which will allow RELS minor to take the course for credit, since it has obvious RELS content.

A Hazeldine/Wilson motion to approve these three new courses was passed unanimously.

DEPARTMENT OF MUSIC

Dr. David Mathew presented the following items from the Department of Music.

Revision to Minor in Music
Delete MUSC 1100, Music Appreciation, as a listed requirement

FROM: Music
MUSC 1100 – Music Appreciation (3)
MUSC 1333 – Music Theory Non-Major (3)
Additional 9 hours of upper division music course approved by music advisor. (If MUSC 1100 is used to satisfy Core requirements, substitute additional 3 hours of lower or upper division music courses approved by music advisor.)

TO: Music
MUSC 1333 – Music Theory Non-Major (3)
Additional 12 hours of music courses approved by music advisor, 9 of which are upper division.

This change is requested by the music faculty to reflect the eligibility of appropriate courses for a Minor in Music.

Prerequisite Change
FROM: MUSC 1333 Music Theory Non-Major
Prerequisite: None.
TO: MUSC 1333 Music Theory Non-Major
Prerequisite: MUSC 1100.

MUSC 1100 is a highly desirable prerequisite for a minor in music. Removing this course as a requirement in the music minor program and changing it to a prerequisite for a required course in the minor in music (MUSC 1333) allows MUSC 1100 to be counted in Area C of the core curriculum.

Course Number
FROM: MUSC 2331 Advanced Music Theory Non-Major
TO: MUSC 3333 Advanced Music Theory Non-Major

For use in the music minor, this advanced course should be listed as an upper-division course. Content is entirely appropriate for an upper-division course in music theory for the non-music major.

A Welford/Gore motion to approve these requested changes was passed unanimously.

New Course
MUSC 5630 Music, Technology & Contemporary Culture
Examines the development of sound technology, the impact of music technology on listeners, performers, and composers, the diversification and globalization of musical styles, and the changing sociological roles of music in contemporary culture from both historical and ethnographic points of view. Students will also explore specific topics of their own interest in a seminar setting. 3 credit hours.

This course fills the need for rounding out technical approaches to music technology by examining the impact of music technology from a cultural/sociological/historical perspective. It will become a significant course in the Music Technology area of emphasis within the Master of Music degree, and might be taken as an elective by students in other fields.

A Wilson/Walker motion to approve this new course was passed unanimously.

DEPARTMENT OF POLITICAL SCIENCE

Dr. Nancy Shumaker presented the following items on behalf of the Department of Political Science.

New Course
POLS 3730 Introduction to United Nations
The preamble to the Charter of the United Nations identifies several ambitious goals, which framed the establishment of this international organization,
including a desire “to save succeeding generations from the scourge of war” and to promote fundamental human rights, social progress, and economic development. In this course, students will be introduced to the concepts of international organizations and the part that they play today in international politics. Specifically, we will examine the United Nations, its structure and function, its failures and successes, and what the future holds for this organization.

This new course will be cross-listed with the new INTS 3730 course that was approved at the October meeting of the Undergraduate Committee. It will be a prerequisite for enrolling in POLS/INTS 4730, Model United Nations, to be offered during Spring semester.

A MacKinnon/Welford motion to approve this new course was approved unanimously.

**Prerequisites**

**FROM:** POLS 4730  
**Model United Nations**  
Prerequisites: None.

**TO:** POLS 4730  
**Model United Nations**  
Prerequisites: INTS/POLS 3730 or permission of instructor.

A Welford/Walker motion to approve this change was passed unanimously.

**DEPARTMENT OF PSYCHOLOGY**

Dr. Sandra Peacock presented the following agenda item for the Department of Psychology.

**New Course**

**PSYC 5232**  
**Psychology and Law**  
An introduction to the interdisciplinary study of psycholegal research and scholarship. Prerequisite: PSYC 1101. 3 credit hours.

This course will provide a popular, currently relevant elective course for majors and non-majors. The course was offered last year as a Selected Topics and had very good enrollment.

A Welford/Walker motion to approve this new course was passed unanimously.

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

Dr. Sue Moore presented the following items for the Department of Sociology and Anthropology.

**Title, Catalog Description, Prerequisite, and Cross Listing**

**FROM:** ANTH 4337  
**Folklife**  
A survey of the creation and persistence of tradition in societies and of the process of change as demonstrated in such aspects as narrative, music, song celebration, festival, belief, and material culture. Emphasis will be given to understanding the multi-ethnic nature of the traditions in the U.S.A. Prerequisite: ANTH 1102.

**TO:** ANTH 4337  
**Folklife and Folk Religion**  
A survey of ritual, sacred narrative, storytelling, art, music, and other expressive forms found in folk communities. Examines the creation and persistence of religious tradition in informally constituted settings, both in the United States and internationally. Prerequisite: None.

This course will be cross-listed with the new RELS 4337 course. This change is requested to better reflect the subject matter of the course and to make it better known to students that the course has

a substantial component related to the study of religion.

**Prerequisite**

**FROM:** SOCI 5431  **Sociological Theory**
Prerequisite: Undergraduate sociological theory or permission of instructor.

**TO:** SOCI 5431  **Sociological Theory**
Prerequisite: SOCI 1101.

The current prerequisite for this course is incorrect.

A Hazeldine/Gore motion to approve these changes was passed unanimously.

**New Courses**

**SOCI 4338**  **Sociology of Competition and Games**
Examines sport as a social institution, focusing on cultural values related to sport, stratification within and among sports, and issues of power and inequality pertaining to sport. Prerequisite: SOCI 1101. 3 credit hours.

This course was presented previously under a different title but was tabled. It has been taught as a Selected Topics course.

**SOCI 5134**  **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. Prerequisite: SOCI 1101. 3 credit hours.

This course has been offered as a Selected Topics course and the demand was great. It will become part of a sociology lifespan component in the curriculum.

A Welford/Gore motion to approve these two new courses was passed unanimously.

**Discussion of Graphic Design Vote**

This is the agenda item from “Other Business” that Dr. Richards requested be moved to the end of the College of Liberal Arts and Social Sciences agenda so everyone would be present for the discussion and new vote.

This item was presented during the first part of the October 18 meeting, but there was some controversy regarding the voting procedure (see October 2004 minutes). The Chair decided to bring the issue back to the committee for reconsideration. Ms. Patricia Carter, Chair of the Art Department, presented a revised proposal that addressed the concerns of committee members. A Gore/Walker motion to approve the proposal was approved unanimously.

**ADJOURNMENT**

Because of the lateness and several members leaving for class or other obligations, the agendas for the College of Education, the College of Health and Human Sciences, and the Vice President for Academic Affairs were not covered at this meeting. These will be first on the agenda for the January 25, 2005 meeting.

A Walker/Hazeldine motion to adjourn the meeting was approved.

Respectfully submitted,
NOTE: An attempt was made to conclude the meeting on the scheduled date of November 18, but there were not enough members present to constitute a quorum.

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL

Chair: Linda Bleicken

Academic Advisory Council October 26, 2004

Minutes

1. Dr. Bleicken distributed an update on Fall 2004 recruitment efforts for Ms. Susan Davies who was in route to a recruitment event.
3. Ms. Lisa Spence updated the Council on the social security number (SSN) conversion. A timeline for Academic Affairs compliance with the conversion was distributed.
4. Dr. Eric Hobson distributed the following materials to the Council: calendar of programs; a copy of The Center Piece; information regarding the Carnegie Academy for Scholarship of Teaching and Learning (CASTL); and information on the Academic Chairpersons Conference to be held February 9-11, 2005 in Orlando, FL. Eric also updated the Council on attendance at the New Faculty seminars. It was noted that the format and content of the New Faculty seminars would be evaluated so modifications could be made for AY05-06.
5. With no other business, the meeting adjourned at 9:45am.
Faculty Senate Librarian’s Report
March 11, 2005

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

ACADEMIC STANDARDS COMMITTEE
Academic Standards Committee
Chair: Patricia Humphrey
No report

ELECTIONS COMMITTEE
Senate Elections Committee

Senate Elections Committee
Minutes, February 9, 2005

Present: Dr. Debra Sabia, Chair
   Dr. David Robinson, CLASS
   Dr. David Lowder, LIB
   Dr. Jennie Dilworth, CHHS
   Dr. Manovch Tabatabaei (alternate for Dr. Ardian Greca, CIT)
   Dr. Ming Fang He, COE

Not Present: Dr. Jim Lobue, COST
   Dr. Leslie Fletcher, COBA
   Dr. Mark Edwards, SEC

The meeting began with a discussion and review of the recently concluded self-nomination process. No unit, except CLASS reported having difficulty with the electronic process. Dr. Robinson (CLASS) informed the committee that he was able to identify the problem and resolve it quickly.

Dr. David Lowder (LIB) reported that the Library chose to continue its paper nomination process but created a web page to add to their governance page. The new site provides information about the membership of standing committees, rotating vacancies, as well as a list of current nominees.

Dr. Ming (COE) reported that the College of Education has now completed the unit’s bylaws for their elections process. However, in their review she reported that her college acknowledged a conflict with the university elections timeline. She explained that faculty members complete Annual Reports in which they document their service, but that those reports are not reviewed until long after the self-nomination process for elections has ended. She suggested that this situation does not give department chairpersons adequate time to review and encourage faculty to consider serving in new capacities.

Discussion then ensued over the difficulty in getting faculty to commit themselves to university service. Reasons for this difficulty included:

1. Faculty feel overwhelmed by teaching and research commitments.
2. Faculty morale is low.
3. Faculty teaching loads are heavier and there is little energy or time left for additional service commitments.
4. Faculty do not believe that service is rewarded, they believe it is an opportunity cost.
5. Faculty perceive shared governance to be an illusion and not worthy of their time and commitment.
6. Fewer faculty are available for service work, a reflection of several realities: hiring freezes, fewer tenure lines, some junior faculty are being discouraged by department chairs to avoid heavy service commitments.

Dr. Tabatabaei (CIT) reported no difficulties in the self-nomination process and said that as a new college there appeared to be great interest among colleagues in serving on senate and university committees. He suggested that this was a reflection of many new junior faculty who need service for tenure.

Dr. Sabia discussed her conviction that the administration be made aware of the perceptions of faculty and the difficulties that the committee has in encouraging faculty participation. She suggested that the administration make every effort to assure the Corps of Instruction that service is valued at Georgia Southern, that it is rewarded, and that shared governance is a meaningful objective to which it remains committed.

Members went on to discuss their need now for working with the election units in certifying those who have been nominated for committee/senate seats.

Dr. Lowder (LIB) reported that there is some confusion over the term limit of faculty senators. The committee noted that the term of office is three years. Dr. Ming (COE) reminded members that a sitting senator may not run for reelection until they have remained out for one academic year.

Next the committee reviewed the elections time line. It was decided that members needed additional training to properly conduct the elections electronically. Dr. Robinson (CLASS) offered his services to help in creating a web page that could help members navigate the process and a decision was made to hold a hands-on workshop for such a purpose.

The committee agreed to postpone elections until after the workshop and agreed to a target date for elections, beginning February 28th. Members agreed that the elections should conclude with a week and that time be allotted after that for anticipated run-off elections. The committee agreed that the elections should conclude by April 15th.

The Chair reminded members that these are target dates that are still flexible in the event of unforeseen circumstances.

The meeting concluded at 9:45am.

Respectfully submitted,
Dr. Debra Sabia
Chair, Senate Elections Committee

FACULTY WELFARE COMMITTEE
Faculty Welfare Committee
Chair, Jean-Paul Carton
No report

FACULTY DEVELOPMENT COMMITTEE
Chair: Bill Yang

Georgia Southern University
Faculty Development Committee
Monday February 7, 2005 Minutes
Attendance: In attendance were Bill Yang, Darin Van Tassell, Sonny Butler, Robert Fernekes, Morgan Miles, Mercy Popoola, Lorraine Gilpin and Eric Hobson.

Excused: Quentin Fang.

1. Agenda and minutes approved with no corrections.

2. **Discussion on Educational Leave Proposals and Ranks.**
   a. Discussion was centered on two key issues/questions: 1) Should the grant be used for the purpose of completing dissertation projects or beginning PhD works? 2) Are instructors or faculty with a non-terminal degree (PhD) eligible to apply for this grant?
   b. After much discussion, the committee members unanimously agreed to the motion to accept the ranking as presented with recommended to the provost.
   c. Committee members’ recommended that the issues discussed above regarding ELIGIBILITY & perhaps ACCOUNTABILITY be taken to faculty senate for clarification, direction, and for review of guidelines and/or criteria.

3. **New Business: Other Issues**
   a. Members were encouraged to stop by CET in the next two weeks to review the Excellence in Instructions Packets. **Excluding Darin Van Tassell.**
   b. It was also agreed that faculty members should plan to review the last Educational Leave Proposal that came in on time but was withheld due to lack of signature from department chair.

4. **Next Meeting:** Will be February 21 for Summer Awards.

The meeting was adjourned by 1650.

Respectfully submitted by Mercy Popoola.

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University Library Committee Minutes
*Michele Davis McGibony, Chair*
No report

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FACULTY SERVICE COMMITTEE
Chair: Michael Nielsen
Faculty Service Committee Minutes
Monday, February 21, 2005

Attending:
John Brown
Wendy Chambers
Diana Cone
Youming Li
Michael Nielsen (chair)
Mildred Pate

Not attending:
Charles Champ
Starla McCollum

The committee met to discuss the 9 proposals submitted by the deadline, which sought $26690.59 funding in support of faculty service. Deliberations began before the meeting with committee members evaluating each proposal based on the criteria in the proposal guidelines:
a) significance of the service project;
b) clarity and documentation of the need for the project;
c) appropriateness of the service method or strategies designed to meet the identified need;
d) potential benefit to be derived from the service project;
e) quality of the evaluation procedures;
f) relationship of budget items to the overall project.

Overall rankings were compiled by the VPAA office, which also calculated for the committee the average rank of each project. Projects were discussed in order of their average rank beginning with the proposal that received the most favorable initial ranking.

The committee voted to fully fund 4 proposals and partially fund 3 proposals in the amount of $16509.63. Funded proposals were submitted by:

- Steve Elliott, Jiann-Ping School of Public Health (Partnership Development between Georgia Southern University and Treutlen County Public Schools)
- Min Fann He, Dept. of Curriculum, Foundations and Reading (Cultivating an International Knowledge Community to Explore Cross-cultural Approaches to Teaching, Learning, Research/Scholarship and Service)
- Ellen Hendrix, dept. of Writing and Linguistics (Georgia Southern Writing Project Teacher Consultants)
- Thomas Klein, Dept. of Writing and Linguistics (Connecting Gullah-Geechee Communities in the United States and the Caribbean)
- Laura Milner, Dept. of Writing and Linguistics (Community Writing Project for People Living with HIV or AIDS)
- Rebecca Murray, Dept. of Psychology (Small Scale Psychology Clinic)
- Phil Waldrop, School of Technology (Travel to Conference of Society of Manufacturing Engineers)

The committee will meet Monday, March 7, 2005, to discuss the university service award nominees.

Respectfully submitted,
Michael Nielsen

Faculty Service Committee Minutes
Monday, March 7, 2005

Attending:
John Brown
Wendy Chambers
Diana Cone
Starla McCollum
Michael Nielsen (chair)
Mildred Pate

Not attending:
Charles Champ
Youming Li

The committee met to discuss the four candidates for the university service awards. During the previous week committee members individually reviewed the materials submitted by three of the candidates. (One candidate did not submit materials to the committee.) After discussing the relative strengths of materials, the committee members reached a consensus on the two candidates to receive the service award at commencement.
FACULTY RESEARCH COMMITTEE  
Chair: David Alley

Faculty Research Committee  
Meeting Minutes  
February 11, 2005

Members Present:  
Dr. David Alley, Chair  
Dr. Joseph Barjis  
Mr. Marvin Goss  
Dr. Bryan Griffin  
Dr. John Parrish  
Dr. Paul Rodell  
Dr. Larry Stalcup  
Dr. Jerry Wilson  
Ms. Julie Cole – Ex-Officio

Members Absent:  
Non

I. Welcome  
Dr. Alley welcomed the committee members and opened the meeting.

II. Presentation by College of Graduate Studies, Associate Dean, Dr. John R. Dibolt on Graduate Student stipends. COGS will look favorably on waiving graduate student tuition on positions funded by FRC monies. The feeling of the Committee is that a full academic year stipend would not bare on the monies available to FRC applicants but that a stipend for one academic semester would. This will be incorporated into guidelines for next fiscal year and the instructions will include a request to spell out the duties of each person included in the grant application.

III. Dr. Alley reviewed last Fall’s grant review process and focused on how to supply applicants with feedback from the Committee. Ms. Cole reviewed the possibility of using “Primary” and “Secondary” reviewers, where even though all Committee members would review every grant, the Primary Reviewer would write up a paragraph on the application and a Secondary Reviewer would respond to it at the Review meeting. Notes would be taken during the review and would be sent to the applicant, along with the Primary Reviewer’s paragraph. Once all grants are reviewed, a ranking of each application will be given by each committee member, the ranking will be compiled and the grants awarded. The intent of this process is to distribute the workload so each application receives an in-depth review.

IV. The review of the Spring Grant Competition applications will take place at 4:00pm, on Friday, March 4, 2005, in the Administrative Annex Conference Room.

V. A budget modification request from Dr. Jennie Dilworth was considered and unanimously approved.

VI. An e-mail request from a faculty member asking that letters of reference for the Award of Excellence in Research and/or Scholarly Activity not be given to the nominee after the competition was discussed. It was determined that this is the standard procedure for the Committee but that it needs to be stated more forcefully in the application guidelines and that letters may only be received by the Office of Research Services and Sponsored Programs and not by the nominee, due to their confidential nature.
A motion was made by Dr. Alley and seconded by Dr. Wilson stating that: “All letters of reference will only be considered if received independently by the Office of Research Services and Sponsored Programs. Any letters of reference first received by the nominee or other parties will not be acceptable for review. This is to allow for frank and confidential letters of reference. Motion passed 7 to 1.

VII. Award of Excellence for Research and/or Scholarly Activity nominee review was held. Twenty-Two members of the faculty were nominated and nineteen of these submitted materials for consideration. A frank and open discussion followed of the nominees. Two candidates were selected and their names will be forwarded to the Provost for consideration.

VIII. Adjourned.

GRADUATE COMMITTEE MEETING
Chair: Richard Flynn

GRADUATE COMMITTEE MINUTES

January 26, 2005, Conference Room, College of Graduate Studies

Present: Dr. Charles Hardy, COGS; Dr. Jerry Wilson, COBA; Dr. Kim Ruebel, COE; Dr. Donna Saye, COST; Dr. Donna Hodnicki, CHHS; Dr. Daniel Gleason, COST; Dr. Cindi Chance, Academic Affairs; Dr. Hsiang-Jui Kung, CIT; Dr. Bob Fernekes, LIB; Dr. Kathleen Gruben, COBA;

Others: Dr. Dick Diebolt, COGS; Dr. Jennie Rakestraw, COE; Dr. Vladan Jovanovic, CIT; Dr. Bret Danilowicz, COST; Dr. Randy Carlson, COE; Ms. Melanie C. Reddick, COGS

Dr. Richard Flynn, 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 November 18, 2004, Graduate Committee meeting were approved as written.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF BUSINESS ADMINISTRATION

School of Accountancy

New Course Proposals

ACCT 7634 Fraudulent Financial Reporting

While asset theft fraud is well covered in the two fraud examination courses, additional training in financial statement fraud is needed due to
the technical nature of accounting and reporting standards. This course demonstrates how financial statement analysis can be used to uncover fraudulent financial reporting. In addition, the most common methods for "cooking the books" will be examined along with strategies for detecting and investigating such schemes.

**Justification:**
This course will be an integral component of the forensic accounting track within the new forensic accounting program at Georgia Southern University.

**ACCT 7635 Fraud and Society**

This course examines the numerous legislative, administrative, and other societal remedies that have emerged in response to white-collar crime. Such remedies encompass securities fraud, pension fraud, environmental crimes, anti-trust violations, bribery, money laundering, and corporate governance (e.g. Sarbanes-Oxley Act of 2002).

**Justification:**
This course will be an integral component of the forensic accounting track within the new forensic accounting program at Georgia Southern University.

**ACCT 7636 Expert Witnessing**

This course examines the role of accountants as either testifying or consulting experts in legal disputes involving professional negligence cases, securities fraud, business/partnership disputes, business interruption losses, business valuations, and marital disputes. Topics include how to communicate opinions effectively at deposition, at trial, and in a written report; the law and procedure dealing with experts; ethics; and how to deal with attorneys.

**Justification:**
This course will be an integral component of the forensic accounting track within the new forensic accounting program at Georgia Southern University.

**ACCT 7637 Forensic Accounting Capstone**

This is an integrative capstone course with potentially many modes of delivery including instruction from multiple professors, use of comprehensive cases, mock trials, and panel and round robin discussions of current issues. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups. Students may be assigned projects designed to assist in their preparation to sit for the Certified Fraud Examiner (CFE) exam. To successfully complete this course, students must demonstrate a growing mastery of the skills required of the forensic accountant.

**Justification:**
This course will be an integral component of the forensic accounting track within the new forensic accounting program at Georgia Southern University.

**MOTION:** Dr. Jerry Wilson moved to approve the new course proposals from the School of Accountancy. Dr. Donna Hodnicki provided the second. The motion was passed.
COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Mathematical Sciences

Course Revision

MATH 7132  Methods of Optimization - Prerequisites

Change prerequisites from MATH 5330, MATH 5438 or permission of instructor

To

MATH 5330, MATH 5330G or permission of instructor

Justification: MATH 5438 (Linear Programming) is no longer offered by the department.

School of Technology

Course Revision

TMFG 5133G  Automated Manufacturing Systems - Prerequisites

Change prerequisites from TMFG 1121, TMFG 2522, and TMFG 3132

To

ENGR 1133 and TMFG 3132

Justification: The prerequisites are changed from TMFG 1121, TMFG 2522 and TMFG 3132 to ENGR 1133 and TMFG 3132 since the Manufacturing Program reorganized the drafting curricula for undergraduate students. The ENGR 1133 will replace TMFG 1121 and TMFG 2522 as a required course for Manufacturing Program.

Program Revision – Information Only

Program Name Change

FROM: Printing Management

TO: Graphic Communications Management

Justification:

(1) The term Printing is outdated, and does not adequately reflect the current industry or the program curriculum. The term Graphic Communications is a broader term, which is readily accepted by the public and academia. Graphic Communications more appropriately reflects today’s industry, the academic program at Georgia Southern, and the industry it serves.

(2) A clear majority of similar programs at other U.S. institutions use the words Graphic Communications in their title. 
(3) The proposed name change has been discussed at several Industry Advisory Board meetings, and the specific name of “Graphic Communications Management” was reviewed and discussed with board members. The Board endorses this change.

(4) The term “graphic communication” has been recently assigned (CIP 2000) a CIP (“Classification of Instructional Programs”) code by the U.S. Department of Education, under Section 10.03.

(5) The present curriculum includes topics and material relevant to the broad spectrum of the graphic communication industry. Program graduates are hired to fill responsible industry positions in all aspects of graphic communication management.

(6) The School of Technology Printing Management program has clearly established a precedent for the use of the term “management” for a program in COST/School of Technology.

(7) The program’s accrediting agency, the National Association of Industrial Technology (NAIT), requires 12 to 24 hours of the curriculum contains a management courses (Standard 6.3.5). The majority of the program’s students also choose to take an additional upper division business classes, thereby completing the requirements for a minor in business.

Summary

Printing and allied technologies have been placed in the midst of the informational and technological revolution. Printing Management offers the technical know-how to get images and ideas from the creative stage – whether writing, graphic designs, or multimedia – to the final delivered product – such as compact disks, authored multimedia, newspapers, catalogs, packaging, and Internet products. Printing Management graduates fill the “gap” in the production scheme. The goal of the Printing Management faculty is to educate students who understand the whys and how’s of producing a graphic product – regardless of the substrate -- from its inception to delivery. The technologies and processes used to produce and manage the production of graphic products are taught in the Printing Management program. The proposed name change from Printing Management to Graphic Communication Management will more accurately reflect the subject matter taught at Georgia Southern University.

MOTION: Dr. Donna Hodnicki moved to approve these course revisions from the College of Science and Technology. Dr. Kim Ruebel provided the second. The motion was passed.

COLLEGE OF INFORMATION TECHNOLOGY

Department of Computer Sciences

Course Revisions

CSCI 5530G  Software Engineering – Catalog Description & Prerequisites

Current Catalog Description

CSCI 5530/5530G-Software Engineering  3-0-3
A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance. Prerequisites: a minimum grade of “C” in CSCI 3230 or permission of instructor.

Proposed Catalog Description

CSCI 5530/5530G-Software Engineering  3-0-3
This course serves as a major integrative capstone experience for students and requires teamwork. A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance.

**Prerequisites**

**From**
CSCI 3230 or permission of instructor

**To**
CSCI 5432, CSCI 5335 & CSCI 5330 or permission of instructor

**Justification:**
Changes to the undergraduate CS program specifically recognition of the CSCI 5530 Software Engineering course as a capstone design experience for students are reflected here in the new description for the CSCI 5530/G.

**CSCI 7330**
Advanced Operating Systems – Prerequisites

**From**
CSCI 5232

**To**
CSCI 5232 or permission of instructor

**Justification:**
Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

**CSCI 7334**
Unix Network Programming – Prerequisites

**From**
CSCI 3232

**To**
CSCI 3232 or permission of instructor

**Justification:**
Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

**CSCI 7336**
Broadband Communication – Prerequisites

**From**
CSCI 5332 & CSCI 2231

**To**
CSCI 5332 & CSCI 2231 or permission of instructor

**Justification:**
Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

**CSCI 7337**
Optical Networks – Prerequisites
From
CSCI 5332 & STAT 2231

To
CSCI 5532 & STAT 2231 or permission of instructor

Justification: Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

CSCI 7431 Distributed Database Systems – Prerequisites

From
CSCI 5332 & CSCI 5432

To
CSCI 5332 & CSCI 5432 or permission of instructor

Justification: Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

CSCI 7436 Internet Programming – Prerequisites

From
CSCI 5332 & CSCI 5432

To
CSCI 5332 & CSCI 5432 or permission of instructor

Justification: Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

CSCI 7533 Requirements and Architecture – Prerequisites

From
CSCI 5530

To
CSCI 5530 or permission of instructor

Justification: Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

CSCI 7534 Testing and Measurement – Prerequisites

From
CSCI 5530

To
CSCI 5530 or permission of instructor
**Justification:** Phrase "or permission of the instructor" is added uniformly to all 7xxx CS courses in order to allow the same discretion and judgment in the program.

**CSCI 7430**  
Advanced Systems Modeling and Simulation – Prerequisites

From  
CSCI 5230

To  
CSCI 5230 or permission of instructor

**Justification:** Phrase "equivalent or by permission" is replaced with or permission, making this description uniform with other 7xxx course descriptions in the CS program.

**CSCI 7332**  
Parallel Algorithms Design and Analysis – Prerequisites

From  
CSCI 5332

To  
CSCI 5330 or permission of instructor

**Justification:** Prerequisite change reflects changes in CS undergraduate degree program namely adoption of CSCI 5330 Algorithm Design and Analysis as required course making it natural prerequisite for Parallel Algorithms.

MOTION: Dr. Donna Hodnicki moved to approve these course revisions from the Department of Computer Sciences. Dr. Kathleen Gruben provided the second. The motion was passed.

**COLLEGE OF EDUCATION**

Teaching and Learning  
Curriculum, Foundations & Reading  
Leadership, Technology and Human Development

**Program Revision**

**Admission Changes for all M.Ed. and Ed.S. programs** (Statement of Purpose, and Provisional Admission)

For all M.Ed. and Ed.S. Regular admissions, add:  
Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.

For all M.Ed. and Ed.S. Provisional admissions, remove the statement: (Note -We wish to keep the statement which precedes this one in the current catalog for M.Ed. admissions.)  
Provisional admission 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.

Substitute with the following statement:  
Additionally, provisional admission may be granted based on a review of all materials submitted, including the personal statement of purpose.
For all Ed.S. admissions, add:

*Provisional admission may be granted based on a review of all materials submitted, including the personal statement of purpose.*

**All M.Ed. and Ed.S. Programs** - Remove minimum scores on GRE/MAT for admission

Remove minimum scores on the GRE or MAT for admission to the M.Ed. and Ed.S. programs. The general COE graduate section of the catalog and each M.Ed. and Ed.S. program of study in the catalog would read as follows:

Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE).

MOTION: Dr. Donna Hodnicki moved to approve these program revisions from the College of Education. Dr. Kim Ruebel provided the second. The motion was passed.

**Department of Leadership, Technology & Human Development**

**Counselor Education Program**

**New Course Proposals**

**COUN 7433  Consultation and Intervention in the Schools**

This course provides a general framework for understanding and practicing major models of consultation and advocacy as well as applying theoretical material to case and organizational conceptualizations. In addition, approaches to recognizing and assisting students, teachers, and families with issues that may affect student development and functioning are included (abuse, violence, addictions, attention deficit hyperactivity disorder, childhood depression, suicide, etc.). (3 semester hours)

**Justification:**

This course is being added as part of the Counselor Education program preparation for CACREP accreditation.

**Course Revisions**

**COUN 7231  Community Counseling – Title & Catalog Description**

Change title to -

**Foundations of Community Counseling & Ethics**

**Current Catalog Description**

Provides an overview of community counseling. Includes a survey of theoretical foundations, research and practice in community counseling. Topics covered include: the role of the community counselor, outreach to vulnerable client populations, preventive education, client advocacy, referral practices, consultation and the adaptation of community counseling models in community health agencies, business, industry and specialized settings. Addresses ethnics, program management and the Diagnostic and Statistical Manual of Mental Disorders. (3 semester hours)

**Proposed Catalog Description**
Provides an overview of community counseling. Includes a survey of theoretical foundations, research and practice, and ethical and legal issues in community counseling. Topics covered include: the role of the community counselor, outreach to vulnerable client populations, preventive education, client advocacy, referral practices, consultation and the adaptation of community counseling models in community health agencies, business, industry and specialized settings. Addresses ethics, program management and the Diagnostic and Statistical Manual of Mental Disorders. (3 semester hours)

Justification: This course’s title and description are being revised as part of the Counselor Education program preparation for CACREP accreditation.

COUN 7331 Professional Orientation and Ethics – Title & Catalog Description

Change title to –
Foundations of School Counseling and Ethics

Current Catalog Description

Designed to introduce the student to the profession of counseling and practice in various settings. The history and development of the profession, national associations, ethical codes, and standards for counselor preparation and credentials are examined, as well as, counselor roles, functions and responsibilities. (3 semester hours)

Proposed Catalog Description

Foundations of School Counseling and Ethics is designed to introduce the students to the profession of school counseling and practice in various school settings. The history and development of the profession, national associations, ethical codes, and standards for counselor preparation and credentials are examined, as well as, school counselor roles, functions, and responsibilities. (3 credit hours)

Justification: This course’s title and description are being revised as part of the Counselor Education program preparation for CACREP accreditation.

COUN 7431 Consultation & Program Development – Title & Catalog Description

Change title to –
Collaboration & Program Coordination

Current Catalog Description

The organization of comprehensive development of school counseling programs in the elementary, middle and high schools, and the counselor's roles as coordinator and consultant are covered. Topics include: needs assessment, program planning and implementation, scheduling, research and evaluation, counselor accountability, public relations and counselor consultation with parents, teachers and administrators. Coordination of the school's pupil personnel specialists team and referral services is also examined as a role of the counselor. (3 semester hours)

Proposed Catalog Description
The organization of comprehensive development of school counseling programs in the elementary, middle and high schools, and the counselor's roles as coordinator. Topics include: needs assessment, program planning and implementation, scheduling, research and evaluation, counselor accountability, public relations and coordination of the school's pupil personnel specialists team. (3 semester hours)

Justification: This course's title and description are being revised as part of the Counselor Education program preparation for CACREP accreditation.

Program Revision

M. Ed. – Counselor Education

Revised Program of Study, include COUN 7433 Consultation and Intervention in the Schools, and change of course titles for COUN 7231, COUN 7331, and COUN 7431

Justification: As the Counselor Education Program prepares to meet Board of Regents (BOR) standards, which include applying for accreditation by the Council for Accreditation of Counseling and Related Education Programs (CACREP), the following Program changes and/or revisions are submitted for approval:

1) Program revision for all three tracks (school, community, student services in higher education)

2) One new course in track one, COUN 7433, Consultation and Intervention in the Schools

3) Three changes of course title:
   COUN 7231 to Foundations of Community Counseling and Ethics
   COUN 7331 to Foundations of School Counseling & Ethics
   COUN 7431 to Collaboration and Program Development

   These changes are required to meet BOR standards in school counseling and to meet CACREP accreditation. They will not adversely impact admission to the program. Thank you for your attention to this matter.

MOTION: Dr. Kim Ruebel moved to approve these new course proposals, course revisions and program revision to the M. Ed. - Counselor Education from the Department of Leadership, Technology & Human Development. Dr. Bob Fernekes provided the second. The motion was passed.

School Psychology Program

New Course Proposals

ESPY 8133 Personality and Behavioral Assessment in the Schools

Proposed Catalog Description

ESPY 8133. 3-0-3. Personality and Behavioral Assessment in the Schools. This course provides school psychology students with extensive experience in administering, scoring, and interpreting
personality and behavioral assessment measures. School psychology students will also learn to conduct a clinical interview and integrate information from various assessment sources to write an integrated report. (3 credit hours)

**Justification:**
Personality and behavioral assessment are vital to the training of school psychology graduate students. The proposed course will provide students with extensive training in administration, scoring, and interpreting test results of personality and behavioral measures. This will be instrumental in their field-based training experiences and later professional experiences when children with emotional and behavioral problems are referred to them by teachers. No other course is offered that provides students with these extensive experiences.

**ESPY 7090 Selected Topics in School Psychology**

**Proposed Catalog Description**

ESPY 7090. (1-6) 0 (1-6) Selected Topics in School Psychology. Participants are introduced to topics in school psychology that will be useful in their practice as school psychologists. This course is designed to meet the special needs of pre-service or in-service school psychologists. Some topics might include assessment, intervention, consultation or evaluation/research in school psychology.

**Justification:**
This course will provide a format for presentation of new and unique topics in the practice of school psychology. Some topics may be of transitory interest and presented occasionally. Other topics may become a regular part of the curriculum of the school psychology preparation program.

**Course Revision**

**ESPY 8132 Advanced Individual Assessment – Title & Catalog Description**

**Change title to –**

**Advanced Intellectual Assessment**

**Current Catalog Description**

ESPY 8132. 3-0-3. Advanced Individual Assessment. Provides knowledge and skill with procedures and instruments that assess the intellectual, personal and social functioning of children in school settings. Intended for students majoring in School Psychology. (3 credit hours).

**Proposed Catalog Description**

ESPY 8132. 3-0-3. Advanced Intellectual Assessment. This course builds on the knowledge and skills in intellectual assessment that school psychology students gained in ESPY 8131. It provides extensive experience in the administration, scoring, and interpretation of intellectual tests for psychoeducational purposes. It includes interpretation of test data, report writing, interviewing techniques and presentations of case histories. (3 credit hours).
Justification: This course is a continuation of ESPY 8131, Individual Intellectual Assessment and will focus entirely on intellectual assessment, providing students with extensive experiences in additional intellectual measures that are not covered in the ESPY 8131 course. Proficiency in testing techniques and experience with various intellectual assessment instruments is vital to the training of school psychology students. Personality and social assessment will be deleted from this course and included in a separate course.

Program Revision

Ed. S. – School Psychology

Revise Program of Study to delete course option (COUN8534/SPED7137/ESPY8130) and insert new course ESPY 8133.

Justification: We are proposing a minor change in the course requirements for the Ed.S. in School Psychology. We propose to replace the three credit hour requirement which currently permits students to choose one of three courses (COUN 8534, SPED 7137, ESPY 8130) with ESPY 8133, Personality and Behavioral Assessment in the Schools. This will permit more thorough preparation of school psychology candidates in intellectual, personality and behavioral assessment. This is consistent with standards 2.1 (Data-Based Learning) of the National Association of School Psychologists.

MOTION: Dr. Donna Hodnicki moved to approve these new course proposals, course revision and program revision to the Ed. S. – School Psychology from the Department of Leadership, Technology & Human Development. Dr. Kim Ruebel provided the second. The motion was passed.

Educational Leadership Program

Course Revisions

EDLD 7737 Supervised Field Experience I – Title & Catalog Description

Change title to –
Internship I

Current Catalog Description

A 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. Students experience the various dimensions of school administration from both the "theoretical" and the "practical" perspectives providing them exposure to the "real world" expectations placed upon school administrators. Corequisite: EDLD 7132 (3 Credit Hours.)

Proposed Catalog Description

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the 6 hour introductory block for the masters in educational leadership that includes
experiences in the daily operations of schools. Co-requisite: EDLD 7132. (3 Credit Hours.)

Justification: The change of the name from "Supervised Field Experience I" to "Internship I" will be consistent with the recommended nomenclature used by NCATE, Georgia Board of Regents and the P.S.C. The Internship means a course dedicated to providing candidates with 100 hours of practicum in building level administration under the direction of a practicing administrator and supervising faculty member. "Field Experiences" refers to "in course experiences" that occur in various core administrative courses that are of a limited duration and relate to specific administrative roles and functions. The course description changes permit more flexibility in scheduling administrative experiences.

EDLD 7738 Supervised Field Experience II – Title & Catalog Description

Change title to –
Internship II

Current Catalog Description

A 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. Students experience, comprehensively and intensively, the various dimensions of school administration. This capstone experience in school administration prepares the students to assume administrative roles. Prerequisites: EDLD 7132, EDLD 7737, EDLD 7133 and EDLD 7234. Corequisite: EDLD 7337. (3 Credit Hours)

Proposed Catalog Description

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six hour culminating block for the masters in educational leadership and includes experiences in the daily operations of schools. Prerequisite: EDLD 7132, EDLD 7737. Co-requisite: EDLD 7337. (3 Credit Hours)

Justification: The change of the name from "Supervised Field Experience II" to "Internship II" will be consistent with the recommended nomenclature used by NCATE, Georgia Board of Regents and the P.S.C. The Internship means a course dedicated to providing students with 100 hours of practicum in building level administration under the direction of a practicing administrator and supervising faculty member. "Field Experiences" refers to "in course experiences" that occur in various core administrative courses that are of a limited duration and relate to specific administrative roles and functions. The course description changes permit more flexibility in scheduling administrative experiences.

New Course Proposal

EDLD 9236 Diversity and Ethics for Educational Leaders

Proposed Catalog Description
Focuses on issues that educational leaders may face relative to diversity and ethics. Examination of issues concerning race, sex, gender, class, and other special needs that may impact the educational leader's efforts to develop an ethical educational institution. (3 credit hours)

Justification: The need for educational leaders to be able to assess and analyze issues of diversity and ethics is in great demand. This class provides doctoral students in Educational Administration the opportunity to examine their administrative decisions, to determine the influences that affect how they make those important ethical decisions for their diverse populations, and how they apply ethics in their decision making. The students will also learn the important relationship between ethics and diversity in education. This course is for Tier II students in the EDD in Educational Administration Program.

MOTION: Dr. Donna Saye moved to approve the new course proposal and course revisions for the Educational Leadership program from the Department of Leadership, Technology & Human Development. Dr. Bob Fernekes provided the second. The motion was passed.

Program Revision

EDD in Educational Administration

Revise EDD Educational Administration Program of Study to include EDLD 9236 and remove EDUR 8132

Justification: Professional standards coming from the Board of Regents, ISLLC, and ELCC, as well as the Georgia Leadership Institute, mandate increased emphasis in ethics and diversity in Educational Administration programs of study. EDLD has submitted a new course to fill that need in the Doctor of Education program, EDLD 9236, Diversity and Ethics for Educational Leaders. It replaces EDUR 8132, Statistics II, a course from which outcomes are underutilized by the candidates.

MOTION: Dr. Bob Fernekes moved to approve the program revision to the EDD – Educational Administration from the Department of Leadership, Technology & Human Development. Dr. Kim Ruebel provided the second. The motion was passed.

Instructional Technology Program

New Course Proposal

ITEC 8132 Administration of Technology Resources

Proposed Catalog Description

This course is intended to provide students with the knowledge and skills required to plan, design, evaluate, and manage technology resources in various instructional and institutional environments. 3 Credit Hours.

Justification: ITEC 8132 - Administration of Technology Resources, is required for non-certification M.Ed. students seeking a degree in Instructional Technology. The course content is necessary in order to meet current NCATE program standards.
### Course Revisions

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<tr>
<th>Course Code</th>
<th>Title, Prerequisites &amp; Catalog Description</th>
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<tr>
<td><strong>ITEC 7132</strong></td>
<td>Administration of the Instructional Media Program – Title, Prerequisites &amp; Catalog Description</td>
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**Change title to – Administration of the School Library Media Program**

**Current Prerequisites**
ITEC 7530

**Proposed Prerequisites**
None

**Current Catalog Description**

Administration of the Instructional Media Program is an introduction to the functions of the instructional media center and the various roles of the instructional media specialist. Topics include program planning and development, budgeting, facility design, and public relations. The students in this class will develop skills that will enable them to direct an instructional resource center, manage personnel, manage a budget, and select resources. Prerequisite: ITEC 7530: Instructional Technology for Educators or Permission of Instructor. 3 Credit Hours.

**Proposed Catalog Description**

An introduction to the functions of the school library media center and the roles of the school library media specialist. Candidates will develop skills that will enable them to direct a school library media center, design a school library media center facility, manage personnel and budgets, develop policies and procedures, and evaluate the school library media program. 3 Credit Hours.

**Justification:**
New title clearly links course to certification program. Revised course description more accurately represents course content. Pre-requisite no longer required. Changes in course content and department course outline reflect new SPA standards.

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<tr>
<th>Course Code</th>
<th>Title, Prerequisites &amp; Catalog Description</th>
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<tr>
<td><strong>ITEC 7134</strong></td>
<td>Collection Development and Organization – Prerequisites &amp; Catalog Description</td>
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</tbody>
</table>

**Current Prerequisites**
ITEC 7530

**Proposed Prerequisites**
None

**Current Catalog Description**

Collection Development and Organization is an overview of the processes and procedures associated with developing, organizing, maintaining, and evaluating the school media collection. Emphasis is placed on utilizing resources to select print and non-print materials and then applying standard methods of cataloging to organize the resulting
collection. Prerequisite: ITEC 7530: Instructional Technology for Educators or Permission of Instructor. 3 Credit Hours.

**Proposed Catalog Description**

An overview of the processes and procedures associated with developing, organizing, maintaining, and evaluating the school library media collection. Emphasis is placed on intellectual freedom, evaluating existing collections, principles of selecting materials in all formats, applying standard methods of cataloging to organize the collection, and utilization of technology to access physical and virtual collections. 3 Credit Hours.

**Justification:**
Revised course description more accurately represents course content. Pre-requisite no longer required. Changes in course content and department course outline reflect new SPA standards.

**ITEC 7136**  
**Reference and Information Sources – Prerequisites & Catalog Description**

**Current Prerequisites**
ITEC 7530

**Proposed Prerequisites**
None

**Current Catalog Description**

Reference and Information Sources is designed to provide a working knowledge of standard reference works and associated information technology. Prerequisite: ITEC 7530: Instructional Technology for Educators or Permission of Instructor. 3 Credit Hours.

**Proposed Catalog Description**

Provides a working knowledge of standard reference resources in all formats. Emphasis is placed on the concept of information literacy and teacher-media specialist collaboration to integrate information literacy skills across the P-12 curriculum. 3 Credit Hours.

**Justification:**
Revised course description more accurately represents course content. Pre-requisite no longer required. Changes in course content and department course outline reflect new SPA standards.

**ITEC 7430**  
**Instructional Design – Prerequisites**

**Current Prerequisites**
ITEC 7530

**Proposed Prerequisites**
None

**Justification:**
Course changes reflect requirements of current NCATE SPA Standards. Pre-requisite is no longer needed.

**ITEC 7530**  
**Instructional Technology Foundations – Catalog Description**

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Current Catalog Description

Instructional Technology for Educators is an introduction to the use of the computer in the instructional process. The course focuses on the uses of the computer as a medium of instruction. 3 Credit Hours.

Proposed Catalog Description

Instructional Technology for Educators is an introduction to the use of the computer in the instructional process. The course focuses on the uses of the computer as a medium of instruction. Meets the Special Georgia Technology Requirement for Teacher Certification. 3 Credit Hours.

Justification:

Only changes are a new Department Course Outline that reflects new SPA Standards and a change in the Catalog description.

ITEC 7737

Practicum in Instructional Technology – Title, Prerequisites & Catalog Description

Change title to –
Practicum in School Library Media Centers

Current Prerequisites
Permission of Advisor

Proposed Prerequisites
Permission of advisor; completion of Transition Point #2

Current Catalog Description

Practicum in Instructional Technology is a culminating activity in the Instructional Technology program. Students are assigned specific experiences that implement content from the instructional technology program. Prerequisite: Permission of adviser. 3 Credit Hours.

Proposed Catalog Description

Practicum in School Library Media Centers is a culminating activity in the Instructional Technology program. Students are assigned specific experiences that implement content from the school library media certification program. Prerequisite: Permission of adviser and completion of activities specified for Transition Point #2. 3 Credit Hours.

Justification:

New title clearly links course to certification program. Revised course description more accurately represents course content. Students will now be required to have completed assessments/activities required at Transition Point #2 prior to entry into the practicum. Changes in course content and department course outline reflect new SPA standards.

ITEC 7738

Field Experience in Instructional Technology – Title, Prerequisites & Catalog Description

Change title to –
Practicum in Instructional Technology
Current Prerequisites
Permission of Instructor

Proposed Prerequisites
Permission of Advisor; Completion of Transition Point #2

Current Catalog Description
Field Experience in Instructional Technology will allow the student to (1) utilize technology to support instruction, manage technology resources and evaluate the effectiveness of technology resources for learning; and (2) apply technology resources to support instruction. Prerequisite: Permission of Instructor

Proposed Catalog Description
Practicum in Instructional Technology will allow the student to utilize technology to support instruction, manage technology resources and evaluate the effectiveness of technology resources for learning. Prerequisite: Permission of Advisor; Completion of Transition Point #2. 3 Credit Hours.

Justification:
Course changes reflect current NCATE SPA Standards. New course title aligns with practicum course in certification program.

ITEC 8530 Applications of Instructional Technology – Prerequisites & Catalog Description

Current Prerequisites
ITEC 7530

Proposed Prerequisites
ITEC 7530
ITEC 7430

Current Catalog Description
This course focuses on the effective utilization of technology in the instructional process and on systematic processes for using new technologies to enhance learning. Meets the Special Georgia Technology Requirement for Teacher Certification. Prerequisite: ITEC 7530: Instructional Technology Foundations. 3 Credit Hours

Proposed Catalog Description
This course focuses on the effective utilization of technology in the instructional process and on systematic processes for using new technologies to enhance learning. Meets the Special Georgia Technology Requirement for Teacher Certification. Prerequisite: ITEC 7530: Instructional Technology Foundations and ITEC 7430: Instructional Design. 3 Credit Hours.

Justification:
Department Course Outline has been revised to reflect new SPA standards. Change in pre-requisites reflects a more logical required
course sequence. Change in grade mode reflects a return to letter grading instead of the use of S/U. This change was made because of the addition of ITEC 7530 to the list of approved courses to meet the Special Georgia Technology Requirement.

ITEC 8532 Multimedia Tools and Applications – Prerequisites

Current Prerequisites
ITEC 7230 or Permission of Instructor

Proposed Prerequisites
ITEC 7530 or Permission of Instructor

Justification: Only changes are a new Department Course Outline that reflects new SPA Standards and a change in the prerequisite.

Program Revisions

M. Ed. – Instructional Technology (M.Ed. for students not seeking certification as Media Specialist)

Combine 2 existing programs; addition of ITEC 8132 as required course; specification of program exit requirement (portfolio) and addition of Transition Point #2 (prior to entry into ITEC 7738)

Delete: ITEC M.Ed. (for Students Not Seeking Level 5 Certification as a Media Specialist), Page 263 of 04/05 Catalog. ITEC M.Ed. (for students seeking a Master’s in Instructional Technology for staff development and training), Page 263 of 04/05 Catalog.

Replace with One Program of Study for 05/06 Catalog

M. Ed. – Instructional Technology (M.Ed. for students seeking certification as a Media Specialist)

Revise Program of Study to include Title changes for ITEC 7132 and 7737; literature choices; specification of program exit requirement (portfolio); specification of Transition Point #2 (prior to entry into ITEC 7737)

MOTION: Dr. Kim Ruebel moved to approve the new course proposal, course revisions and program revisions to the M. Ed. in Instructional Technology from the Department of Leadership, Technology & Human Development. Dr. Daniel Gleason provided the second. The motion was passed.

Director of Media Centers

Endorsement

Director of Media Centers Endorsement
Georgia Southern University

Purpose. Prepares individuals to direct, administer, or supervise school media programs, P-12.

Requirements.

1. Hold a master’s or higher degree from a regionally accredited institution.
2. Hold a valid, professional Georgia service certificate as a media specialist,
3. Complete 9 semester hours in the following categories. Faculty advisors may substitute courses, as appropriate.
   - Supervision ........................................................................... 3 Hours
     - EDLD 7132, General School Administration (3) OR
     - EDLD 7234, Instructional Supervision (3)
   - Organizational Leadership .................................................. 3 Hours
     - EDLD 8438, Organizational Leadership (3)
   - Curriculum Planning and Development ..................................... 3 Hours
     - EDLD 8230, The Curriculum Leader (3)

**Director of Pupil Personnel Services**

**Endorsement**

**Director of Pupil Personnel Services Endorsement**  
**Georgia Southern University**

**Purpose.** Prepares individuals to direct, administer, or supervise pupil personnel programs.

**Requirements.**

1. Hold a master’s or higher degree from a regionally accredited institution.
2. Hold a valid, professional Georgia professional license in the service fields of school counselor, school psychometrist, school psychologist, or school social worker,
3. Complete 9 semester hours in the following categories. Faculty advisors may substitute courses, as appropriate.
   - Supervision ........................................................................... 3 Hours
     - EDLD 7132, General School Administration (3) or
     - EDLD 7234, Instructional Supervision (3)
   - Organizational Leadership .................................................. 3 Hours
     - EDLD 8438, Organizational Leadership (3)
   - Administration/supervision of Pupil Personnel Services ............. 3 Hours
     - COUN 8535 Organization & Administration of Student Services (3) or
     - COUN 8533 Professional Practice & Ethics (3) or
     - SPED 8130 Administration in Special Education (3)

**Director of Special Education**

**Endorsement**

**Director of Special Education Endorsement**  
**Georgia Southern University**

**Purpose.** Prepares individuals to direct, administer or supervise special education programs.

**Requirements.**

1. Hold a master’s or higher degree from a regionally accredited institution.
2. Hold a valid, professional Georgia certificate within any teaching field in special education (EXCEPT GIFTED), and/or the service fields of audiology, school psychology, and speech and language pathology.

3. Complete 9 semester hours in the following categories. Faculty advisors may substitute courses, as appropriate.
   - Supervision .................................................................3 Hours
     - EDLD 7132, General School Administration (3) or
     - EDLD 7234, Instructional Supervision (3)
   - Organizational Leadership .............................................3 Hours
     - EDLD 8438, Organizational Leadership (3)
   - Curriculum Planning and Development .............................3 Hours
     - EDLD 8230, The Curriculum Leader (3) or
     - SPED 8830 Curriculum Development in Special Education (3)

**Director of Vocational Education**

**Endorsement**

Director of Vocational Education Endorsement
Georgia Southern University

**Purpose.** Prepares individuals to direct, administer, or supervise vocational education programs.

**Requirements.**

1. Hold a master’s or higher degree from a regionally accredited institution.
2. Hold a valid, professional Georgia teaching certificate in a vocational education field.
3. Complete 9 semester hours in the following categories. Faculty advisors may substitute courses, as appropriate.
   - Supervision .................................................................3 Hours
     - EDLD 7132, General School Administration (3) or
     - EDLD 7234, Instructional Supervision (3)
   - Organizational Leadership .............................................3 Hours
     - EDLD 8438, Organizational Leadership (3)
   - Curriculum Planning and Development .............................3 Hours
     - EDLD 8230, The Curriculum Leader (3)

**Instructional Supervision**

**Endorsement**

Instructional Supervision Endorsement
Georgia Southern University

**Purpose.** Prepares individuals to direct, administer, or supervise in the field(s) for which professional teaching certification is held.

**Requirements.**
1. Hold a master’s or higher degree from a regionally accredited institution.
2. Hold any valid, professional Georgia certificate.
3. Complete 9 semester hours in the following categories. Faculty advisors may substitute courses, as appropriate.

   - Supervision .......................................................... 3 Hours
     • EDLD 7132, General School Administration (3) or
     • EDLD 7234, Instructional Supervision (3)

   - Organizational Leadership ................................. 3 Hours
     • EDLD 8438, Organizational Leadership (3)

   - Curriculum Planning and Development ............ 3 Hours
     • EDLD 8230, The Curriculum Leader (3)

MOTION: Dr. Donna Hodnicki moved to approve these endorsement revisions to the M. Ed. – Instructional Technology from the Department of Leadership, Technology & Human Development.
Dr. Jerry Wilson provided the second. The motion was passed.

*These approved endorsement categories including those approved at semester conversion, stating the endorsement title and requirements, will be listed in the new catalog.*

Department of Curriculum, Foundations & Reading

Program Revision

EDD in Curriculum Studies

Revise the L-5 Leadership Certificate option within the EDD in Curriculum Studies Program

Changes are needed in the Emphasis area in Instructional Improvement, Option B in order to continue to offer this certification. Due to new PSC requirements, the Educational Leadership program has made the attached changes to the L-5 Certification Process.

Ed.D.CURRICULUM STUDIES

Program of Study
PROPOSED – November 2004

NOTE: All electives must be approved by committee chair

**Doctoral Core**

Required ............................................................................................................................................... 15 Hours
EDUC 9230 - Power and Schooling (3) OR EDUF 7233 School and Society (3)
EDUC 9631 - Advanced Seminar in Curriculum Theory (3)
EDUF 8831 – Philosophies of Education (3)
EDUF 9131 - Ethical Dimensions of Education (3)
EDUF 9132 - History of American Curriculum (3) OR EDUF 7234 History of American Education (3)

**Research and Inquiry**

Required ............................................................................................................................................... 12 Hours
EDUC 9232 - Forms of Curriculum Inquiry (3)
EDUF 9133 - Theories of Educational Inquiry (3)
EDUR 8131 - Educational Statistics I (3)

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EDUR 9231 - Qualitative Research (3)
Doctoral Core and Research and Inquiry Combined Elective .......................................................... 12 Hours

Emphasis in Curriculum Theory ....................................................................................................... 15 Hours
Required ............................................................................................................................................. 6 Hours
   EDUC 9130 - Contemporary Curriculum Theorists (3) (May be repeated for elective credit)
   EDUC 9132 - Critical Reading in Curriculum (3) (May be repeated for elective credit)
Elective ............................................................................................................................................. 9 Hours

Emphasis in Instructional Improvement ........................................................................................... 15 Hours
Option A—Learning and Instruction ................................................................................................ 3 Hours
Required
   EDUC 9133 Curriculum Design and Evaluation
Choose Two........................................................................................................................................... 6 Hours
   EDUF 8131 - Theories of Adolescence (3)
   EDUF 8133 - Interaction and Learning (3)
   EDUF 8134 - Models of Motivation (3)
   EDUF 8135 - Thinking and Problem Solving (3)
   EDUF 8136 - Theories of Human Development (3)
Elective ............................................................................................................................................. 6 Hours
Option B—L5 Leadership Certificate ................................................................................................ 15 Hours plus field experience
Required ............................................................................................................................................. 15 Hours
   EDLD 7132 - General School Administration (3)
   EDLD 7133 - School Law (3)
   EDLD 7234 - Instructional Supervision (3)
   EDLD 7235 - School Business Administration (3)
   EDLD 7236 - School Personnel Administration (3)

Supervised Field Experience and EDLD 7337 – The Principalship (3) to be completed outside the program.
EDLD 7737 – Internship I (3), EDLD 7738 - Internship II (3), and EDLD 7337 - The Principalship (3) to be completed outside the program.

Ed.D. CURRICULUM STUDIES (CONTINUED)
Emphasis in Literacy Education ...................................................................................................... 15 Hours
Required ............................................................................................................................................. 3 Hours
   READ 8130 - Advanced Diagnosis and Correction of Reading Difficulties (3)
Elective ............................................................................................................................................. 12 Hours

Emphasis in Mathematics/Science/Computing Technology Education .......................................... 15 Hours
Required ............................................................................................................................................. 9 Hours
   ESED 8537 - Trends in MSC Education (3)
   ESED 8538 - Applications: Mathematics/Science Education (3)
   ESED 8539 - Computer Technology in Math/Science Education (3)
Elective ............................................................................................................................................. 6 Hours

Emphasis in Multicultural Education .............................................................................................. 15 Hours
Required ............................................................................................................................................. 6 Hours
   EDUF 7231 - Comparative Educational Thought (3)
   EDUF 9632 - Regional Issues in Multicultural Education (3)
Elective ............................................................................................................................................. 9 Hours

Emphasis in Cultural Curriculum Studies ........................................................................................... 15 Hours
Required ............................................................................................................................................. 6 Hours
  EDUF 9631 Seminar in Cultural Studies (3)
  EDUC 9132 Critical Readings in Curriculum (3)
Elective ............................................................................................................................................... 9 Hours

Emphasis in Arts Education ................................................................................................................ 15 Hours
Elective (determined in consultation with advisor) ........................................................................... 15 Hours

Dissertation ......................................................................................................................................... 9 Hours
  EDUC 9999 - Dissertation (3) (minimum of 9 credit hours)

MOTION: Dr. Donna Hodnicki moved to approve this program revision from the Department of Curriculum, Foundations & Reading. Dr. Kim Ruebel provided the second. The motion was passed.

Department of Teaching & Learning

P-5 Endorsement in Mathematics

The Professional Standards Commission of the state of Georgia has developed an endorsement for the Early Childhood Teaching Certification (P-5) that would identify the certificate holder as a highly qualified mathematics teacher at this level.

In response to a recently implemented P-5 Endorsement in Mathematics for the Early Childhood Teaching Certification, the Department of Teaching & Learning in collaboration with the Mathematics Department developed a four course sequence to meet the endorsement requirements as set forth by the Professional Standards Commission.

The course sequence consists of:
MATH 5130G – Statistics and Geometry for K-8 Teachers
MATH 5134G – Topics in Discrete Mathematics for k-8 Teachers
MATH 5135G – Calculus Concepts for K-8 Teachers
MATH 6130 – Fundamental Concepts of Arithmetic and Geometry

MOTION: Dr. Donna Saye moved to approve this P-5 Endorsement in Mathematics from the Department of Teaching & Learning. Dr. Bob Fernekes provided the second. The motion was passed.

IV. UNFINISHED BUSINESS

V. NEW BUSINESS

Dr. Richard Flynn discussed changing the meeting times for the February 24, 2005, March 31, 2005 and April 28, 2005 Graduate Committee due to a conflict with Spring Semester class schedules for members of the committee. It was decided that the committee would meet at 9:00 am instead of 3:30 pm on the same dates.

VI. ANNOUNCEMENTS

Dr. Charles Hardy distributed a copy of the Graduate Student Organization newsletter, a copy of the Office of Research Services & Sponsored Programs 2004 Annual Report, a copy of the Strategic Planning Committee’s Graduate Student Survey and a preliminary schedule of events for Graduate Student Appreciation Week to the Graduate Committee for feedback.

VII. ADJOURNMENT
There being no further business, Dr. Donna Saye moved that the meeting be adjourned. Dr. Bob Fernekes seconded the motion. It was passed. The meeting was adjourned at 4:57 pm.

Respectfully submitted,
Melanie C. Reddick
Senior Secretary

UNDERGRADUATE COMMITTEE  
MINUTES OF JANUARY 25, 2005 MEETING  
12:30 P.M., CIT BUILDING, ROOM 3302

Dr. Virginia Richards, Chair, called the meeting to order at 12:34 p.m.

APPROVAL OF AGENDA

On a Hazeldine/MacKinnon motion, the agenda for the meeting was approved as presented.

COLLEGE OF EDUCATION

Dr. Michael Moore presented the following item for the College of Education.

Add Statement "Must successfully complete assessments identified at each program transition point" to “Other Program Requirements” on Catalog Pages for the B.S.Ed.

Dr. Sonny Butler; Dr. Elaine Gore; Dr. Helen Graf; Dr. Mary Hazeldine; Dr. Amy Heaston; Ms. Ellen Hendrix; Mr. Lili Li; Dr. Ron MacKinnon; Dr. Michael Moore; Dr. John Murray; Dr. Virginia Richards; Dr. Donna Saye; Ms. Debra Skinner; Dr. Mark Welford; Dr. Jerry Wilson. Visitors: Dr. Lori Amy; Dr. Don Armel; Dr. Pranoti Asher; Dr. Tom Buckhoff; Dr. Larry Burton; Cpt. Ron Cohen; Dr. Bret Danilowicz; Dr. Jason Dittmer; Dr. Adrian Gardiner; Ms. Candace Griffith; Dr. Lowell Mooney; Dr. Dallas Rhodes; Dr. Nancy Shumaker; Mr. Wayne Smith; Dr. Susan Williams.

A Moore/MacKinnon motion to approve the addition of this statement to the catalog program page of each B.S.Ed. program was approved unanimously.

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT
The College of Education requested that the “Certificate Program Proposal” be withdrawn from the agenda of this meeting.

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

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

**SCHOOL OF NURSING**

*Clarify Admission Criteria and Progression Requirements for Bachelor of Science in Nursing*

**Change number 1**

Insert in the BSN Program Admissions Policy:

1. Maintained a minimum cumulative GPA of 2.7.

Rationale: Students apply to our program during the second semester of their sophomore year. They are not required to complete all of the pre-requisites prior to application and acceptance. However, it has been noted that some students will delay taking their most difficult pre-requisite courses until this final semester so the grade will not be included in their admission decision GPA calculations. When this occurs in several of the courses that they take during this final semester, the GPA can drop below the minimum 2.7 cumulative GPA. This student would have an unfair advantage over students who completed the difficult sciences in earlier semesters.

**Change number 2**

Delete from the RN-BSN Admissions Policy:

1. Maintained a minimum total institutional GPA of 2.5.

Rationale: Under the RN applicants (RN-BSN and RN-MSN) The statement was placed in error and contradicts the policy for provisional admission. In order to decrease confusion, it should be removed.

**Change number 3**

In BSN Progression Requirements

Move statement number (2) to the next page making it number (6). Correct the numbering in all statements in this section.

Rationale: This editorial change clarifies to students the consequences of repeated course failures.

**Change number 4**

Make wording read “subsequent or concurrent” about clinical courses offered in the same semester in the new # 2 of the BSN progression requirements.

Rationale: Clinical courses may be scheduled throughout the entire 15 weeks of a semester or may be offered in a cluster of 5 to 7 weeks of the semester. Nursing is controlled by the Georgia Board of Nursing and legislative rules control the practice of nursing. The Georgia Board of Nursing visited during the 1999 -2000 school year. At that time, concerns related to nursing school practice of allowing students who were unable to pass clinical courses due to unsafe practice to continue on in the subsequent course during the same semester were addressed by
following the Board’s recommendation to implement a policy to address this. The current policy was approved by the Undergraduate Committee of the Faculty Senate on May 21, 2003. However, due to the addition of concurrent clinical nursing courses this semester, nursing program faculty feel that the obligation to protect the patient from unsafe practitioners requires that we add the word “concurrent” to the present policy.

Be aware that this policy does not require that we remove the student from the concurrent or subsequent clinical courses, it only requires that we evaluate if the situation warrants such actions. This evaluation is done by the Nursing Undergraduate Student Affairs Committee.

**CATALOGUE COPY WITH CLARIFICATIONS AND EDITORIAL CHANGES IN ITALICS**

**PROGRAM ADMISSION CRITERIA:**
BSN Program applicants must meet the University entrance requirements as described in the University Catalog. All applicants must apply for admission to both the University and the School of Nursing. Once admitted to the University, students should contact the Student Services Center or the School of Nursing for advisement. Requirements for admission into the School of Nursing are based on requirements in place at the time of application to the BSN Program. In order to be considered for admission to the BSN Program, pre-licensure applicants must have met the following requirements:

1. Attained admission to Georgia Southern University;
2. 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.
3. Completed a minimum of 45 semester credit hours of required course work with a grade of “C” or better;
4. 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;
5. Returned the nursing application to the School of Nursing by the announced deadline;
6. For transfer students: Requested official transcript(s) for all college work attempted and assured that the transcripts have been received in the Admissions Office by the announced deadline.

**CHANGE # 1**
Applicants must have met the following requirements before enrollment in NURS 3131:

1. Maintained a minimum cumulative GPA of 2.7.
2. Earned a grade of “C” or better in Area A courses, Lab Sciences, Statistics, Anatomy and Physiology I and II with Labs, Lifespan Human Growth and Development, and Microbiology
3. Met School of Nursing clinical course requirements, including: (a) health history and physical examination; (b) essential performance standards for nursing practice; (c) immunization requirements including measles, rubella, and hepatitis B; (d) tuberculosis screening; (e) current American Heart Association CPR for Health Care Providers’ certification; (f) health professions student liability insurance; and (g) personal health insurance.
4. Participated in a School of Nursing orientation session.
5. For applicants holding a current valid health profession’s license (e.g., LPN, EMT, RT, RD), provided faculty with visualization of the license.
6. Completed the Nurse Entrance Test (NET).

**RN applicants (RN-BSN and RN-MSN):**
To be considered for admission to the Bachelor of Science in Nursing degree program, RN applicants must have met the following minimum requirements by the application deadline:

1. Attained admission to Georgia Southern University.
2. Achieved a minimum total institution GPA of 2.7 on all course work attempted or a minimum of 2.5 for provisional admission (see School of Nursing Student Handbook).
3. Completed a minimum of 45 semester hours of required course work.
4. Provided faculty with visualization of current Georgia RN license.
5. Returned the nursing application to the School of Nursing.
6. Met the requirements of the Georgia RN-BSN Articulation Model. RN applicants must have met the following requirements before enrollment in the first nursing course:

**CHANGE # 2**
1. Maintained a minimum total institution GPA of 2.5.
2. Provided faculty with visualization of a current valid Georgia Registered Nurse license.
3. Met School of Nursing clinical requirements including: (a) health history and physical examination; (b) immunization requirements including measles, rubella, and hepatitis B (see School of Nursing Student Handbook for specific details); (c) tuberculosis screening; (d) current American Heart Association CPR for Healthcare Provider certification; (e) professional liability insurance, and (f) proof of personal health insurance.

**Progression Requirements**

1. BSN students must earn a grade of “C” or better in all required nursing courses in the major in order to progress in the nursing program.

**CHANGE #3**
2. A nursing student may repeat a required nursing course only one time. In addition, a student may repeat a maximum of two required nursing courses.

**CHANGE #4**
2. Students who earn a grade of a grade “D” or less in a clinical (practicum) course may not continue in any subsequent or concurrent clinical course during the same semester until their academic and clinical performance is individually reviewed by the School of Nursing Student Affairs Committee and the course faculty. Based on this review, a determination will be made regarding the students progression in a subsequent clinical course during the same semester. A student who is not allowed to progress to a subsequent or concurrent clinical course during the same semester will be administratively withdrawn from the subsequent or concurrent clinical course during the same semester.

3. A student who earns a “D” or an “F” in a required nursing course and wishes to continue in the major, must write a letter directed to the BSN Director requesting permission to continue in the nursing major. Students should submit the letter a minimum of one week prior to the anticipated date of reentry to the program. Requests to repeat a course are considered by the School of Nursing Undergraduate Student Affairs Committee on an individual basis and the student is notified in writing of the decision of the Committee. If approval is granted, the student may repeat the course at its next offering pending space availability.

4. Students given permission to repeat a required nursing course will be expected to complete a supplemental study program to remediate any areas of deficit identified by the student’s prior performance in the course. Approval for repeating a required nursing course and for progression in the nursing program is dependent on the reasons for unsuccessful performance in the course. Denial of a request to repeat a required nursing course will result in the dismissal of the student from the nursing program. The student will be notified in writing of the faculty’s decision.

5. Students who are unsuccessful in a second required nursing course must complete the following activities:
   a. Attend a Diagnostic and Learning Prescription Conference in the School of Nursing. Conference participants will include: the student, the course faculty, the student’s faculty advisor, and the BSN Program Director. A learning prescription addressing the needs of the student will be generated at the conference.
   b. Successfully complete the learning prescription developed at the Diagnostic and Learning Prescription Conference during the next semester of enrollment.

6. **A nursing student may repeat a required nursing course only one time. In addition, a student may repeat a maximum of two required nursing courses.**

7. Dismissal from the nursing major does not affect the ability of the student to progress in the University in another major.
8. Strict adherence to the American Nurses' Association Standards of Clinical Practice and the Code for Nurses is required of all nursing students. Additionally, nursing students who are Registered Nurses are held accountable to the Georgia Nurse Practice Act for Registered Nurses. Failure to comply with these professional standards will result in review and action by the School of Nursing faculty and could result in the student's dismissal from the nursing program.

A Richards/Hazeldine motion to approve these clarifications to the B.S.N. Admission Criteria and Progression Requirements was passed unanimously.

JIANN-PING HSU SCHOOL OF PUBLIC HEALTH

**Prerequisites and Co-requisites**

<table>
<thead>
<tr>
<th>FROM: KINS 2511 Human Anatomy and Physiology I Lab</th>
<th>TO: KINS 2511 Human Anatomy and Physiology I Lab</th>
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<table>
<thead>
<tr>
<th>FROM: KINS 2512 Human Anatomy and Physiology II Lab</th>
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<tbody>
<tr>
<td>Prerequisites: Grade of &quot;C&quot; or higher in KINS 2511 and KINS 2531. Corequisite: KINS 2532.</td>
<td>Prerequisites: None. Co-requisites: None.</td>
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<thead>
<tr>
<th>FROM: KINS 2531 Human Anatomy and Physiology I</th>
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<thead>
<tr>
<th>FROM: KINS 2532 Human Anatomy and Physiology II</th>
<th>TO: KINS 2532 Human Anatomy and Physiology II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Grade of &quot;C&quot; or higher in KINS 2511 and KINS 2531. Corequisite: KINS 2512.</td>
<td>Prerequisite: Grade of &quot;C&quot; or higher in KINS 2531. Corequisite: None.</td>
</tr>
</tbody>
</table>

These lectures and labs are being offered as separate courses to facilitate the student registration process.

A Richards/Butler motion to approve these prerequisite and co-requisite changes was passed unanimously.

Dr. Richards presented the following item for information only.

**Selected Topics Announcement**

KINS 4099 Sports and Athletes in Film and Television

Sport is a microcosm of society. Film and television are powerful mediums that can shape psychosocial perceptions of sports and athletes, as well as reflect the roles sports and athletes have in our society. This course will investigate the view of sports and athletes as presented by film and television. The students will analyze films and television productions, write and discuss criticisms that address the roles of sports and athletes as seen by the camera and perceived by individuals and society. Materials will emphasize American cinema and television, but will not exclude foreign and independent productions. Students will acquire an understanding of the language of sport as they focus on the power of these important mediums to make use of traditional constructs in ways that
impact beliefs, psychosocial issues, and stereotypes as they relate to the individual within the American society.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Amy Heaston presented the following agenda for the Vice President for Academic Affairs.

Policy on Second Degrees

Second Degree Policy
A student who has been awarded a baccalaureate degree from Georgia Southern or another accredited institution may be granted a second baccalaureate degree providing the following conditions have been fulfilled:

1) A student may seek a second undergraduate major if the major is in a different field than the major of the first degree earned.
2) The student must satisfy all major requirements listed for the chosen program of study.
3) The student must complete the legislative and constitution requirements.
4) The student must take a minimum of 30 additional credit hours at Georgia Southern.
5) The student must earn at least 50% of the credits toward the major at Georgia Southern.
6) The requirement of a minor for the B.A. degrees will be waived if the first degree content area is among the recognized minors at Georgia Southern as listed in the AMinors@ section of the Georgia Southern catalog. If the student seeks a B.A. and has not already completed a major or minor recognized by Georgia Southern, the student would be required to complete a minor from the list of approved minors. The minor requirement is also waived for students who hold a B.G.S. from Georgia Southern and are seeking a B.A. degree.

Revised: April 19, 2004

This policy was reviewed and signed off on by the Deans’ Council and presented to the Undergraduate Committee for their approval.

A Hazeldine/Butler motion to approve this “Policy on Second Degrees” was passed unanimously.

CENTER FOR INTERNATIONAL STUDIES

Dr. Nancy Shumaker presented the following items for the Center for International Studies.

Prerequisites
FROM: INTS/POLS 4730 Model United Nations
Prerequisites: None.
TO: INTS/POLS 4730 Model United Nations
Prerequisite: INTS/POLS 3730.

This request is made as a result of approval of the new course, INTS/POLS 3730, Introduction to the United Nations,

A Hendrix/Butler motion to approve this prerequisite change was passed unanimously.

Changes to B.S. in International Trade Degree Program
Under Area F – Courses Applicable to Major:
Delete CISM 1110, Computer Applications
Delete CISM 1120, Computer Concepts
Add CISM 2530, Advanced Business Applications

The section will now read:

Area F – Courses Applicable to Major 18 Hours
Completion of Foreign Language Intermediate II (FORL 2002) (0-6)
ACCT 2101 – Financial Accounting (3)
ACCT 2102 – Managerial Accounting (3)
CISM 2530 – Advanced Business Applications (3)
ECON 2106 – Business Economics (3)
Electives (0-6)

This program is a business degree and the College of Business Administration has changed their requirements; therefore, our courses must comply with COBA’s requirements.

A MacKinnon/Butler motion to approve these changes was passed unanimously.

Selected Topics Announcement
TCGT 4090 Focus on Mexico

This announcement was made for information purposes only.

WOMEN’S AND GENDER STUDIES

Dr. Amy Heaston presented the following items for the Women’s and Gender Studies Program.

Title, Catalog Description, and Prerequisites
FROM: WGST/COMM 4331 Women in Media
Focuses on three basic areas with regard to women and media: 1) the representation of women in the media; 2) the status of women as media professionals; 3) the ways women make use of media as audience members.
Prerequisite: COMM 2332.

TO: WGST/COMM 4331 Gender, Media, and Representation
Examines the implicit gender messages that are communicated through mass media. Focuses on the representation of gender in the media and how media both reflects and creates cultural values and ideals pertaining to gender.
Prerequisite: None.

These changes are needed to update new research and materials covered in the class.

Course Number Change
FROM: WGST 2335 Women and Literature
TO: WGST 3237 Women and Literature

This change is needed to conform with the corresponding number change for cross-listed course, ENGL 3237.

A Hazeldine/Hendrix motion to approve these changes was passed unanimously.

UNIVERSITY HONORS PROGRAM

Dr. Amy Heaston presented the following agenda item for the University Honors Program.

New Course
UHON 2120 Sophomore Honors Seminar
A 2-hour enrichment course designed to supplement the standard curriculum. Topics will vary, but will always concern a specific thought-provoking issue or problem. In a seminar setting, students and their instructor will engage the chosen topic by employing innovative and interdisciplinary approaches. Prerequisite: UHON 1191.

This course is needed to supplement the honors curriculum for students in the University Honors Program selected as 1906 Scholars. The students will take core honors classes with UHP students, but will have the opportunity to meet as a group in the seminar course.

A MacKinnon/Butler motion to approve this new course was passed unanimously.

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

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

DEPARTMENT OF CHEMISTRY

Course Deletion
CHEM 4040 Polymer Chemistry

There is no longer a faculty member in the Chemistry Department with the expertise to teach this course.

New Course
CHEM 4243 Principles of Chemical Separations

This course will examine theories and models of separation with applications to the analyses of a wide range of chemical, biological, and environmental samples. Topics include high-resolution gas chromatography and high-performance liquid chromatography. Emphasis is on the theory of reverse-phase, normal-phase, ion-exchange, size-exclusion, and affinity-based separations. Instrumentation such as detectors, pumps, and columns, and data acquisition and analysis are also presented. Prerequisite: CHEM 2242.

The growing field of chemical separations (chromatography) is under represented in our current curriculum. This course offered as an upper level elective will fill the void and is a very practical course for preparing our students to work in the chemical profession. A Saye/Hazeldine motion to approve these two items for the Department of Chemistry was passed unanimously.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

Dr. Dallas Rhodes and Dr. Jason Dittmer were in attendance to answer questions regarding the agenda items from the Department of Geology and Geography.

Prerequisite Change
FROM: GEOG 3530 Cultural Geography
Prerequisite: GEOG 1101.
TO: GEOG 3530 Cultural Geography
Prerequisite: None.

Before the Department of Geology and Geography offered the B.A. in Geography (January 2004), this course was designed as an advanced seminar in cultural geography with an ideal enrollment of under 20 students. Now, with an increasing number of majors, the course has become a general, lecture-based upper-division elective that can accommodate up to 50 students, some of
whom will have majors outside of geography. Consequently, there is no longer a need for the prerequisite, which only serves to hinder the enrollment process.

Course Description
FROM: GEOG 4120  Introduction to Research Methods
The process of research utilizing the scientific method will be studied. Research methods in human and physical geography are discussed and critiqued. Methodologies including literature searches, topic selection and refinement, and research problem solving will be discussed. A proposal for a research project will be selected or assigned, a proposal written, and an oral presentation of the proposed research will be made.

TO: GEOG 4120  Introduction to Research Methods
The process of research utilizing the scientific method will be studied. Research methods in human and physical geography are discussed and critiqued. Methodologies including literature searches, topic selection and refinement, and research problem solving will be discussed. A proposal for a research will be selected or assigned, a proposal written, and an oral presentation of the proposed research will be made. A minimum grade of “B” is required to continue in the research sequence.

Before the Department of Geology and Geography offered the Bachelor of Arts degree in Geography (beginning January 2004), this course was taken by all Bachelor of Science degree in Geography students. Students who received lower than a “B” were still permitted to continue in the program often leading to low quality thesis projects. With the Bachelor of Arts in place, students who perform with a lower than “B” in this course can be funneled into the Bachelor of Arts program where a research sequence is not required. The reason for requesting this change is that it is believed that students capable of making a “B” or better in this class will successfully complete GEOG 4820 and GEOG 4610. Those that get a “C” or lower will complete a B.A. in Geography.

New Course
GEOG 5430  Political Geography
This course will cover the geography of political behavior from the local to the global scale by examining the relationship of geography and politics. Students will investigate the rapidly changing geopolitics of the era in which they live, with special emphasis on international relations, sovereignty, war, and terrorism. Additionally, the course will focus on redistricting, the Electoral College, and other geographic elements of our American democratic system. Graduate students will learn how to undertake an independent, supervised research project in the field of political geography. 3 credit hours.

This elective course will fill an existing topical gap in the Geography curriculum, which currently lacks a course in this dynamic sub-discipline of the field. Political geography is the study of power and its geographic distribution around the world. It is important because many other sub-disciplines of geography, such as cultural and economic geography, are connected through the concept of power as discussed in this course. Furthermore, this course will enable senior undergraduates and graduate students in related fields such as political science, criminology, and public administration to supplement their curricula. This course will also contribute to the American Democracy Project by fostering greater awareness of how our system of government works.

A Welford/Wilson motion to approve these items for the Department of Geology and Geography was passed unanimously.
DEPARTMENT OF MATHEMATICAL SCIENCES

Dr. Donna Saye assisted Dr. Danilowicz in presenting the following agenda items for the Department of Mathematical Sciences.

Course Descriptions
FROM: MATH 1112 Trigonometry
Circular functions, solutions of triangles, trigonometric identities and equations, graphs of trigonometric functions, Law of Sines, Law of Cosines, applications, vectors, complex numbers, Euler’s formula, DeMoivre’s theorem, and conic sections. Credit may not be received for both MATH 1112 and MATH 1113.

TO: MATH 1112 Trigonometry
Circular functions, solutions of triangles, trigonometric identities and equations, graphs of trigonometric functions, Law of Sines, Law of Cosines, applications, vectors, matrices, complex numbers, Euler’s formula, and DeMoivre’s theorem. Appropriate technology will be used. Credit may not be received for both MATH 1112 and MATH 1113.

This request is made to correct the mistake of putting “conic sections” in the description of this course. Conic sections have never been taught in this course.

FROM: STAT 2231 Introduction to Statistics I
An introductory statistics course which covers descriptive statistics, random variables and selected probability distributions, statistical inference including confidence intervals and hypothesis tests. An interactive statistical package will be used for simulation and to solve statistical problems. Neither a background in calculus nor experience with computers is required.

TO: STAT 2231 Introduction to Statistics I
An introductory statistics course which covers descriptive statistics, probability, random variables and selected probability distributions, statistical inference including confidence intervals and hypothesis tests. Appropriate technology will be used for simulation and to solve statistical problems. Neither a background in calculus nor experience with computers is required.

The new content better fits the program and our students. It also addresses accreditation issues in the Information Technology and Computer Science programs.

Program Description Changes
B.S. in Mathematics
Add MATH 1112 as an option in Area A
Change “Specific Requirements” to include:
A computing course only if two have not already been taken in Area F
Options in 3000-level or above MATH or STAT courses
Include the statement under “Other Program Requirements” that “The mathematics major may not subsequently take a lower level MATH or STAT course after earning credit for a course that has the lower level course as a prerequisite (except by advisor’s permission).”

B.S. with a Major in Mathematics
Add MATH 1112 as an option in Area A
Add additional options for students in Area F
Change “Specific Requirements” to include:
   A computing course only if two have not already been taken in Area F
Options in 3000-level or above MATH or STAT courses
Include the statement under “Other Program Requirements” that “The mathematics major may not subsequently take a lower level MATH or STAT course after earning credit for a course that has the lower level course as a prerequisite (except by advisor’s permission).”

A Hazeldine/Butler motion to approve these changes for the Department of Mathematical Sciences was passed unanimously.

DEPARTMENT OF MILITARY SCIENCE

Captain Ron Cohen was present to present the following items for the Department of Military Science.

Course Description and Prerequisites
FROM: MSCI 3731 Advanced Military Skills Practicum
The study and practical application of military skills and leadership ability during a six week encampment experience. Encampment and training is conducted at an active Army installation. Instruction and evaluation done by U.S. Army personnel assigned to the U.S. Army ROTC Cadet Command. Prerequisite: None.

TO: MSCI 3731 Advanced Military Skills Practicum
The ROTC Leader Development and Assessment Course (LDAC) or operation WARRIOR Forge is the most important training event for an Army ROTC. The 32-day training event incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. WARRIOR FORGE tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual’s ability to perform exacting tasks and to make difficult decisions in demanding situations. This course is mandatory for all students wishing to seek a commission in the U.S. Army but registration is not required. Students may earn three credit hours for attending this course through registration at the Registrar’s Office upon completion of the course and coordination through the Military Science Department. Prerequisites: A grade of “C” or better in MSCI 3131 and MSCI 3132.

This description is more doctrinally correct with the Department of Army’s Cadet Command and provides a clearer picture of what the cadet should expect upon attending this course.

MSCI Program Description Change
NON-DEGREE MILITARY SCIENCE 15-32 HOURS

U. S. Army Reserve Officer Training Program Overview:
The Department of Military Science is a Senior Division Reserve Officer Training Corps (ROTC) Instructor Group staffed by Army personnel. The department provides a curriculum that qualifies the college graduate for a commission as an officer in the U. S. Army, U. S. Army Reserve or the Army National Guard. Enrollment is open to all students who are eligible to pursue a commission in the U. S. Army. The ROTC program is designed to provide students with the knowledge and
practical experience in leadership and management that will be useful in any facet of society. Additionally, each student is provided a working knowledge of the organization and function of the Department of Defense and the role of the U.S. Army in national security and world affairs. The ROTC program is divided into two main phases: the Basic Course, which is normally pursued during the freshman and sophomore years, and the Advanced Course, which is taken during the junior, senior or graduate years.

Program Admission Criteria: All students entering the GSU Military Science courses must have a statement from a physician attesting that the student is capable of participating in physical activities. This statement must be no more than one-year old from time of entry. Students in the Basic Course can obtain this medical statement from Health Services on campus. Students interested in earning a commission in the U.S. Army and enrolling in the Advance Course require a Department of Defense Medical Evaluation Review Board physical, be an academic junior or higher, have a GPA of 2.0 or better, have an SAT score of 920 or higher or an ACT score 19, be a U.S. citizen, no moral obligations or personal conviction, satisfactorily explain any record of arrest and/or civil conviction, be a high school graduate or possess an equivalent certificate, pass the Army Physical Fitness Test and must demonstrate a potential for further leadership development. Additionally, Veterans, JROTC graduates (with at least four years of high school JROTC), and students who have completed military science courses in the military preparatory schools and junior colleges are eligible for advanced placement and are not required to participate in the Basic Course.

Basic Course Description: The Military Science Basic Course teaches the organization and roles of the U.S. Army and introduces essential background knowledge of customs and traditions, leadership, map reading, small unit organization, and marksmanship. These courses have the objective of developing the student’s leadership, confidence, self-discipline, integrity, and sense of responsibility. There is no obligation to continue in ROTC as a result of taking any Basic Course classes. Additionally, all contracted students in the Basic Course are required to participate in physical training. Physical training is conducted Monday, Wednesday and Fridays from 0600 - 0700 hours.

Students may take four 2-hour courses (8 Hours) or MSCI 2731 - Basic Military Skills Practicum (3) or a combination of the two in order to receive Basic Course credit.

Basic Course Requirements:
- MSCI/KINS 1510 - Mountaineering (1) and MSCI 1111 - Introduction to Military Science (1)
- MSCI 1122 - Marksmanship/Basic Military Leadership (2)
- MSCI 2121 - Basic Military Skills (2)
- MSCI 2122 - Basic Military Tactics (2)

MSCI 2731 - Basic Military Skills Practicum (3) (registration optional) - The Leadership Training Course is offered for those students who have not met the Basic Course requirements and desire to enroll in the Advance Course program. This course is currently conducted at Fort Knox, Kentucky during the summer. Students may earn three credit hours for attending this course through registration at the Registrar's Office upon completion of the course and coordination through the Military Science Department. Students attending this camp are paid and given travel allowance from their home to camp and back.

Advanced Course Description: The Military Science Advanced Course is taken during the junior/senior or graduate years. Students learn land navigation, communications, small unit tactics, patrolling, military management, staff operations, logistics, army administration, military law, ethics, and the Army system and culture. Additionally, students must satisfy Professional Military Education (PME) requirements with courses in the following areas: communications skills, computer literacy, and military history. Students must meet eligibility requirements and sign a contract for commissioning with the U.S. Army. The general objective of these courses is to
produce junior officers who will be the future officer leadership of the U.S. Army, U.S. Army Reserve, or the Army National Guard. Contracted Advanced Course students are required to attend the Leadership Development and Assessment Course (LDAC), normally between their junior and senior academic years. This course is mandatory for all students seeking a commission in the U.S. Army but registration for university credit is optional. Students attending this camp are paid and given travel allowance from their home to camp and back. Students may earn three credit hours for attending this course through registration at the Registrar’s office upon completion of the course and coordination through the Military Science Department.

### Advanced Course Credit

- **MSCI 3131 - Advanced Tactics I (3)**
- **MSCI 3132 - Advanced Tactics II (3)**
- **MSCI 4131 - Leadership/Management Seminar (3)**
- **MSCI 4132 - Transition to Lieutenant (3)**

**MSCI 3731 - Advanced Military Skills Practicum (3)** (registration optional) - This course is mandatory for all students seeking a commission in the U.S. Army but registration for university credit is optional. The ROTC Leader Development and Assessment Course (LDAC) or operation WARRIOR FORGE is the most important training event for an Army ROTC. The 32-day training event incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. WARRIOR FORGE tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations. This course is mandatory for all students wishing to seek a commission in the U.S. Army but registration is not required. Students may earn three credit hours for attending this course through registration at the Registrar’s Office upon completion of the course and coordination through the Military Science Department. Students attending this camp are paid and given travel allowance from their home to camp and back.

**ADVEISEMENT:** Department of Military Science, Military Science Building, (912) 681-5320. Students will complete a CC 104R that will map out their college courses until graduation.

### OTHER PROGRAM REQUIREMENTS

Professional Military Education (PME) requirements are for students seeking a commission in the U.S. Army. Students must take three (3) hours in each area with a preference in History 3230 for a Minor. The following is a list of PME classes:

**COMMUNICATION SKILLS (written and oral)**
- **ENG 1101 - English Composition (3)** (Core Curriculum – Area A)
- **ENG 1102 - English Composition (3)** (Core Curriculum – Area A)
- **WRIT 3230 - Writing in the Workplace (3)**
- **WRIT 4130 - Advanced Composition (3)**

**MILITARY HISTORY**
- **HIST 3230 - American Military History (3)** (preferred)
- **HIST 4531 - World War I (3)**
- **HIST 5333 - War and Society 1618 to the Present (3)**
- **HIST 5335 - World War II (3)**

**COMPUTER LITERACY**
- **CISM 1110 - Computer Applications (1)**
- **CISM 1120 - Computer Concepts (2)**

**Participating Students Requirements (CC Pam 145-4/AR 145-1)**

- Participating students are those who choose not to or are ineligible to sign the CC Form 139-.
R. Cadet Enrollment Record, and therefore are not enrolled cadets. They are divided into the categories below. All categories of participating students who meet the requirements set by the school authorities may take Army ROTC classes for all 4 years. Participation in other than classroom instruction is not authorized. Specific grades and grade point averages (GPA) awarded to these students for classroom work only and the policies set by the school authorities.

- **ROTC participating students** are students who participate in military science courses but are not fully enrolled in ROTC. They are divided into three categories: auditing students, conditional students, and alien students. Students who are ineligible or become ineligible for enrollment as an ROTC cadet may, if desired by school authorities and approved by the PMS, participate in the ROTC program in one of the above categories provided:
  1. They are not authorized access to classified instructional material.
  2. They are in good standing and attending school full time.
  3. There is no loss in effectiveness of military instruction.
  4. Such participation is not otherwise prohibited by law, DOD Directive or Army Regulation.

- **ROTC participating students** are ineligible for:
  1. Subsistence allowance. (See para 3–30b.)
  2. Participation in the ROTC Scholarship Program.
  3. Commissioning credit, except immigrant alien students. Conditional students will be given credit for that part of the course successfully completed upon change to enrolled status. (See para 3–30a.)
  4. Participation in any physical training, labs, field training exercises or any events outside the classroom. These students are also not authorized to wear the Army uniform or receive any issue of such from the ROTC Department.

- **ROTC students completing the course of instruction in a non-enrolled status** are ineligible for appointment as commissioned officers. Although immigrant aliens may be authorized to participate in the SROTC Program, if properly qualified, they must be advised that:
  2. Effective 1 January 1988, HQDA policy requires the possession of a SECRET security clearance, based on a National Agency Check (NAC) to be eligible for appointment.
  3. These two requirements must be met by graduation.
  4. Participants who do not meet these requirements by graduation will not be retained as a participating member of the ROTC program. (No waiver of these requirements will be granted.) Immigrant alien graduates who have otherwise fulfilled commissioning requirements may apply for direct commissioning once DOD requirements are met. Only conditional students and participating immigrant alien students may be presented a DA Form 134 (Military Training Certificate Reserve Officers’ Training Corps) after successfully completing all or part of the SROTC Program. When the student is issued the certificate it will be annotated to reflect that the certificate does not entitle the student to a commission.

- No student, except those in the alien student category, will be authorized to wear the ROTC uniform if denied enrollment into the ROTC because of failure to sign the loyalty oath.

- Applicability of academic credit and other school policies concerning participation in the
ROTC program for these categories will be determined by school authorities.

- An immigrant alien who is also a member of the Reserve Components is not eligible to enroll in the advanced course or to participate in the program with this status.

**Minor In Military Science Requirements**

**15 Hours**

Students seeking a commission must complete MSCI 3131, 3132, 3731, 4131, and 4132 to receive a Minor in Military Science. In order for a participating student to receive a Minor in Military Science, he or she must register and complete the following courses:

- HIST 3230 - American Military History (3)
- MSCI 3131 - Advanced Tactics I (3)
- MSCI 3132 - Advanced Tactics II (3)
- MSCI 4131 - Leadership/Management Seminar (3)
- MSCI 4132 - Transition to Lieutenant (3)

**Program Options, Obligation, Financial Assistance, Scholarships and Books, Uniforms and Supplies:**

- **Two Year Program Versus The Four Year Program**: The ROTC program is designed as a 4-year course of study. However, students who are not eligible for advanced placement and who have not completed the Basic Course program may still become qualified for the advanced program. They must satisfactorily complete a Leader Training Course, four weeks duration, during the summer between their sophomore and junior years. Students attending this Leader Training Course at a regular army post are paid and given a travel allowance from their home to camp and return. Leader Training Course can count for 3 general credits. Students who have participated in four years of JROTC or are an Eagle Scout meet the requirements of the Basic Course.

- **Obligation**: Once a student is contracted, he or she will incur an eight year Military Service Obligation (MSO). The cadet may elect to serve his/her MSO either on Active Duty, the National Guard or the Army Reserves. Active duty requires a minimum of four years active duty and four years Inactive Ready Reserve (IRR). The National Guard and Reserves requires eight years drill status (one weekend a month/two weeks a year) for the entire MSO. All cadets will incur an eight-year military service obligation whether they elect to go active duty, Reserve duty or National Guard.

- **Financial Assistance**: All contracted cadets are paid a subsistence allowance (Stipend) of $250- $400 per month based on college standing for up to 10 months per year. This is subject to change yearly.

- **Scholarship Program**: Each year the U.S. Army awards two, three, and four year scholarships to outstanding young men and women contracted in the ROTC program. In most cases, the Army pays the tuition or room and board and required fees incurred by the scholarship student. The scholarship will cover up to $20,000 per year. Scholarship winners also receive an allowance for books of $900 per year. Individuals desiring to compete for two and three year scholarships should apply to the Army Military Science Department at Georgia Southern University. Some students who are enrolled in highly technical academic discipline programs and who qualify for Reserve Officers Training Corps scholarship benefits may be required to take an academic course load that will necessitate more than four academic years of study prior to graduation. It is possible to extend the Army Scholarships benefit to cover this additional period. ROTC students successfully completing the Leadership Development and Assessment Course (LDAC) may compete for civilian sponsored Scholarships awarded during their senior year. National winners receive $1500 and regional winners receive $1000. Contact the Georgia Southern University Department of Military Science at (912) 681-0040 for further information.

- **Army Reserve Officer Training Corps Uniform, Books, And Supplies**: Students enrolling
in the Army ROTC program will be issued U.S. Army uniforms, most ROTC required books, and supplies by the Military Science Department. Uniforms and equipment must be returned before commissioning or upon disenrollment from the Reserve Officers Training Corps program.

A MacKinnon/Butler motion to approve these changes for the Department of Military Science was passed unanimously.

DEPARTMENT OF PHYSICS

Program Description Changes
B.A. with a Major in Physics
Under “Other Program Requirements,” delete the statement “No more than 30 hours of upper division course work in Physics may count toward the 125 hours minimum for graduation.”

B.S. in Physics
Under “Other Program Requirements,” delete the statement, “No more than 35 hours of upper division course work in Physics may count toward the 125 hours minimum for graduation.”

Following an extended discussion, and at the request of Dr. Danilowicz, a Murray/Hendrix motion was passed unanimously to not delete these statements from the catalog, and also to change the number of hours in the B.S. in Physics from “35 hours” to “40 hours.”

SCHOOL OF TECHNOLOGY

Dr. Don Armel was in attendance to assist in presenting the following agenda items for the School of Technology.

Program Title Change
FROM: B.S. Printing Management
TO: B.S. Graphic Communications Management

Printing and allied technologies have been placed in the midst of the informational and technological revolution. Printing Management offers the technical know-how to get images and ideas from the creative stage – whether writing, graphic designs, or multimedia – to the final delivered product – such as compact disks, authored multimedia, newspapers, catalogs, packaging, and Internet products. Printing Management graduates fill the “gap” in the production scheme. The goal of the Printing Management faculty is to educate students who understand the whys and how’s of producing a graphic product – regardless of the substrate -- from its inception to delivery. The technologies and processes used to produce and manage the production of graphic products are taught in the Printing Management program. The proposed name change from Printing Management to Graphic Communications Management will more accurately reflect the subject matter taught at Georgia Southern University.

A Hazeldine/Graf motion to approve this program title change was passed unanimously.

Minor Program Title Change
FROM: Printing Management
TO: Graphic Communications Management

Catalog copy will now read:
Graphic Communications Management
Prerequisite: TCPM 1131 – Introduction to Printing Technology (3)
Minor Program: 15 hours from the following (no more than 6 hours at the 1000 and 2000 levels):
   TCPM 1321 – Desktop Publishing (2)
TCPM 1411 – Desktop Publishing Lab (1)
TCPM 2132 – Image Preparation I (3)
TCPM 2212 – Image Preparation I Lab (1)
TCPM 3333 – Image Preparation II (3)
TCPM 3413 – Image Preparation II Lab (1)

Approved TCM Electives (4)

NOTE: Certain prerequisites are waived for students wishing to minor in Graphic Communications Management. Please contact the Graphic Communications Management Program minor advisor for specific requirements.

This request is made to be consistent with the earlier title change in the B.S. in Printing Management degree name to Graphic Communications Management degree.

Prerequisite Changes

FROM: ENGR 2232  Dynamics of Rigid Bodies
Prerequisite: ENGR 2231.

TO:  ENGR 2232  Dynamics of Rigid Bodies
Prerequisites: ENGR 2230 and ENGR 2231.

ENGR 2231 is being added as an acceptable prerequisite for ENGR 2232 because ENGR 2230 was replaced by ENGR 2231 as the first course in the mechanics sequence. This is in accordance with changes being made in the mechanics sequence at Georgia Tech. Since some students may have taken ENGR 2230, it needs to remain as an acceptable prerequisite for ENGR 2232.

FROM: ENGR 2332 Introduction to Computer Engineering
Prerequisite: ENGR 1631

TO:  ENGR 2332 Introduction to Computer Engineering
Prerequisites: ENGR 1631 and ENGR 1731.

FROM: ENGR 2341 Introduction to Signal Processing
Prerequisites: ENGR 1631 and MATH 2242

TO:  ENGR 2341 Introduction to Signal Processing
Prerequisites: ENGR 1631, ENGR 1731, and MATH 2242.

ENGR 1631 was modified in order to conform to a change made by Georgia Tech in their introductory computer course for engineering majors. This change is necessary so that ENGR 1731 will not transfer to Georgia Tech. Since some students may have taken the course as ENGR 1631, it will be necessary to leave it in as a prerequisite for these two courses along with the new version of the course, ENGR 1731.

FROM: ENGR 2431 Creative Decisions and Design
Prerequisites: ENGR 1133, MATH 2430, and ENGR 2230.

TO:  ENGR 2431 Creative Decisions and Design
Prerequisites: ENGR 1133, MATH 2430, ENGR 2230, and ENGR 2231.

ENGR 2231 is being added as an acceptable prerequisite for ENGR 2431 because ENGR 2230 was replaced by ENGR 2231 as the first course in the mechanics sequence. This is in accordance with changes being made in the mechanics sequence at Georgia Tech. Since some students may have taken ENGR 2230, it needs to remain as an acceptable prerequisite for ENGR 2431.

FROM: TCM 4430 Construction Safety
Prerequisite: None

TO:  TCM 4430 Construction Safety
Banner does not recognize “Completion of 25 hours of TCM course work” as a prerequisite. TCM 3330, Quantity Estimating, will ensure that the student has a minimum of 25 hours of TCM course work before enrolling in Construction Safety.

FROM: TMFG 3133  Forming and Fabrication
TO: TMFG 3133  Forming and Fabrication
Prerequisites: TMFG 1121, TMFG 1122, and TMFG 3131.
Prerequisites: ENGR 1133 and TMFG 3131.

FROM: TMFG 3231  Introduction to Industrial Management
TO: TMFG 3231  Introduction to Industrial Management
Prerequisite: TMFG 1131.
Prerequisite: TMFG 2131.

FROM: TMFG 3232  Applied Industrial Statistics and Quality Assurance
TO: TMFG 3232  Applied Industrial Statistics and Quality Assurance
Prerequisite: TMFG 1131.
Prerequisite: TMFG 2131.

FROM: TMFG 4121  Machining, Forming and Fabrication Practicum
TO: TMFG 4121  Machining, Forming and Fabrication Practicum
Prerequisites: TMFG 1121 and TMFG 1122.
Prerequisite: ENGR 1133.

FROM: TMFG 4134  World Class Manufacturing
TO: TMFG 4134  World Class Manufacturing
Prerequisite: TMFG 1131.
Prerequisites: TMFG 1131 and TMFG 2131.

FROM: TMFG 4531  Plant Layout
TO: TMFG 4531  Plant Layout
Prerequisites: TMFG 2131, TMFG 2522, and TMFG 3230.
Prerequisites: ENGR 1133, TMFG 2131, and TMFG 3230.

FROM: TMFG 5133  Automated Manufacturing Systems
TO: TMFG 5133  Automated Manufacturing Systems
Prerequisites: TMFG 1121, TMFG 2522, and TMFG 3132.
Prerequisites: ENGR 1133 and TMFG 3132.

All of the above prerequisite changes are requested to reflect the course number change from TMFG 1131 to TMFG 2131 or because the Manufacturing Program reorganized the drafting curricula for undergraduates.

Catalog Description, Prerequisite and Co-Requisite Changes
FROM: TMET 2128  Solid Modeling and Analysis
TO: TMET 2138  Solid Modeling and Analysis
Develop a working proficiency in parametric solid modeling software, such as Pro/Engineer. In addition to creating solid models, students will develop a basic proficiency in structures and thermal analysis such as Pro/Mecanica. The skills learned in the course will be applied in junior and senior level MET courses. Prerequisite: TMFG 2522. Co-requisite: TENS 2143.

Students will develop a working proficiency in parametric solid modeling software, such as Pro/Engineer. In addition to creating
solid models, students will develop a basic understanding of structural and thermal analysis. The skills learned in the course will be applied in junior and senior level MET courses. Prerequisites: TENS 2143, and ENGR 1133 or TMFG 2522, or permission of instructor.

**FROM: 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. Prerequisite: TENS 2146 or permission of instructor. Co-requisite: TENS 2143.

**TO: TMET 2521 Introduction to Mechatronics**
Lecture and laboratory instruction in the theory and practice of engineering technology measurements and their application to controlled activities. A familiarity with traditional measuring devices and proficiency with data acquisition packages will be developed. The packaging of results in reports and presentations will be emphasized. Prerequisites: TENS 2146 and prior or concurrent completion of TENS 2143 or permission of instructor.

**FROM: 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. Prerequisites: TENS 2135 and TENS 2144 or permission of instructor. Co-requisite: CHEM 1145.

**TO: TMET 3232 Thermodynamics II**
A second course in thermodynamics that expands upon first and second law analysis techniques developed in an introductory thermodynamics course. Includes an in-depth analysis of power and refrigeration cycles. Serves as an introduction to combustion processes. Prerequisites: TENS 2135, TENS 2144, and concurrent or prior completion of CHEM 1145 or permission of instructor.

The original co-requisites of theses courses were created to allow concurrent or prior completion of the co-requisites. These changes recapture the original intent of the co-requisites and gets them entered into banner correctly, thus minimizing the future need for manual overrides.

**Course Number and Credit Hour Changes**

**FROM: TCET 3243 Transportation Systems**
Four credit hours.

**TO: TCET 3233 Transportation Systems**
Three credit hours.

**FROM: TCET 3244 Construction Materials**
Four credit hours.

**TO: TCET 3234 Construction Materials**
Three credit hours.
These two changes are requested to satisfy the new TAC/ABET (Technology Accreditation Commission of the Accreditation Board for Engineering and Technology) accreditation criteria requiring inclusion of certain elements (e.g., Senior Project course). Because of the limitation on the number of credit hours in the civil engineering technology major courses, exclusion of selected components of existing CET courses is the only option available to make room for the required additional elements. However, some of those excluded items will be covered in the proposed new Senior Project course, and thus will have minimal adverse effect on the curriculum.

**New Course**

**TCET 4536 Senior Project**

Designed to be the culmination of the undergraduate civil engineering technology education, the course draws together diverse elements of the CET curriculum to provide integrating experiences and to develop competence in focusing both technical and non-technical skills in solving problems. The project involves design and analysis of a new or modified civil engineering project or system with demonstrated feasibility. Prerequisites: TCET 4142 and TCET 4146; senior standing in Civil Engineering Technology; and approval of the instructor.

This course is proposed to meet the Technology Criteria 2000 of the TAC/ABET that the curriculum must include a component that provides Capstone or other integrating experiences. The current curriculum does not meet this requirement.

**Credit Hour Change**

**FROM:** TCM 3890 **Special Problems in Construction**
Credit Hours: 1-3

**TO:** TCM 3890 **Special Problems in Construction**
Credit Hours: 1-4

This change is requested to provide the Construction Management program with the option of offering a Special Problems course with a variable credit hour count, up to four hours, to accommodate course content.

**Number, Catalog Description, Prerequisite, and Credit Hours**

**FROM:** TEET 3231 **Electronics I**
An introduction to basic solid state devices, including diodes, BJTs and FETs; their applications in rectifiers, amplifiers, and power supplies. Prerequisite: TEET 2133. Co-requisite: TEET 3212. (3 credit hours)

**TO:** TEET 3241 **Electronics I**
An introduction to basic solid state devices, including diodes, BJTs and FETs; their applications in rectifiers, amplifiers, and power supplies. Also includes laboratory activities in support of instruction. Prerequisites: TEET 2143 or TEET 2343. (4 credit hours)

**FROM:** TEET 3233 **Electronics II**
A continuation of TEET 3231. Topics include FET and BJT small signal amplifiers, power amplifiers, tuned amplifiers, multistage amplifiers, feedback amplifiers, oscillators and regulated power supplies. Prerequisite: TEET 3231. Co-requisite: TEET 3214. (3 credit hours)

**TO:** TEET 3243 **Electronics II**
A continuation of TEET 3231. Topics include FET and BJT small signal amplifiers, power amplifiers, tuned amplifiers, multistage amplifiers, feedback amplifiers, operational amplifiers, oscillators, and regulated power supplies. Also includes laboratory activities
in support of instruction. Prerequisites: TEET 3241 or TEET 3231. (4 credit hours)

FROM: TEET 3236  RF Amplifier Design
An introduction to modern techniques for RF design. The course concentrates on lumped element circuits in the frequency range 1-1000 MHZ, RF amplifiers, oscillators, mixers and RF receivers. Prerequisite: TEET 3231. Co-requisite: TEET 3215. (3 credit hours)

TO: TEET 3246  RF Amplifier Design
An introduction to modern techniques for RF amplifier design. The course concentrates on lumped element circuits in the frequency range 1-1000 MHZ, RF amplifiers, oscillators, mixers and RF receivers. Also includes laboratory activities in support of instruction. Prerequisites: TEET 3241 or TEET 3231. (4 credit hours)

FROM: TEET 4235  Communications Electronics
Devices and circuits within modern electronic communications. Topics include spectral analysis, electrical filters, amplitude and angle modulations and detection, pulse and digital modulations. Prerequisite: TEET 3233. Co-requisite: TEET 4216. (3 credit hours)

TO: TEET 4245  Communications Electronics
Devices and circuits within modern electronic communications. Topics include spectral analysis, electrical filters, amplitude and angle modulations and detection, pulse and digital modulations. Also includes laboratory activities in support of instruction. Prerequisites: TEET 3243 or TEET 3233. (4 credit hours)

FROM: TEET 4530  Automatic Controls
An introduction to control feedback theory including block diagrams transfer functions, stability properties of feedback, and classical design methods. Prerequisite: TENS 2136. Co-requisite: TEET 4512. (3 credit hours)

TO: TEET 4540  Automatic Controls
An introduction to control feedback theory including block diagrams transfer functions, stability properties of feedback, and classical design methods. The course includes laboratory activities in support of instruction. Prerequisites: TENS 2146 or TENS 2136. (4 credit hours)

These changes are requested to combine the lab section with the lecture section, which are presently offered separately. This facilitates scheduling, advisement, registration, and grading.

FROM: TMFG 2133  3D Computer Drafting
A computer aided drafting course with emphasis on the advanced features of AutoCAD. Study includes layers, complex lines, advanced editing and modification techniques, 3-D objects, and solid modeling. Prerequisites: TMFG 1121, TMFG 2522, or permission of instructor. (3 credit hours)

TO: TMFG 1122  3D Computer Drafting
A computer aided drafting course with emphasis on the application of 3D parametric solid modeling CAD. Study includes the features and applications of AutoDesk Inventor. Creating 3D components, assembling a 3D product and
The use of 3D parametric solid modeling to design a product is a trend for the industry. To prepare students for their future career, the contents for this course need to be adjusted. The new 3D solid CAD is friendly and easy to learn and therefore does not require a prerequisite.

Course Deletions
TEET 3212    Electronics Laboratory I
TEET 3214    Electronics Laboratory II
TEET 3215    RF Amplifier Design Laboratory
TEET 4216    Communications Electronics Laboratory
TEET 4512    Automatic Controls Laboratory

These deletions are requested because the laboratory sections have been combined with the lecture sections.

Changes to Catalog Program Pages

B.S. Construction Management

B.S. Cons. CONSTRUCTION MANAGEMENT 133 HOURS
See Pages 52-53 for Core Curriculum, Required of All Students.

Area A - Essential Skills
............................................................................................................................................... 9 Hours
Area B - Institutional Options
........................................................................................................................................ 4 Hours
Area C - Humanities and Fine Arts
.................................................................................................................................... 6 Hours
Area D - Science, Mathematics, and Technology
........................................................................................................ 11 Hours
Area E - Social Science
........................................................................................................................................ 12 Hours
Area F - Courses Appropriate to Major
............................................................................................................................ 18 Hours
ACCT 2030 - Survey of Accounting (3)
COMM 1110 - Principles of Public Speaking (0-3)
CISM 1110 - Computer Applications (1)
CISM 1120 - Computer Concepts (2)
TCM 1120 - Architectural Graphics and Print Reading (3)
TCM 2233 - Construction Surveying (3)
WRIT 2130 - Technical Communications (3)
Student Elective With Advisor Approval (0-3)

Health and Physical Education Activity
........................................................................................................................................ 4 Hours
HLTH 1520 - Healthful Living (2)
Physical Activity (Two 1 hour Courses)

Orientation I

........................................ 1 Hour
GSU 1210 - University Orientation I (1)

Major Courses
........................................................................................................................................

...... 65 Hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PHYS 1111/1113</td>
<td>Introduction to Physics with Lab (4)</td>
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</tr>
<tr>
<td>TCM 1120</td>
<td>History of Architecture and Construction (2)</td>
<td></td>
</tr>
<tr>
<td>TCM 1131</td>
<td>Building Materials and Systems (3)</td>
<td></td>
</tr>
<tr>
<td>TCM 2230</td>
<td>Wood Structures (3)</td>
<td></td>
</tr>
<tr>
<td>TCM 2231</td>
<td>Steel Structures (3)</td>
<td></td>
</tr>
<tr>
<td>TCM 2232</td>
<td>Concrete and Masonry Structures (3)</td>
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<tr>
<td>TCM 2240</td>
<td>Introduction to Structures (4)</td>
<td></td>
</tr>
<tr>
<td>TCM 2241</td>
<td>Mechanical and Electrical Equipment and Systems (4)</td>
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</tr>
<tr>
<td>TCM 3320</td>
<td>Building Codes (2)</td>
<td></td>
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<tr>
<td>TCM 3330</td>
<td>Quantity Estimating (3)</td>
<td></td>
</tr>
<tr>
<td>TCM 3331</td>
<td>Construction Finance (3)</td>
<td></td>
</tr>
<tr>
<td>TCM 3332</td>
<td>Construction Equipment Management (3)</td>
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<tr>
<td><em>TCM 3890</em></td>
<td>Special Problems in Construction (0-4)</td>
<td></td>
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<tr>
<td><em>TCM 4090</em></td>
<td>Selected Topics in Construction (0-3)</td>
<td></td>
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<tr>
<td>TCM 4430</td>
<td>Construction Safety (3)</td>
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<tr>
<td>TCM 4431</td>
<td>Construction Cost Estimating (3)</td>
<td></td>
</tr>
<tr>
<td>TCM 4432</td>
<td>Construction Administration (3)</td>
<td></td>
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<tr>
<td>TCM 4433</td>
<td>Project Planning and Scheduling (3)</td>
<td></td>
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<tr>
<td>TCM 4434</td>
<td>Site Construction (3)</td>
<td></td>
</tr>
<tr>
<td>TCM 4540/4740</td>
<td>Senior Project or Internship (4)</td>
<td></td>
</tr>
<tr>
<td>MGNT 3130</td>
<td>Management and Organizational Behavior (3)</td>
<td></td>
</tr>
<tr>
<td>LSTD 3230</td>
<td>Building Construction Law (3)</td>
<td></td>
</tr>
<tr>
<td>Business Elective</td>
<td></td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

* These courses are reserved for special circumstances, as approved by the student’s academic advisor, and may be used in place of other required courses to satisfy the requirements of the major

Free Elective

Maximum 3 Hours

ADVISEMENT: Construction Management Program Advisors, Carruth Building, Phone: (912) 681-0191.

OTHER PROGRAM REQUIREMENTS:

- Grade of “C” or Better Required in All TCM Prefix Courses.

B.S. Civil Engineering Technology

B.S.C.E.T. CIVIL ENGINEERING TECHNOLOGY 133 HOURS
See Pages 52-53 for Core Curriculum, Required of All Students.

Area A - Essential Skills

HOURS ................................................................................................................. 9

Area B - Institutional Options

......................................................................................................................... 4 Hours

Area C - Humanities and Fine Arts

......................................................................................................................... 6 Hours

Area D - Science, Mathematics, and Technology

......................................................................................................................... 11 Hours

Area E - Social Science

......................................................................................................................... 12 Hours

Area F - Courses Appropriate to Major

......................................................................................................................... 18 Hours

CHEM 1145 - Principles of Chemistry I (4)
MATH 2242 - Calculus II (4)
PHYS 1112 - Introduction to Physics II (3)
PHYS 1114 - Physics Lab II (1)
CSCI 1132 - Introduction to FORTRAN Programming (3) or equivalent
ENGR 1133 - Engineering Graphics (3)

Health and Physical Education Activities

--------------------------------- 4 Hours
HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation I

--------------------------------- 1 Hour
GSU 1210 - University Orientation I (1)

Specific Requirements

--------------------------------- 20 Hours
Carryover from Core (1)
TENS 2137 - Engineering Economy (3)
TENS 2141 - Statics (4)
TENS 2142 - Dynamics (4)
TENS 2143 - Strength of Materials (4)
TENS 2144 - Fluid Mechanics (4)

Major Requirements

--------------------------------- 45 Hours
TCET 2241 - Surveying (4)
TCET 3141 - Environmental Pollution (4)
TCET 3152 - Structural Analysis (3)
TCET 3142 - Structural Analysis (4)
TCET 3243 - Transportation Systems (4)
TCET 3233 - Transportation Systems (3)
TCET 3244 - Construction Materials (4)
TCET 3234 - Construction Materials (3)
TCET 4141 - Water Supply Systems (4)
TCET 4142 - Reinforced Concrete Design (4)
TCET 4146 - Structural Steel Design (4)
TCET 4243 - Highway Design (4)
TCET 4244 - Soil Mechanics and Foundations (4)
TCET 4245 - Water-Wastewater Treatment (4)
TCET 4536 – Senior Project (3)

Free Elective

--------------------------------- 3 Hours

ADVISEMENT: CET Program Advisors, located in the Technology Building, Room 2121, Phone: (912) 681-5373.

OTHER PROGRAM REQUIREMENTS:

. At least 30 Semester hours of approved upper division Engineering Technology credits must be earned at Georgia Southern.
. The Area A Math requirement is Pre-Calculus.
. Introduction to Physics I (with Physics I Lab) is recommended as an Area D, Section I - Traditional Lab Science course.
. Calculus I is recommended as an Area D, Section III - Mathematics, Science or Technology course.

B.S. Electrical Engineering Technology

B.S.E.E.T. ELECTRICAL ENGINEERING TECHNOLOGY 133 HOURS
See Pages 52-53 for Core Curriculum, Required of All Students.
Area A - Essential Skills
............................................................................................................................................. 9 Hours

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

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

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

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

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

CHEM 1145 - Principles of Chemistry I (4)
MATH 2242 - Calculus II (4)
PHYS 2212 - Principles of Physics II (3) and PHYS 1114 - Physics Lab II (1)
CSCI 1132 - Introduction to FORTRAN Programming (3) or equivalent
ENGR 1133 - Engineering Graphics (3)

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

HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation I
..............................................................................................................................................................1 Hour

GSU 1210 - University Orientation I (1)

Specific Requirements
............................................................................................................................................... 11 Hours

Carryover from Core (1)
TENS 2137 - Engineering Economy (3)
WRIT 2130 - Technical Communication (3)
Technical Elective (4)
(Choose from Statics, Dynamics, Strength of Materials, Thermodynamics, Fluid Mechanics, Calculus III, or Any Upper Division Math, Physics, Computer Science, Engineering Technology, or Industrial Technology Course approved by the Advisor.)

Major Requirements
............................................................................................................................................... 54 Hours

TEET 2114 - Circuit Analysis I Lab (1)
TEET 2133 - Circuit Analysis I (3)
TEET 2412 - Digital Circuits Lab (1)
TEET 2431 - Digital Circuits (3)
TEET 2433 - Microcontrollers (3)
TEET 3116 - Circuit Analysis II Lab (1)
TEET 3135 - Circuit Analysis II (3)
TEET 3212 - Electronics I Lab (1)
TEET 3214 - Electronics II Lab (1)
TEET 3231 - Electronics I (3)
TEET 3233 - Electronics II (3)
TEET 3241 – Electronics I (4)
TEET 3243 – Electronics II (4)
TEET 3312 - Rotating Machines Lab (1)
TEET 3331 - Rotating Machines (3)
TEET 4212 - Operational Amplifiers Lab (1)
TEET 4231 - Operational Amplifiers (3)
TEET 4630 - EET Senior Project (3)
TENS 2146 - Electrical Devices and Measurements (4)
EET Electives (16)
Choose from the Following:
TEET 3531/3512 - Programmable Controllers with Lab (4)
TEET 4235/4216 - Communications Electronics with Lab (4)
TEET 4245 Communications Electronics (4)
TEET 3333/3314 - Electrical Distribution Systems With Lab (4)
TEET 4238/4219 - Industrial Electronics with Lab (4)
TEET 4530/4512 - Classical Controls with Lab (4)
TEET 4540 - Automatic Controls (4)
TEET 3236/3215 - RF Amplifier Design with Lab (4)
TEET 3246 - RF Amplifier Design (4)
TEET 4237 - Fiber Optic Communication (3)
TEET 3890 - Directed Independent Study (3)
Free Elective
...........................................................................................................................................................
........................................................................................................................................................... 3 Hours
ADVISEMENT: Dr. Veng Kouch, located in the Technology Building, Room 2136, Phone: (912) 681-5729.
OTHER PROGRAM REQUIREMENTS:
- At least 30 semester hours of approved upper division Engineering Technology credits must be earned at Georgia Southern.
- Grade of “C” or better is required in each EET course which applies toward graduation.

B.S. Industrial Management

B.S. Manu. INDUSTRIAL MANAGEMENT 125 HOURS
See Pages 52-53 for Core Curriculum, Required of All Students.
The mission of the Industrial Management major is to supply manufacturing firms with top-quality, manufacturing management professionals. The basic process for accomplishing this mission involves not only teaching theory of the best manufacturing strategies and the specific area of manufacturing management, but involves teaching applications of that theory. Practical application is a focus of the major.

Area A - Essential Skills ............................................................................................................................ 9

Hours
Area B - Institutional Options ..................................................................................................................... 4 Hours
Area C - Humanities and Fine Arts ........................................................................................................... 6 Hours
Area D - Science, Mathematics, and Technology ...................................................................................... 11 Hours
Area E - Social Science ............................................................................................................................... 12

Hours
Area F - Courses Appropriate to Major ..................................................................................................... 18 Hours
CISM 1110 - Computers and Applications (1)
CISM 1120 - Computer Concepts (2)
COMM 1110 - Principles of Public Speaking (3)
TMFG 1111 - Manufacturing Seminar (1)
MATH 1112 - Trigonometry (3)
TMFG 1121 - Technical Drafting (2)
TMFG 1122 – 3D Computer drafting (2)
TMFG 2131 - The Manufacturing Enterprise (3)
WRIT 2130 - Technical Communications (3)

**Health and Physical Education Activities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 1520 - Healthful Living</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

**Orientation I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSU 1210 - University Orientation I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2030 - Survey of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 4330 - Cost Engineering</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 3230 - Productivity, Measurement, and Improvement</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 4531 - Plant Layout</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 4533 - Production Planning</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 2522 - Computer Drafting</td>
<td>2</td>
</tr>
<tr>
<td>TMFG 3131 - Industrial Processes and Materials</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 3231 - Introduction to Industrial Management</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 3232 - Applied Industrial Statistics and Quality Assurance</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 4132 - Power Systems and Control Applications</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 4134 - World Class Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 4299 - Manufacturing Internship</td>
<td>1-6</td>
</tr>
<tr>
<td>TMFG 5233 - Manufacturing Applications in Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 5234 - Industrial Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

Select from one Concentration to complete the degree. Students may choose both Concentrations if desired.

**Concentration #1: Manufacturing** (15)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMFG 3132 - Materials Machining Tech.</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 3133 - Forming and Fabrication</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 3134 - Electrical Technology</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 4130 - Plastics Materials and Processes</td>
<td>3</td>
</tr>
<tr>
<td>TMFG 5133 - Automated Manufacturing Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration #2: Industrial Safety and Environmental Compliance** (15)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TSEC 5331 - Human Resource Protection</td>
<td>3</td>
</tr>
<tr>
<td>TSEC 5332 - Ergonomics</td>
<td>3</td>
</tr>
<tr>
<td>TSEC 5333 - Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>TSEC 5334 - Hazardous Waste Management</td>
<td>3</td>
</tr>
<tr>
<td>TSEC 5335 - System Safety</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Elective**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
</table>

**ADVISEMENT:** Faculty Advisors located in the Carruth Building, Phone (912) 681-5828.

**B.S. Graphic Communications Management (previously Printing Management)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.S.P.Mgt.</strong> PRINTING GRAPHIC COMMUNICATIONS MANAGEMENT</td>
<td>125 HOURS</td>
</tr>
</tbody>
</table>

See Pages 54-55 for Core Curriculum, Required of All Students.

<table>
<thead>
<tr>
<th>Area A - Essential Skills</th>
<th>9 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area B - Institutional Options</td>
<td>4 Hours</td>
</tr>
<tr>
<td>Area C - Humanities and Fine Arts</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Area D - Science, Mathematics, and Technology</td>
<td>11 Hours</td>
</tr>
<tr>
<td>Area E - Social Science</td>
<td>12 Hours</td>
</tr>
<tr>
<td>Area F - Courses Appropriate to Major</td>
<td>18 Hours</td>
</tr>
</tbody>
</table>
All Area F Courses must be completed with a grade of "C" or better.

- COMM 1110 - Principles of Public Speaking (3)
- TCPM 1131 - Introduction to Printing Tech (3)
- TCPM 1321 - Desktop Publishing (2)
- TCPM 1411 - Desktop Publishing Lab (1)
- TMFG 1131 - Manufacturing Enterprise (3)

1 Math Elective Not Selected Previously in Area D (3)
1 Other Elective Not Selected Previously in Area D (3)

Health and Physical Education Activities .................................................................................................. 4 Hours
- HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

Orientation I .....................................................................................................................................................1 Hour
- GSU 1210 - University Orientation I (1)

Major Requirements ................................................................................................................................... 57 Hours

Specific Requirements (37)

- TCPM 2111 - Industrial Practicum (2)
- TCPM 2132 - Image Preparation I (3)
- TCPM 2212 - Image Preparation I Lab (1)
- TCPM 2222 - Industrial Practicum Lab (2)
- TCPM 2332 - Bindery and Finishing (3)
- TCPM 2412 - Bindery and Finishing Lab (1)
- TCPM 2432 - Inks and Substrates (3)
- TCPM 3333 - Image Preparation II (3)
- TCPM 3413 - Image Preparation II Lab (1)
- TCPM 3745 - Internship I (4)
- TCPM 5234 - Color Reproduction (3)
- TCPM 5314 - Color Reproduction Lab (1)
- TCPM 5335 - Printing Industry Management Topics (3)
- TCPM 5434 - Lithographic Reproduction (3)
- TCPM 5514 - Lithographic Reproduction Lab (1)
- TCPM 5535 - Printing Estimating (3)

Management Electives (9-11)

All courses listed as a "Management Elective" must be completed with a grade of "C" or better. A minor can be chosen to supplement the printing Graphic Communications Management curriculum. Courses required for the minor may be used to complete the management elective requirements. Suggested minors are: Business, Finance, Industrial Safety and Environmental Compliance, or Information Systems. Consult the Undergraduate and Graduate Catalog for guidelines on completing a chosen minor.

- ACCT 2030 - Survey of Accounting (3)
- ACCT 2101 - Financial Accounting (3)
- ACCT 2102 - Managerial Accounting (3)
- BUSA 2106 - Environment of Business (3)
- BUSA 3131 - Business Statistics (3)
- LSTD 3130 - International Trade Regulation (3)
- MGMT 3130 - Management and Industrial Behavior (3)
- MGMT 3134 - Behavior in Organizations (3)
- MGMT 3430 - Operations Management (3)
- MGMT 4130 - Management Information Systems (3)
- MGMT 4334 - Current Issues in the Work Environment (3)
- MGMT 4336 - Compensation Management (3)
- MGMT 4337 - Employee Benefits (3)
- MKTG 3131 - Principles of Marketing (3)
- MKTG 3132 - Principles of Advertising (3)
- MKTG 3133 - Professional Selling (3)
- MKTG 4133 - Sales Management (3)
MKTG 4135 - Buyer Behavior (3)
MKTG 4137 - Marketing Management (3)
PSYC 3234 - Industrial/Organizational Psychology (3)
TMFG 3231 - Introduction to Industrial Management (3)
TMFG 3232 - Applied Industrial Stats. and Quality Assurance (3)
TMFG 4134 - World Class Manufacturing (3)
TSEC 5334 - Hazardous Waste Management (3)

**Printing Graphic Communications** Management Electives (9-11)
All Courses Listed as Printing Management Electives must be completed with a grade of "C" or better.
- TCPM 3110 - Instructional Assistance (1)
- TCPM 4132 - Screen Printing (3)
- TCPM 4232 - Photo Prep for Reproduction (3)
- TCPM 4331 - Flexographic Technology (3)
- TCPM 4746 - Internship II (3)
- TCPM 4899 - Independent Study (Max. 4)
- TCPM 5090 - Selected Topics (Var)
- TCPM 5332 - Multimedia Presentations (3)
- TCPM 5334 - Imaging Systems (3)
- TCPM 5534 - Digital Output Applications (3)

**Free Elective**

3 Hours

**ADVISEMENT:** Technology Building, Room 1120, Phone: (912) 681-5761.

A motion was made by Dr. Ron MacKinnon and seconded by Dr. Sonny Butler to approve all of the above remaining items from the Allen E. Paulson College of Science and Technology. Following a lengthy discussion, it was decided that the motion would be placed on hold until the College could prepare additional forms to reflect the five course deletions and the changes to the catalog program pages for five of the degrees in the School of Technology. **NOTE:** These forms were completed and forwarded to the committee members. Upon review of the additional forms, the motion was passed unanimously.

The following announcement was made for information purposes only.

**Selected Topics Announcement**
**TMET 4090** Introduction to Finite Element Analysis

**COLLEGE OF BUSINESS ADMINISTRATION**

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

**DEPARTMENT OF FINANCE AND QUANTITATIVE ANALYSIS**

**Deletion of Emphasis**
**B.B.A. Finance – Real Estate Emphasis**

When the Finance curriculum was restructured last spring, the Real Estate emphasis area should have been deleted. This request is to correct that oversight. The members of the Finance curriculum committee decided to drop the Real Estate emphasis due to the loss of qualified faculty to retirement, the inability to hire new faculty in that area, and the resulting shift to a financial planning emphasis.

A Butler/MacKinnon motion to approve the deletion of the Real Estate Emphasis was passed unanimously.

**SCHOOL OF ACCOUNTANCY**
Dr. Lowell Mooney and Dr. Tom Buckhoff were in attendance to present the following items for the School of Accountancy.

**New Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSTD 3631</td>
<td>Fraud and the Law</td>
<td>Fraud-fighting professionals must understand the laws governing a fraud investigation as it moves through the U.S. legal system. This course examines the numerous legal issues associated with conducting fraud investigations including the federal rules of civil and criminal procedure along with issues involving discovery and evidence admissibility. Prerequisite: Completion of a minimum of 55 semester hours.</td>
<td>(3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ACCT 4631</td>
<td>Macro Fraud Examination</td>
<td>This course takes a macro look at fraud by examining the pervasiveness of and the causes of fraud and white-collar crime in our society. Other topics to be explored include financial crime statutes, evidence gathering and admissibility, types and elements of fraud, general investigative methods, and report writing.</td>
<td>Prerequisites: ACCT 2102 or ACCT 2030.</td>
<td>(3 credit hours)</td>
</tr>
<tr>
<td>ACCT 4632</td>
<td>Micro Fraud Examination</td>
<td>This course takes a micro look at fraud by examining about 40 of the most common fraud schemes including how they work and how they can be effectively detected, investigated, and prevented.</td>
<td>Prerequisite: ACCT 4631.</td>
<td>(3 credit hours)</td>
</tr>
<tr>
<td>ACCT 5633</td>
<td>Forensic Interviews and Interrogations</td>
<td>This course examines the distinctions between interviews and interrogations and how each can be used in resolving criminal or civil allegations. Other topics to be explored include the verbal and nonverbal cues indicating truth or deception, preparation of interview memoranda, and obtaining and preparing legally-admissible admission statements.</td>
<td>Prerequisite: ACCT 4631.</td>
<td>(3 credit hours)</td>
</tr>
</tbody>
</table>

These courses will be integral components of both the fraud examination interdisciplinary minor and the forensic accounting track within the new forensic accounting program at Georgia Southern University.

**Proposal for Interdisciplinary Minor**

**Fraud Investigation**

- **Department:** School of Accountancy
- **Contact:** Dr. Lowell Mooney
- **Room:** 2203, College of Business Administration Building, (912) 681-0103

**Requirements (21 hours):**

- ACCT 2030* - Survey of Accounting (3) or
- ACCT 2101* - Financial Accounting (3) or
- ACCT 2102* - Managerial Accounting (3)
- CRJU 3136 – White Collar Crime (3)
- LSTD 3631 – Fraud and the Law (3)
- ACCT 4631 – Macro Fraud Examination (3)
- ACCT 4632 – Micro Fraud Examination (3)
- CISM 5131 – Fundamentals of Computer Forensics (3)
- ACCT 5633 – Forensic Interviews and Interrogations (3)

*Business majors take ACCT 2101/2102. Other students take ACCT 2030. ACCT 2101 and ACCT 2030 are in Area F.
Proposal for Second Discipline

B.S. in Information Technology, Forensic Accounting

Department: School of Accountancy
Area F

ACCT 2101 – Financial Accounting (3)

Required Courses (18 hours)

ACCT 2102 – Managerial Accounting (3)
ACCT 4631 – Macro Fraud Examination (3)
ACCT 4632 – Micro Fraud Examination (3)
CRJU 3136 – White Collar Crime (3)
ACCT 5633 – Forensic Interviews and Interrogations (3)
LSTD 3631 – Fraud and the Law (3)

The second discipline in Forensic Accounting for the IT major develops knowledge in fraud prevention and detection. It will enable the IT major to understand the necessities of a system’s internal controls to help prevent fraud and to learn to work effectively with forensic accountants and investigators.

A Butler/MacKinnon motion to approve all of these agenda items for the School of Accountancy was passed unanimously.

COLLEGE OF BUSINESS ADMINISTRATION

All BBA Programs and BA in Economics

Under Area F: Delete CISM 1110 and CISM 1120
Replace with CISM 2530

Change in Catalog Pages for All BBA Degree Programs

DELETE:
Electives........................................................................................................ 12 Hours
At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.

REPLACE WITH:
Electives........................................................................................................ 12 Hours
Electives should be chosen in consultation with the student’s advisor.

A Hazeldine/MacKinnon motion to approve these changes was passed unanimously.

DEPARTMENT OF MANAGEMENT, MARKETING AND LOGISTICS

BBA in Marketing, Emphasis in Sales Management

Addition to Advisement

Under the “Advisement” section, add:

Major Requirements – Students interested in the Real Estate Industry may take:
FINC 4431 – Principles of Real Estate, and
FINC 4433 – Real Estate Appraisal in place of two MKTG electives

A Hazeldine/Wilson motion to approve this change to the advisement section of the BBA in Marketing with an Emphasis in Sales Management was passed unanimously.

COLLEGE OF INFORMATION TECHNOLOGY

Dr. Ron MacKinnon presented the following agenda items for the College of Information Technology.
Revision of Second Discipline in Applied Integrated Manufacturing in BSIT Program

Current Second Discipline for Applied Integrated Manufacturing

Area F:
  TMFG 2131 Manufacturing Enterprise (3)

Required courses (18 hours)
  TMFG 1111 – Manufacturing seminar (1)
  TMFG 2133 – 3D computer drafting (2)
  TMFG 2522 – Computer Drafting (3)
  TMFG 3131 – Manufacturing Process and Materials (3)
  TMFG 4132 – Power Systems and Control Application (3)
  TMFG 5133 – Automated Manufacturing Systems (3)
  TMFG 5233 – Manufacturing Application in Information Technology (3)

Proposed Revised Second Discipline for Applied Integrated Manufacturing

Area F:
  TMFG 2131 Manufacturing Enterprise (3)

Required courses (18 hours)
  TMFG 1111 – Manufacturing seminar (1)
  **TMFG 1122 – 3D Computer Drafting (2)**
  TMFG 3131 – Manufacturing Process and Materials (3)
  TMFG 4132 – Power Systems and Control Application (3)
  TMFG 5133 – Automated Manufacturing Systems (3)
  TMFG 5233 – Manufacturing Application in Information Technology (3)

Choose one of the following (3)
  TMFG 3232 - Applied industry Statistics & Quality Assurance
  TMFG 4134 – World Class Manufacturing
  TMFG 4330 – Cost Engineering

Proposal for a New Second Discipline in Music in the BSIT Program

Music
  Department: Music

Area F
  MUSC 1331-Music Theory I (3)

Required Courses (18 Hours)
  MUSC 1332-Music Theory II (3 hrs)
  MUSC 1513-Sight-Singing/Ear Training I (1 hr)
  MUSC 1514-Sight-Singing/Ear Training II (1 hr)
  MUSC 1515 Technology in Music (1)
  MUSC 3531 Electronic/Digital Music I (3)
  MUSC 4533 Electronic/Digital Music II (3)
  MUSC 3131 History of Music I (3)
  MUSC 3132 History of Music II (3)

Technology is integral in all aspects of music production today. The Information Technology with a second discipline of Music Technology provides the necessary skills for support positions in music industry and business. The degree is particularly useful for those interested in music, but without the performance skills to pursue a full music degree. Possible employment avenues include recording, music publishing, web design and multicasting, and sound reinforcement.

Revision of Second Discipline in German in the BSIT Program

Current Second Discipline for German

German
  Department: Foreign Languages
Area F:

GRMN 2001 – Intermediate German I (3)

Required Courses (18 hrs)

GRMN 2002 – Intermediate German II (3)
GRMN 3130 – German Conversation (3)
GRMN 3132 – German Grammar Review (3) or
GRMN 3134 – Writing in German (3)
GRMN 3231 – Texts and Media in German (3) or
GRMN 3330 – German Today (3)
GRMN 4232 – German Prose Works (3) or
GRMN 4330 – German Heritage (3)
GRMN 4331 – Business German (3)

Proposed Revised Second Discipline for German

German

Department: Foreign Languages
Area F

GRMN 2001 – Intermediate German I (3)

Required Courses

GRMN 2002 – Intermediate German II (3)
GRMN 3130 – German Conversation and Phonetics (3)
Choose one of the following (3):
GRMN 3132 – German Grammar Review (3)
GRMN 3134 – Writing in German (3)
Choose one of the following (3):
GRMN 3231 – German Radio Plays (3)
GRMN 3232 – German Films and Videos (3)
GRMN 3233 – German Songs (3)
GRMN 3330 – Germany Today (3)
Choose one of the following (3):
GRMN 4230 – Readings in German Literature (3)
GRMN 4330 – German Heritage (3)
GRMN 4332 – Current Issues and Events in Germany (3)
GRMN 4331 – Business German (3)

A MacKinnon/Murray motion to approve these revised and new Second Disciplines was passed unanimously.

New Courses

CISM 3237 VisualBasic.Net Windows and Web Applications Programming

This course introduces students to VisualBasic.Net which is a leading edge object oriented programming language that integrates with .Net platform to provide a programming component for Windows applications, as well as Internet and World-Wide-Web applications. The student will be exposed to and learn topics related to object oriented programming, strings, graphics, graphical-user-interface components, exception handling, multithreading, multimedia (audio, images, animation and video), file processing, prepackaged data structures, database processing, Internet and World-Wide-Web based client/server networking and distributed computing. Prerequisite: CISM 2230. (3 credit hours)

The .Net Framework is the newest and most cutting edge technology for developing Windows, Internet, Intranet and World-Wide-Web applications, and VisualBasic.Net is the programming foundation specifically developed for the .Net Framework. Our students should have skills consistent with the .Net environment, specifically those skills required for the programming component.
CISM 5131  Fundamentals of Computer Forensics
This course examines how computers are being used to perpetrate fraud along with how investigators can use the computer as a weapon against fraudsters. Other computer-related topics to be explored include security breaches, employee theft, asset abuse, theft of intellectual property, and imaging of computer drive contents including files, operating and file system artifacts, and deleted files or file fragments located in file slack or unallocated space. Prerequisite: CISM 2530. (3 credit hours)

This course will be an integral component of both the fraud examination interdisciplinary minor and the forensic accounting track within the new forensic accounting program at GSU.

A MacKinnon/Murray motion to approve these two new courses was passed unanimously.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

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

DEPARTMENT OF WRITING AND LINGUISTICS

Prerequisite
FROM: ENGL 1102  Composition I
ENGL 1101 or equivalent and evidence that the Regents’ Exam was taken while enrolled in ENGL 1101.

TO:  ENGL 1102  Composition I
ENGL 1101 or equivalent and evidence that the Regents’ Exam was taken or satisfied by exemption while enrolled in ENGL 1101.

The clause “or satisfied by exemption” is an addition to the prerequisite for ENGL 1102 because of a Board of Regents’ change in how students can exempt the essay portion of the Regents’ Test. The new requirement for the essay portion of the test can be satisfied by making an “A” in English 1101 and having a 530 SAT Verbal score or 23 ACT English score, or make a “B” in English 1101 and have a 590 SAT Verbal score or 26 ACT English score.

A Graf/Gore motion to approve this prerequisite change was passed unanimously.

UNFINISHED BUSINESS

A. Communication Arts Prefix Changes

As a result of the Department of Communication Arts changing the name of their Major in Speech Communication to a Major in Communication Studies (November 16, 2004 Undergraduate Committee meeting), the following prefix changes are proposed:

FROM: SPCM 1711  Speech Practicum
TO:  COMS 1711  Speech Practicum

FROM: SPCM 2330  Introduction to Communication Research
TO:  COMS 2330  Introduction to Communication Research

FROM: SPCM 2711  Speech Practicum
TO:  COMS 2711  Speech Practicum

63
FROM: SPCM 3030  Selected Topics in Speech Communication
TO:  SPCM 3030  Selected Topics in Speech Communication

FROM: SPCM 3331  Argumentation
TO:  COMS 3331  Argumentation

FROM: SPCM 3332  Discussion
TO:  COMS 3332  Discussion

FROM: SPCM 3333  Communication and Gender
TO:  COMS 3333  Communication and Gender

FROM: SPCM 3334  Communicating in the Workplace
TO:  COMS 3334  Communicating in the Workplace

FROM: SPCM 3335  Interpersonal Communication
TO:  COMS 3335  Interpersonal Communication

FROM: SPCM 3336  Introduction to Performance Studies
TO:  COMS 3336  Introduction to Performance Studies

FROM: SPCM 3337  Persuasion
TO:  COMS 3337  Persuasion

FROM: SPCM 3338  Rhetorical Criticism
TO:  COMS 3338  Rhetorical Criticism

FROM: SPCM 3339  Intercultural Communications
TO:  COMS 3339  Intercultural Communications

FROM: SPCM 3711  Speech Practicum
TO:  COMS 3711  Speech Practicum

FROM: SPCM 4234  Small Group Communication Theories
TO:  COMS 4234  Small Group Communication Theories

FROM: SPCM 4330  Rhetoric of International Relations
TO:  COMS 4330  Rhetoric of International Relations

FROM: SPCM 4331  Communication and Conflict
TO:  COMS 4331  Communication and Conflict

FROM: SPCM 4332  Political Communication
TO:  COMS 4332  Political Communication

FROM: SPCM 4333  General Semantics
TO:  COMS 4333  General Semantics

FROM: SPCM 4334  Communication Theory
TO:  COMS 4334  Communication Theory

FROM: SPCM 4335  Linguistic Analysis
TO:  COMS 4335  Linguistic Analysis

FROM: SPCM 4336  Advanced Performance Studies
TO:  COMS 4336  Advanced Performance Studies
A MacKinnon/Hazeldine motion to approve these prefix changes was passed unanimously.

B. Effective Term for New Courses, Etc.

Mr. Wayne Smith asked that all colleges, if possible, make the effective date for all new courses and other curriculum changes to be the following Fall Semester.

C. CIP Codes

Dr. Amy Heaston reminded everyone that from now on the CIP Codes will be entered on the curriculum forms by the respective Department/College, instead of the Provost’s Office.

D. Prerequisites

Mr. Wayne Smith asked everyone to be sure to indicate on the curriculum form whether or not the prerequisite stipulations are to be entered into Banner.

ADJOURNMENT

The members were dismissed from this meeting at 2:30 p.m. by the Chair, with the stipulation that the meeting would be concluded via email. Following the completion of all business, the meeting was officially adjourned by the Chair, Dr. Virginia Richards, at 3:50 p.m. on Monday, January 31, 2005.

Respectfully submitted,

Faye Bacon
Recording Secretary
Dr. Virginia Richards, Chair, called the meeting to order at 3:25 p.m.

APPROVAL OF AGENDA

On a Butler/Murray motion, the agenda for the meeting was approved as presented.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Amy Heaston presented the following agenda items for the Vice President for Academic Affairs.

WOMEN’S AND GENDER STUDIES

New Course
WGST 4338 Sociology of Competition and Games
Examines sport as a social institution, focusing on cultural values related to sport, stratification within and among sports, and issues of power and inequality pertaining to sport. Prerequisite: SOCI 1101. 3 credit hours.

This course was presented to the UGC under a different title in December 2002 but was tabled. It has been taught as a Selected Topics course. It was cross-listed with Sociology as a special topics course. This course adds an important dimension to the WGST curriculum and will be regularly offered and cross-listed with SOCI 4338. The SOCI 4338 course was approved at the November 16, 2004 meeting of the Undergraduate Committee.

A Murray/Butler motion to approve this new course was passed unanimously.

Catalog Description
FROM: WGST 5235 Modern Spanish American Women Writers
A study of post-World War II 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.

TO: WGST 5235 Modern Spanish American Women Writers
This course introduces students to major works of modern Spanish American women writers and texts by Latina writers in the U.S. The course will focus on contemporary women’s issues, women’s lives and feminist thinking in connection to class, race, and culture, both through prose and poetry.

This request is made so this catalog description will agree with the revised catalog description for SPAN 5235.

A Butler/Murray motion to approve this catalog description change was passed unanimously.

ACADEMIC ADVISEMENT CENTER

Dr. Heaston announced that the following agenda item was withdrawn and will be presented at a later date.

Proposal to Change Bachelor of General Studies to Bachelor of Interdisciplinary Studies

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY
Dr. Bret Danilowicz presented the following items for the Allen E. Paulson College of Science and Technology.

**Prerequisite Change**
FROM: MATH 3032 Mathematics for K-8 Teachers II
    Prerequisite: MATH 2031
TO: MATH 3032 Mathematics for K-8 Teachers II
    Prerequisite: A “C” or better in MATH 2031; add into BANNER.

Mathematics Education majors must earn a “C” or better in MATH 2031 to meet the degree requirements in the College of Education. We are changing the pre-requisite for MATH 3032 to be consistent with their requirements and to make sure that students have the necessary background to succeed in MATH 3032.

A Hazeldine/Wilson motion to approve this prerequisite change was passed unanimously.

**Selected Topics Announcement**
TCGT 4090 Focus on Mexico

This course will provide undergraduate Manufacturing or other students the opportunity to explore a selected, approved special area relevant to their technology or industrial technical management focus. It requires a commitment of two weeks Study Abroad group travel within Mexico. Students must propose in advance and conduct activities appropriate for credit. Activities will include focused exposure to culture and specific industrial/business/government operations, along with opportunity for independent learning pursuits. This course is one of several options to be provided in a Study Abroad experience for Summer 2005, a joint venture of the Manufacturing program (COST) and Management, Marketing & Logistics (COBA). The areas to be visited are better suited to business and industry interests than Xalapa, Mexico, and the program is intended in part to serve in lieu of prior Study Abroad experiences.

This item was presented as information only and required no action.

**COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

Dr. John Murray presented the following items for the College of Liberal Arts and Social Sciences.

**DEPARTMENT OF MUSIC**

**Co-Requisite Deletions**
FROM: MUSC 1331 Music Theory I
    Co-requisite: MUSC 1513.
TO: MUSC 1331 Music Theory I
    Co-requisite: None.

FROM: MUSC 1332 Music Theory II
    Co-requisite: MUSC 1514.
TO: MUSC 1332 Music Theory II
    Co-requisite: None.

FROM: MUSC 2333 Music Theory III
    Co-requisite: MUSC 2513.
TO: MUSC 2333 Music Theory III
    Co-requisite: None.

FROM: MUSC 2334 Music Theory IV
    Co-requisite: MUSC 2514.
TO: MUSC 2334 Music Theory IV  
Co-requisite: None.

FROM: MUSC 1513 Sight-Singing/Ear Training I  
Co-requisite: MUSC 1331.

TO: MUSC 1513 Sight-Singing/Ear Training I  
Co-requisite: None.

FROM: MUSC 1514 Sight-Singing/Ear Training II  
Co-requisite: MUSC 1332.

TO: MUSC 1514 Sight-Singing/Ear Training II  
Co-requisite: None.

FROM: MUSC 2513 Sight-Singing/Ear Training III  
Co-requisite: MUSC 2333.

TO: MUSC 2513 Sight-Singing/Ear Training III  
Co-requisite: None.

FROM: MUSC 2514 Sight-Singing/Ear Training IV  
Co-requisite: MUSC 2334.

TO: MUSC 2514 Sight-Singing/Ear Training IV  
Co-requisite: None.

OLD BUSINESS

Dr. Mary Hazeldine asked for clarification regarding agenda items that were submitted to this meeting and that will be submitted to the remaining meetings for this academic year. These changes will not be included in the 2005-2006 catalog. They can be approved to be effective Fall Semester 2005, but they will not be included in the catalog until 2006-2007.

Dr. Richards reminded everyone about the Curriculum Forms Training Sessions being offered by the Registrar’s Office. There are two remaining sessions, one on Thursday at 2:00 p.m. and one on Friday at 10:30 a.m. Everyone who works with the curriculum forms for their individual departments and colleges are encouraged to attend.

Dr. Richards also reminded everyone to be sure the remaining meetings are on their calendars. Those dates are Tuesday, March 22; Wednesday, April 20; and Tuesday, May 24. Each meeting will begin at 3:00 p.m. and will be held in Room 3214 of the College of Information Technology Building.

NEW BUSINESS

There was no new business to come before the meeting.

ADJOURNMENT

A Butler/Murray motion was unanimously approved to adjourn the meeting at 3:45 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary
SUMMARY OF THE ACADEMIC ADVISORY COUNCIL
Chair: Linda Bleicken
No report
Faculty Senate Librarian’s Report April 18, 2005
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

ACADEMIC STANDARDS COMMITTEE

Academic Standards Committee Minutes
February 25, 2005

The Academic Standards Committee met at 1:30 pm February 25, 2005 in the 2nd floor conference room of the Rosenwald building. Committee members present: Patricia Humphrey (Chair, COST), Godfrey Gibbison (COBA), Debra Skinner (LIB), Laura Regassa (COST), Lixin Li (CIT), Jack White (COBA), Michael Moore (COE), and Iris Durden (LIB). Non-voting members present: Mike Deal (Registrar), Wayne Smith (Registrar), Connie Murphey (Enrollment Management).

The first item of discussion was a modification of the requirements for Graduation with Honors. Mike Deal explained that we have had many situations with transfer students, especially from the Dublin Center, where students had 4.0 (or close to that) GPAs at Georgia Southern and would have enough hours (60) to graduate with honors after the ceremony but did not have the required 50 hours at Georgia Southern prior to the last semester that were required to be announced and recognized as an honors graduate at the ceremony. He also related that the change in the policy (replace item 2 in the policy to read “To determine eligibility for recognition of graduation with honors at the ceremony, the students’ grade point average at the end of the term prior to the commencement ceremony will be used.”) Final honors for transcripts and diplomas will still be recomputed after all grades are in. This ensures that all students who have the potential to be honors graduates can be recognized as such. Jack White made a motion to accept the amended policy, and Godfrey Gibbison seconded. The motion passed unanimously.

The next item of business was removing and/or modifying our current adjusted Grade Point Average. Pat Humphrey reported that she had attended the meeting of the Enrollment Management Committee on Feb. 23 and presented the motion as it was approved in this committee in November 2003, and referred to Enrollment Management at the February 2004 Faculty Senate meeting for information on the potential impacts. The motion at that time read “The Academic Standards Committee moves that the Faculty Senate recommend that the adjusted GPA be abolished for any student initially enrolling at Georgia Southern for the Fall 2004 Semester or later. The adjusted GPA would continue for any student enrolled prior to the Fall 2004 semester.” Mike Deal presented information from the Repeat study on the Fall 1999 Cohort (88.8% of courses had no repeats, 88.3% had no withdrawals; but 47.9% of students had repeated a course at least once, and 47.8% had withdrawn from at least one course). In addition, from Fall 2001 through Fall 2004, 248 (out of 6472 total, 3.83%) students graduated (had an adjusted GPA at least 2.0) but had a cumulative GPA below 2.0. Mike also provided data that 780 undergraduates attending Fall 2004 out of 13520 (5.8%) had adjusted GPAs above 2.0 but cumulative GPAs below 2.0.

We still await feedback from Enrollment management (next month?), but in the interim we discussed whether the current policy favors slack students, and the possibility of imposing some limit on repeats that affect the adjusted GPA (similar to Peer and Aspirational institutions like Cal Poly Pomona, Appalachian State, James Madison, and UT Chattanooga). Godfrey Gibbison proposed that students have one chance to repeat a course to adjust the grade and after the second time enrolled in a course all grades for that course count, with a limit on the number of courses this policy would apply to. Pat Humphrey proposed investigating a policy in which, for a maximum of 5 courses, 1 repeat would adjust the GPA, all subsequent repeats would remain in the GPA. Godfrey Gibbison proposed that students have one chance to repeat a course to adjust the grade and after the second time enrolled in a course all grades for that course count, with a limit on the number of courses this policy would apply to. Pat Humphrey proposed investigating a policy in which, for a maximum of 5 courses, 1 repeat would adjust the GPA, all subsequent repeats would remain in the GPA. Jack White proposed a maximum of 3 repeats to adjust the GPA, whether for the same course or different courses. Mike Deal will investigate the impacts of both proposals and Connie Murphey will investigate potential impacts on financial aid. They will report back to the committee at the next meeting, April 1.

We then discussed the desire of the committee to impose a fee on students who appeal exclusion. Mike stated he did not want to be responsible for collecting the fee, and that it would need approval from at
least President Grube and perhaps the Board of Regents. Pat reported on her conversation with Provost Linda Bleicken about the fee. She was not in favor of a fee for appeal, but she was in favor of stringently rewriting the web page students use to indicate the likelihood of a successful appeal is small, and that students must show extenuating circumstances (perhaps give a list of some) along with a justification for their entire academic record, since that and not just the last semester is the real basis for exclusion. Mike and Wayne will investigate changing the web page.

The meeting adjourned at 2:40. The next scheduled meeting is April 1 at 2:00pm.

Academic Standards Committee
Chair: Patricia Humphrey
Academic Standards Committee Minutes
April 1, 2005

Voting members present: Pat Humphrey (Chair, COST), Alice Hall (CHHS), Godfrey Gibbison (COBA), Debra Skinner (LIB), Jack White (COBA), Iris Durden (LIB), Danette Wood (CHHS).

Non-voting members present: Wayne Smith (Registrar), Mike Deal (Registrar), Connie Murphey (VPSAEM).

The meeting was called to order at 2:00 pm.

There were four appeals of exclusion to consider. One was approved with conditions, one tabled with a request for further information from the student, and two denied.

Two further appeals had been submitted, but the exclusion time frame had been satisfied, so the students were eligible to apply for readmission.

Mike Deal presented information on the potential impacts of eliminating or limiting adjusted grade point averages (GPAs). Fall 2001 through Fall 2004 graduations saw a total 248 graduates who had adjusted GPAs above 2.0, but cumulative GPAs below 2.0. This is 3.82% of the total 6493 graduates in that timeframe. By graduation date, these percentages ranged from 2.56% (Spring 2004) to 6.75% (Summer 2002). Information by Fall semester cohort (Fall 1998 through Fall 2003) was presented on the numbers of students who would be impacted by NO adjusted GPA. The table is reproduced below.

Students Impacted by No Adjusted GPA

<table>
<thead>
<tr>
<th>Cohort</th>
<th>New UG Students</th>
<th>Students Who have repeated courses</th>
<th>% of New UG Students who have repeated courses</th>
<th>Students With Cum (Regents) GPA&lt;2.0</th>
<th>% of New UG Students Who have a Cum GPA &lt; 2.0</th>
<th>Students with Cum GPA&lt;2.0 who are in Good Academic Standing Based on Adjusted GPA</th>
<th>% of New UG Students with Cum GPA &lt; 2.0 In Good Standing Based on Adjusted GPA</th>
</tr>
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<tbody>
<tr>
<td>1998</td>
<td>3646</td>
<td>1509</td>
<td>41.39</td>
<td>553</td>
<td>15.17</td>
<td>126</td>
<td>3.46</td>
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<td>4156</td>
<td>1835</td>
<td>44.15</td>
<td>698</td>
<td>16.79</td>
<td>167</td>
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<td>44.28</td>
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<td>3809</td>
<td>940</td>
<td>24.66</td>
<td>480</td>
<td>12.60</td>
<td>127</td>
<td>3.33</td>
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</tbody>
</table>

He also presented information on the potential numbers of students impacted (who would have less than a 2.0 adjusted GPA, who currently have an adjusted GPA more than 2.0) by both of two proposals to limit
the adjusted GPA. Proposal 1 limits students to a total of 3 course repeats to adjust the GPA (for the same or different courses). Proposal 2 limits students to a total of 5 repeats to adjust a GPA, with a limit of one repeat per course. Data for the same Fall semester cohorts is below.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>New UG Students</th>
<th>Stdts affected By Prop. 1</th>
<th>% of New UG stdts. 1</th>
<th>Stdts affected By Prop. 2</th>
<th>% of New UG stdts. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>3646</td>
<td>595</td>
<td>16.32</td>
<td>509</td>
<td>13.96</td>
</tr>
<tr>
<td>1999</td>
<td>4156</td>
<td>744</td>
<td>17.90</td>
<td>640</td>
<td>15.40</td>
</tr>
<tr>
<td>2000</td>
<td>3767</td>
<td>661</td>
<td>17.55</td>
<td>552</td>
<td>14.65</td>
</tr>
<tr>
<td>2002</td>
<td>3610</td>
<td>284</td>
<td>7.87</td>
<td>229</td>
<td>6.34</td>
</tr>
<tr>
<td>2003</td>
<td>3809</td>
<td>63</td>
<td>1.65</td>
<td>57</td>
<td>1.50</td>
</tr>
</tbody>
</table>

The members questioned whether there was anything common about the students. Mike and Wayne said they hadn’t had time to investigate. Connie Murphey said she had not had time to investigate any impacts on financial aid. There was discussion of implementation issues – Mike said the procedure would probably have to be a manual one, at least at first. In addition, the problem of varying credit hours for different courses, and how would this apply. Consensus was that students would have to apply to use a repeat to adjust the GPA, and that rather than courses, we would limit the total credit hours for which a GPA can be adjusted. Connie will present the options discussed to Enrollment Management after assessing the impact on financial aid, and report back to us (late April or May).

Godfrey Gibbison had prepared a list of potential responses to student appeals (denied or approved). These included placing a limit on the number of credit hours the first semester back, consulting a career counselor, consulting/working with the SDRC, and showing proof they have the necessary financial resources. We thought these were a good idea; however, we cannot require students to work with the SDRC, for example, but can suggest.

Related discussion concerning readmitted students (who often say they didn’t understand the rules on subsequent exclusion appeals) revealed that the Registrar’s office used to meet individually with these students, but no longer does due to lack of staff and time. The committee stated these students need to receive a letter explaining the rules which must be signed and returned before they can register for classes. This could also be done on Wings, or by having students come to the registrar’s office. The intent is that we have a positive acknowledgement they have received (and understand) policy on being in good standing.

Wayne presented some proposed changes to the Registrar’s web pages relating to exclusion and appeal. We approved adding language under the appeals paragraph “…granted very infrequently and only in cases where the student can demonstrate extraordinary circumstances at the time the academic difficulty was encountered. Examples of extraordinary circumstances might include chronic illness or accident or catastrophic event. These circumstances must be documented. If a student has a poor academic history throughout the student’s enrollment, one isolated extraordinary circumstance may not be viewed as adequate reason for approving an appeal.”

We agreed to revise the questions on the appeal web form as follows.

1. State any unusual circumstances which led to your poor academic performance and resulted in your dismissal from the University if circumstances are medically related, please provide a letter from your physician). Please note the appeals committee will look at the entire academic record, not just the last semester.

2. State why What has changed about your situation so the policy of the University should be set aside in your case.
3. If you have been excluded for one year and have not been enrolled for a term or more following your exclusion, please tell the Committee what you have been doing in the time you have been out of school to improve ourself academically (i.e., study skills sessions, titles of books read, counseling, etc.)

The meeting adjourned at 3:30 pm.

ELECTIONS COMMITTEE
Senate Elections Committee
Dr. Debra Sabia, Chair
Senate Elections Committee Meeting
March 30, 2005

Present: Dr. Debra Sabia, Chair  Not Present: David Robinson (CLASS)
                          Jim Lobue (COST)               Jennie Dilworth (CHHS)
                          Ardian Greca (CIT)              Leslie Fletcher (COBA)
                          David Lowder (LIB)             Ming Fang He (COE)

The committee met to review the ongoing election process. No difficulties were noted and units were reported to be on schedule.

Dr. Lobue reminded the Chair (Dr. Sabia) that a report should be sent to the President’s office providing them with an electoral process update and a list of winning candidates for university committees.

Dr. Lobue also reminded committee members that at the conclusion of the elections, archival records and a list of winning candidates should be sent to the Chair (Dr. Sabia). Each unit’s election committee should be sure to provide this information electronically. The archival records will then be sent to the Senate’s secretary, Ms. Ginger Malphrus. A separate Word Document report is also to be prepared and sent by the Chair listing the winners for each elective office.

The committee then turned its attention to questions regarding eligibility requirements for participation in the election process. This discussion was deemed necessary in the wake of a debate in the Faculty Senate about whether administrators can vote and/or serve in elective offices. This discussion was also deemed necessary in light of the fact that this committee has used Georgia Southern’s Statutes and its definition of the Corps of Instruction as the guide for determining election participation.

In discussing who is eligible to vote and who is eligible to serve, Dr. Sabia reviewed with members the term, Corps of Instruction as well as the term Faculty, also defined by Georgia Southern University’s Statutes. Discussion of these terms by members provoked confusion and contrasting interpretations as to whom they specifically applied to.

It was the interpretation of some on the committee that the statutory term, Faculty (by definition) throws non-teaching administrators into those defined as the Corps of Instruction. The Corps are defined by the Statutes as all faculty except adjuncts or part-time faculty. Based on this language, the interpretation by committee members was that administrators would be included as eligible for service and as voters in the election process.

Dr. Lobue suggested that confusion over eligibility requirements might be addressed by including a list of specific appointment categories, noting them as eligible or non-eligible in Georgia Southern’s Bylaws. It was noted by Mr. Lowder that this committee has not been specifically asked to do so by the Faculty Senate and so the committee’ conclusion was that it should not do so.

The meeting was adjourned at 10am.
Respectfully submitted,
Dr. Debra Sabia
Chair

FACULTY WELFARE COMMITTEE
Faculty Welfare Committee
Chair, Jean-Paul Carton

FACULTY DEVELOPMENT COMMITTEE
Chair: Bill Yang

Georgia Southern University
Faculty Development Committee
Monday April 4, 2005 Minutes

Attendance: Bill Yang (Chair, COBA), Sonny Butler (CIT), Robert Fernekes (LIB), Quentin Fang (COST), Morgan Miles (COBA), Mercy Popoola (CHHS), Darin Van Tassell (Class) and Eric Hobson (CET).

Excused: Lorraine Gilpin (COE)

Bill Yang, the chair, calls the order to the meeting at 4:00pm.

Agenda
1. Minutes for meeting on 3/7/2005 approved unanimously.
2. Discussion on the missed Application for Educational Leave
   One of the Applications for Educational Leave was missed in the review process which should be done in the last meeting. The committee has reviewed the missed application and voted unanimously to recommend it to the Provost for approval.
3. Discussions on the last round of Travel Grant
   Among 13 proposals received, based on the ranks voted by the committee members, one proposal is fully funded and the other seven are partially funded for 60% due to a limited budget. Based on the same criterion and formula adopted for the previous two rounds of travel grant, 62% of the proposals are funded, which is consistent with the previous outcomes. In addition, Eric points out that the (average) dollar per proposal funded is also consistent with those in the first two rounds. The committee unanimously approved the funding.
4. Leftover dollars.
   According to Dr. Hobson, there might be a small amount of funds this year unspent so far. The committee approves using it to purchase new books on teaching techniques and arts for new faculty member who will join Georgia Southern in Fall 2005.
5. More budget.
   Morgan suggests to asking if the budget for funding could be raised, since many of unfunded proposals are also of high quality. Bill will address it to the Provost.
6. E-mail approval this minute.
Since this is the last meeting this semester, this minute will be approved by the committee members through e-mail. (PS: When this minute is submitted to the Senate Librarian today-4/15/2005- all committee members have voted for approval)

7. Thanks.

Bill Yang, the chair of the committee, thanks all committee members for their service and excellent jobs done throughout the whole academic year, and in particular, Sonny, Quentin, Mercy for sharing their experience as veterans. It is great that Morgan, Darrin, Bob and Lorraine will continue to serve in the committee next year. Bill and all committee members are very grateful to Eric (and CET) for the support and cooperation as well as his timely management style.

The meeting was adjourned by 4:30 PM.

UNIVERSITY LIBRARY COMMITTEE
Chair: Michele Davis McGibony
Georgia Southern University
University Library Committee Minutes
March 28, 2005
11:00 AM to 12:00 PM
Nessmith-Lane Continuing Education Dean’s Conference Room

Voting Members in Attendance: Michele Davis McGibony (chair), Sungrae Cho, John Hatem, Thomas Klein, Sonya Shepherd, and Susan Trimble
Non-Voting Member in Attendance: Bede Mitchell (ex officio) and Christopher Brown (undergraduate student rep)

1. ProQuest Database Review.

Most academic departments have sent in their reviews of the ProQuest databases that were dropped by GALILEO but subscribed to by Henderson Library for one year pending faculty feedback. The department responses clearly indicate enough concern for periodical titles found uniquely in the ProQuest databases that the Library will continue to subscribe to the databases. Absorbing these costs will make it more difficult to add new periodicals and databases in FY06.

2. Electronic Resource Collection Development Criteria.

Library faculty members are developing criteria for determining when a needed purchase or subscription should be obtained a) in hardcopy and electronically, b) in hardcopy only, or c) electronically only. The criteria are used after the decision has been made that the resource in question should be readily available to Georgia Southern students and faculty, and not accessible only through interlibrary loan or other document delivery avenues. The draft criteria were summarized in a handout (see attached) that Library Committee members reviewed and discussed. The committee discussed these criteria and agreed that they appeared sound. Several suggestions were made regarding surveying faculty use of electronic resources, and the need to collect usage data where possible. The Library faculty will share the final document with the Library Committee and insert it into the Library’s collection development policy.

3. Learning Commons in Expanded Library:

A background document was sent out prior to the meeting, but time did not permit an extended discussion of this topic. This will be the first agenda topic on the next Library Committee meeting. It is hoped the next meeting will be in April.

Respectfully submitted, Michele Davis McGibony, Chair

FACULTY SERVICE COMMITTEE
I. Welcome
Dr. Alley welcomed the committee members and opened the meeting.

II. Dr. Alley requested Ms. Cole to review the process the Committee will use for the first time in screening proposals. Ms. Cole outlined the process of having Primary and Secondary Reviewers and discussion ensued on the finer points of the process of when is the proposal scored and when are budget revisions offered. Dr. Wilson stated that he liked the old way but agrees with the Primary/Secondary Reviewer idea. Dr. Griffin suggested that the proposal be both scored and budgeted at the same time due to the number of requests.

III. The review of proposals received for the Spring 2005 Grant Competition for funding in Fiscal Year 2006 was conducted. There were fifteen proposals, requesting a total of $101,590.57. Eleven proposals were either fully or partially funded for a total of $55,742.37. The awardees are listed below:

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Amount Funded</th>
<th>Proposal Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kathleen Comerford</td>
<td>$5000.00</td>
<td>Reforming Priests and Parishes: Tuscan Dioceses in the First Century and a Half of Seminary</td>
</tr>
<tr>
<td>Dr. Jonathan Geisler</td>
<td>$7,072.00</td>
<td>Searching for Terrestrial Relatives of Whales in Mongolia</td>
</tr>
<tr>
<td>Dr. Sophie George</td>
<td>$10,000.00</td>
<td>Infaunal abundance in healthy and unhealthy marshes in Camden County, Georgia</td>
</tr>
<tr>
<td>Dr. Hyo-Joo Han and Dr. Kyong Hee Chee</td>
<td>$1,540.00</td>
<td>Technology Acceptance Model for Older Adults</td>
</tr>
<tr>
<td>Dr. Peggy Hargis</td>
<td>$3,049.00</td>
<td>A Sense of Place: The Making and Meaning of an African American Community</td>
</tr>
<tr>
<td>Dr. Gustavo Molina</td>
<td>$3,276.00</td>
<td>Development of a Phenomenological Model for the Mechanism of Electron</td>
</tr>
</tbody>
</table>
In addition, proposals that were placed on a B-List from the previous competition were also reviewed and funding was approved for four proposals in the amount of $13,465.00. The awardees are listed below:

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Amount Funded</th>
<th>Proposal Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Timothy Cairney</td>
<td>$2,500.00</td>
<td>Acceleration and Deceleration of Cash Flows and Prediction of Corporate Value</td>
</tr>
<tr>
<td>Dr. Paul Geisler</td>
<td>$2,065.00</td>
<td>Biomechanical differences between Obese and Nonobese during movement tasks</td>
</tr>
<tr>
<td>Dr. Han Reichgelt</td>
<td>$6,400.00</td>
<td>IT Application Modeling Using Petri Nets</td>
</tr>
<tr>
<td>Dr. Deborah Sinclair</td>
<td>$2,500.00</td>
<td>Market Reaction to Sales Information</td>
</tr>
</tbody>
</table>

A post review discussion was held on modifying the guidelines to stress the importance of explaining the duties and use of support personnel, as well as requests for travel, so the Committee may fully understand the need of the request.

The question of how to handle monies not awarded during this cycle was raised and it was determined that a meeting should be held in April to make that determination.

VIII. Adjourned.

GRADUATE COMMITTEE MEETING
Chair: Richard Flynn

GRADUATE COMMITTEE MINUTES
February 24, 2005, Conference Room, College of Graduate Studies
Dr. Richard Flynn, Chair, called the meeting to order at 9:00 a.m.

I. APPROVAL OF AGENDA

The agenda was approved as submitted.

II. APPROVAL OF MINUTES

Minutes of the January 26, 2005, Graduate Committee meeting were approved as written.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Music

Course Revision

MUSC 7991  Music Education Final Project

Change to:

MUSC 7931  Music Education Final Project

Planned Project, written or practical, directed by the student's project advisor. Prerequisites: Permission of the student's project advisor and the graduate coordinator. 3 credits.

Justification: The 3-credit final project was originally set up on a "thesis"-type model with variable credits, so students could divide the work and the credits over more than one semester. This situation has never happened, however, and the bookkeeping will be much simpler with the Final Project listed as a flat 3-credit course.

MOTION: Dr. June Alberto moved to approve the course revision from the Department of Music. Dr. Donna Saye provided the second. The motion was passed.

COLLEGE OF EDUCATION

Department of Curriculum, Foundations and Reading

Course Revision

EDUC 9230  Power and Schooling – Prerequisites

Change prerequisites from Admission to Ed.D. Program

To
EDUF 7130, EDUC 7130 and EDUF 7235 or equivalents

**Justification:** This change will require students to take all of the prerequisite courses to the Curriculum Studies program before their second semester of coursework.

**MOTION:** Dr. Delores Liston moved to approve the course revision from the Department of Curriculum, Foundations and Reading. Dr. Jerry Wilson provided the second. The motion was passed.

**COLLEGE OF SCIENCE AND TECHNOLOGY**

School of Technology

**Selected Topics Announcement**

**TCGT 7890 Mexican Technology**

This Selected Topics in Technology course is scheduled to provide the graduate student the opportunity to explore a selected, approved special area relevant to their technological/technical management focus. Requires a commitment of two weeks Study Abroad group travel within Mexico. Students must propose in advance and conduct activities appropriate for upper division credit. Activities will include focused exposure to culture and specific industrial/business/government operations, along with opportunity for independent learning pursuits. This course is one of several options to be provided in a Study Abroad experience for Summer 2005, a joint venture of the Manufacturing program (COST) and Management, Marketing, & Logistics (COBA). The areas to be visited are better suited to business and industry interests than Xalapa, Mexico, and the program is intended in part to serve in lieu of prior Study Abroad experiences conducted by Dr. Swift of COBA. Travel to/study in Mexico City and the Querétaro area was selected based on past funded research travel by Dr. Waldrop and subsequent consultation and planning with Dr. Shumaker of International Studies and Dr. Reicken of COBA.

**COLLEGE OF BUSINESS ADMINISTRATION**

School of Accountancy

**New Course Proposal**

**ACCT 5633G Forensic Interviews and Interrogations**

This course examines the distinctions between interviews and interrogations and how each can be used in resolving criminal or civil allegations. Other topics to be explored include the verbal and nonverbal cues indicating truth or deception, preparation of interview memoranda, and obtaining and preparing legally-admissible admission statements. Prerequisite: C or better in ACCT 4631.

**Justification:** This course will be an integral component of both the fraud examination interdisciplinary minor and the forensic accounting track within the new forensic accounting program at Georgia Southern University. Graduate students enrolled in this course will have a heavier work load commensurate with graduate school expectations.

**Program Revision**

**Master of Accounting - Forensic Accounting Concentration**

10
Introduction

The School of Accountancy has set the goal of becoming a national leader in the field of forensic accounting education. Integrating accounting, law, auditing, and investigative skills in a unique and comprehensive curriculum, our students will develop a distinctive set of accounting knowledge, skills, and abilities that will be highly sought after in the new business environment. Attachment 1 provides a graphical view of forensic accounting education as we envision it.

Proposed Curriculum

A multi-disciplinary approach is optimal for offering the curriculum our students will need to become future fraud investigators and forensic accountants. Courses will be delivered by faculty from three different colleges: Business Administration, Liberal Arts and Social Sciences, and Information Technology. The proposed 30 semester hour curriculum will be offered in two career tracks: an undergraduate only fraud examination track and a forensic accounting track that includes both undergraduate and graduate forensic accounting education.

Fraud Examination Track

The Fraud Examination track is for students who want to become future fraud investigators but who do not want to become accountants. Students completing this track would be trained to conduct asset theft fraud investigations but would not have the necessary accounting knowledge and skills to conduct financial statement fraud investigations or to serve as expert witnesses in court. We have proposed a “Fraud Examination” interdisciplinary minor to provide the curriculum future fraud investigators require. Fraud investigators have many career opportunities. Federal, state, and local governments regularly hire employees with strong backgrounds in fraud detection and investigation. In addition to the job opportunities in government (e.g., law enforcement, treasury agents, auditors, etc.) graduates of this minor might work as internal auditors, loss prevention specialists, corporate security specialists, private investigators, and fraud control specialists. Typically, only a bachelor’s degree is required for these jobs.

Forensic Accounting Track

The Forensic Accounting track is designed for students aspiring to become future forensic accountants. These students will need to complete an additional 15 semester hours of forensic accounting education as well as the traditional accounting curriculum. Furthermore, they will need to pursue both the CFE (Certified Fraud Examiner) and CPA certifications. Graduates of this track will possess the knowledge, skills, and abilities needed to: a) investigate asset theft and financial statement fraud and b) provide litigation support such as serving as testifying or consultative experts in court. Forensic accountants work throughout the business world: in public accounting, corporations, not-for-profit organizations, and in all branches of government from the FBI and CIA to the offices of local enforcement authorities.

We propose to deliver the additional hours of forensic accounting education as part of a “Forensic Accounting” concentration within our Master of Accounting program. Exhibit 1 provides additional information about the concentration. Thus, as shown in the exhibit, students in the graduate Forensic Accounting concentration will complete a total of twenty-seven semester hours of forensic accounting education. This additional advanced training is necessary to prepare graduates for careers as forensic accountants and because of this extensive training we expect that accounting firms, law firms, and large corporations will pay a premium for these graduates.

Exhibit 1: MAcc Forensic Accounting Concentration
### Coursework

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Hrs</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Business</td>
<td>18</td>
<td>Currently required</td>
</tr>
<tr>
<td>Accounting</td>
<td>18</td>
<td>Currently required (21 for GSU students)</td>
</tr>
<tr>
<td>Fraud Examination Courses:</td>
<td>15</td>
<td>New prerequisites</td>
</tr>
<tr>
<td>CRJU 3136 White Collar Crime</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>LSTD 3631 Fraud and the Law</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 4631 Macro Fraud Examination</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 4632 Micro Fraud Examination</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 5633G Forensic Interviews/Interrogations</td>
<td>(3)</td>
<td>Course approved by Undergraduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Committee; Not yet approved by the Graduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Committee</td>
</tr>
<tr>
<td>Total Prerequisites</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

### MAcc Program of Study:

<table>
<thead>
<tr>
<th>Required Coursework</th>
<th>18</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 7130 Seminar in Financial Accounting</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 7330 Taxation of Corp./Partnerships</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 7430 Seminar in Auditing</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 7530 Seminar in Acctg. Information Sys.</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>LSTD 7230 Law and Ethics for Accountants</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 7634 Fraudulent Financial Reporting</td>
<td>(3)</td>
<td>Course approved by Undergraduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Committee; Replaces ACCT 7134 Financial Reporting &amp; Analysis</td>
</tr>
<tr>
<td>Forensic Accounting Concentration:</td>
<td>12</td>
<td>New Twelve hour concentration</td>
</tr>
<tr>
<td>CISM 5131G Fundamentals of Computer Forensics</td>
<td>(3)</td>
<td>Course approved by Undergraduate Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 7635 Fraud and Society</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 7636 Expert Witnessing</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 7636 Forensic Accounting Capstone</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total MAcc Program of Study 30</td>
</tr>
</tbody>
</table>

In summary, future forensic accountants will need to complete the equivalent of a major in accounting, a minor in fraud examination, and a concentration within our graduate accounting program. It is important to note, however, that all of this education can be completed in the same number of semester hours currently required of our MAcc graduates (125 hour BBA + 30 hour MAcc = 155 hours). The reason this program will not increase a student's course load by 27 hours is because accounting majors must complete 3 hours of accounting electives and 12 hours of free electives within the BBA accounting program and 12 hours of electives in the MAcc program of study. With regard to the 155 total hours of education required, few students have complained since under Georgia law a total of 150 hours of collegiate education is required for the CPA certification.

### Proposed MAcc Forensic Accounting Concentration Admission Requirements

To achieve national prominence, our forensic accounting program must be of very high quality (and it must also be perceived as such). For the first three years we believe we should admit no more than 20 students so that we can incorporate into the program extensive use of experiential activities and one-on-one interaction between the students and their instructors and external practitioners. In addition, we
recommend the rigorous admissions process described in Exhibit 2 to ensure that we attract the very best students.

**Exhibit 2: Admission into the M.Acc. Forensic Accounting Concentration**

<table>
<thead>
<tr>
<th>Step 1: Admittance into the M.Acc. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must first be admitted into the Master of Accounting program. Please refer to the admission requirements described in the General M.Acc. section of the graduate catalog.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Admittance into the Forensic Accounting Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply for admission into the forensic accounting concentration at the time they apply for admission into the M.Acc. program.</td>
</tr>
<tr>
<td>Admission to the forensic accounting concentration will be competitive. An admissions committee will review applications on an individual basis looking at both the quantitative and qualitative aspects of the applicant's academic background and professional experience (if applicable). The committee will seek to assess each applicant's potential for academic success and future professional growth based on the following:</td>
</tr>
</tbody>
</table>

  - **Statement of Purpose Essay:** Because the admissions process may not allow for personal interviews, this essay is a crucial reflection of the applicant’s communication and presentation skills.
  - **Past Academic Performance:** While there is no minimum undergraduate grade point average (GPA) requirement, the admissions committee views past grades as an important indicator of the applicant’s future academic performance. The committee may also consider the ranking and reputation of the applicant’s undergraduate institution.
  - **Work Experience:** There is no work experience requirement although work experience will be viewed positively by the admissions committee.
  - **Extracurricular Activities:** Public, community, or military service; travel experiences; extracurricular activities, hobbies and special aptitudes; and any honors or recognitions received are all important indicators of the applicant’s motivation and character.
  - **GMAT Score:** While there is no minimum GMAT score requirement, GMAT scores will be an extremely important component of the application and thus applicants should address this component aggressively.
  - **Letters of recommendation:** Two letters will be required. References should speak to the applicant's personal qualities, career potential, and potential to succeed in the classroom.

Finally, personal characteristics that add to the diversity of the class may also be considered, such as country of citizenship, family background, race, gender, multilingual skills, and socioeconomic history.

Applications to the Forensic Accounting program will be accepted for the **fall semester only** (See Note 1) and must be subject to an early application deadline because of the processing time required.

Note 1. Students needing to complete the fraud examination prerequisites will be admitted summer semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title &amp; Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRUJ 3136</td>
<td>White Collar Crime; Prerequisite: None</td>
</tr>
<tr>
<td>LSTD 3631</td>
<td>Fraud and the Law; Prerequisite: None</td>
</tr>
<tr>
<td>ACCT 4631</td>
<td>Macro Fraud Examination; Prerequisite: “C” or better in ACCT 2102 or ACCT 2030</td>
</tr>
<tr>
<td>ACCT 4632</td>
<td>Micro Fraud Examination; Prerequisite: “C” or better in ACCT 4631</td>
</tr>
<tr>
<td>CISM 5131/5131G</td>
<td>Fund. of Computer Forensics; Prereq: C or better in CISM 2530 or CISM 1110/1120</td>
</tr>
<tr>
<td>ACCT 5633/5633G</td>
<td>Forensic Interviews &amp; Interrogations; Prerequisite: “C” or better in ACCT 4631</td>
</tr>
<tr>
<td>ACCT 7634</td>
<td>Fraudulent Financial Reporting; Prerequisite: Graduate Standing</td>
</tr>
<tr>
<td>ACCT 7635</td>
<td>Fraud and Society; Prerequisite: Graduate Standing</td>
</tr>
<tr>
<td>ACCT 7636</td>
<td>Expert Witnessing; Prerequisite: Graduate Standing</td>
</tr>
</tbody>
</table>

This course examines the US criminal justice system along with its response to the escalating incidence of white-collar crime. Other topics include understanding human behavior, theories of crime causation, organization crime, occupational crime, and the constitutional rights of white-collar criminals.

Fraud-fighting professionals must understand the laws surrounding a fraud investigation as it moves through the US legal system. This course examines the numerous legal issues associated with conducting fraud investigations including the federal rules of civil and criminal procedure along with issues involving discovery and evidence admissibility.

This course takes a macro look at fraud by examining the pervasiveness of and the causes of fraud and white-collar crime in our society. Other topics to be explored include financial crime statutes, evidence gathering and admissibility, types and elements of fraud, general investigative methods, and report writing.

This course takes a micro look at fraud by examining about 40 of the most common fraud schemes including how they work and how they can be effectively detected, investigated, and prevented.

This course examines how computers are being used to perpetrate fraud along with how investigators can use the computer as a weapon against fraudsters. Other computer-related topics to be explored include security breaches, employee theft, asset abuse, theft of intellectual property, and imaging of computer drive contents including files, operating and file system artifacts, and deleted files or file fragments located in file slack or unallocated space.

This course examines the distinctions between interviews and interrogations and how each can be used in resolving criminal or civil allegations. Other topics to be explored include the verbal and nonverbal cues indicating truth or deception, preparation of interview memoranda, and obtaining and preparing legally-admissible admission statements.

While asset theft fraud is well covered in the two fraud examination courses, additional training in financial statement fraud is needed due to the technical nature of accounting and reporting standards. This course demonstrates how financial statement analysis can be used to uncover fraudulent financial reporting. In addition, the most common methods for "cooking the books" will be examined along with strategies for detecting and investigating such schemes.

This course examines the numerous legislative, administrative, and other societal remedies that have emerged in response to white-collar crime. Such remedies encompass securities fraud, pension fraud, environmental crimes, anti-trust violations, bribery, money laundering, and corporate governance (e.g. Sarbanes-Oxley Act of 2002).

This course examines the role of accountants as either testifying or consulting experts in legal disputes involving professional negligence cases, securities fraud, business/partnership disputes, business interruption losses, business valuations, and marital disputes. Topics include how to communicate opinions effectively at deposition, at trial, and in a written report; the law and procedure dealing with experts; ethics; and how to deal with attorneys.
ACCT 7637 Forensic Accounting Capstone; Prerequisite: ACCT 7634, 7635, 7636
This is an integrative capstone course with potentially many modes of delivery including instruction from multiple professors, use of comprehensive cases, mock trials, and panel and round robin discussions of current issues. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups. Students may be assigned projects designed to assist in their preparation to sit for the CFE exam. To successfully complete this course, students must demonstrate a growing mastery of the skills required of the forensic accountant.

MOTION: Dr. Jerry Wilson moved to approve the new course proposal and program revision from the School of Accountancy. Dr. Bede Mitchell provided the second. The motion was passed.

College of Information Technology
Department of Information Systems
New Course Proposal

CISM 5131G Fundamentals of Computer Forensics
This course examines how computers are being used to perpetrate fraud along with how investigators can use the computer as a weapon against fraudsters. Other computer-related topics to be explored include security breaches, employee theft, asset abuse, theft of intellectual property, and imaging of computer drive contents including files, operating and file system artifacts, and deleted files or file fragments located in file slack or unallocated space.

Justification: This course will be an integral component of both the fraud examination interdisciplinary minor and the forensic accounting track within the new forensic accounting program at GSU. Graduate students enrolled in this course will have a heavier work load commensurate with graduate school expectations.

MOTION: Dr. Jerry Wilson moved to approve the new course proposal from the Department of Information Systems. Dr. Daniel Gleason provided the second. The motion was passed.

IV. UNFINISHED BUSINESS

V. NEW BUSINESS

To accommodate the new Certificate Model and to revise existing Non-Degree Admission Classification for clarity, the COGS presented a revision to the Non-Degree Admission Classifications. The following presents the new admission categories in the Non-Degree Classification.

Non-Degree Admission
An applicant may be admitted to the COGS as a non-degree student to earn credit in graduate courses without working toward a degree. Admission as a non-degree student does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Students who are admitted in a non-degree category may apply to a degree program at any time. Upon the advisor’s recommendation, non-degree courses may be included in the graduate degree program of study should the student gain reclassification as a
degree student. A student may be admitted to the COGS in one of the following non-degree admission categories:

**Limited** - A student whose file is incomplete because certain required application materials have not been received in the Office of Graduate Admissions for degree admission consideration may be admitted in this category. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) semester hours of credit in graduate courses in any seven contiguous years. A student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

**Enrichment** - A student who holds an undergraduate or graduate degree and desires to take courses for personal or professional improvement may be admitted in this category. Enrollment in the Non-Degree Enrichment category is unlimited: however, a student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

**Certificate** – A student who holds an undergraduate or graduate degree can pursue a graduate certificate program through the Non-degree Certificate option. Note that admission as a Non-degree Certificate student and completion of the certificate program does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Enrollment in the Non-Degree Certificate category is limited to the number of hours required for the certificate program, not to exceed 18 semester hours of credit in graduate courses in any seven contiguous years unless additional hours are approved by the College of Graduate Studies. A student may count the credit hours earned as part of the certificate program toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

**Teaching/Service/Leadership Certification** - A student seeking initial certification as a P-12 educator (teaching, service or leadership certification as defined by the Georgia Professional Standards Commission) may be admitted in this category and enroll in graduate courses required for certification in any seven contiguous years. In addition, in-service teachers enrolling to meet requirements of a local board of education or the Georgia Professional Standards Commission to renew or restate a certificate, to certify in a new area, or to obtain an endorsement to an existing certificate may enroll in graduate courses for credit for this particular purpose through this category. Note that admission in this category and completion of a certification program does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Enrollment in this category is limited to the number of hours required for certification and/or endorsement not to exceed 18 semester hours of credit in graduate courses in any seven contiguous years unless additional hours are approved by the College of Graduate Studies. A student may count the credit hours earned as part of the certification/endorsement program(s) toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

**VI. ANNOUNCEMENTS**

Mr. Wayne Smith from the Office of the Registrar brought to the attention of the Graduate Committee errors discovered in the Department of Music’s curriculum items submitted during the November 18, 2004 meeting. There was a discrepancy with the course numbering and credit hours. Mr. Smith agreed to handle these.

**VII. ADJOURNMENT**
There being no further business, Dr. Delores Liston moved that the meeting be adjourned. Dr. Donna Saye seconded the motion. It was passed. The meeting was adjourned at 10:15 am.

Respectfully submitted,

Melanie C. Reddick
Senior Secretary

UNDERGRADUATE COMMITTEE
MINUTES
UNDERGRADUATE COMMITTEE
MEETING OF MARCH 22, 2005
3:00 P.M.
RM 3214, CIT BUILDING

Present: Dr. Elaine Gore; Dr. Helen Graf; Dr. Mary Hazeldine; Dr. Amy Heaston; Ms. Ellen Hendrix; Mr. Lili Li; Dr. Ron MacKinnon; Dr. Michael Moore; Dr. John Murray; Dr. Virginia Richards; Dr. Donna Saye; Dr. Mark Welford. Visitors: Cpt. Ron Cohen; Dr. Olivia Edenfield; Dr. Nancy Shumaker; Dr. Reed Smith; Mr. Wayne Smith.

Dr. Virginia Richards, Chair, called the meeting to order at 3:10 p.m.

APPROVAL OF AGENDA

Dr. Mary Hazeldine made a motion, seconded by Dr. Elaine Gore, to approve the agenda for the meeting. The motion was passed unanimously.

COLLEGE OF EDUCATION

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dr. Elaine Gore presented the following agenda item, for information only, from the Department of Leadership, Technology and Human Development.

Selected Topics Announcement

EDLD 4090 Introduction to Law for Administrators in Schools Serving Troubled Youth

Participants will examine legal principles impacting on public schools; federal and state relationships to education; authority and liability of school boards, administrators and teachers; and negligence and discipline. Special emphasis will be placed on school law issues that impact administrators in specialized learning environments serving troubled youth.

COLLEGE OF INFORMATION TECHNOLOGY

DEPARTMENT OF INFORMATION SYSTEMS

Dr. Ron MacKinnon presented the following agenda items for the Department of Information Systems.

New Course

IT 5434 Network Security Fundamentals

This course is intended to serve the needs of individuals interested in understanding the field of network security and how it relates to other areas of information technology. The course will take a broad look at network security
and provide the knowledge necessary to prepare students for further study in specialized security fields or used as a capstone course to those interested in acquiring a general knowledge of the field.

This course will provide the broad-based knowledge necessary to prepare students for further study in specialized security fields and ensure that students are exposed to the network security concepts. Students will become aware of the breadth and depth of network security threats. They will also gain an understanding of the physical and electronic mechanisms used to counter security threats in today’s networks.

A MacKinnon/Murray motion to approve this new course was passed unanimously.

**Prerequisites**

**FROM:** CISM 4130  
Management Information Systems  
Prerequisites: A “C” or better in the following courses: MGNT 3130, CISM 1110, and CISM 1120.

**TO:** CISM 4130  
Management Information Systems  
Prerequisites: A “C” or better in the following courses: MGNT 3130 and CISM 2530.

All BBA programs now require CISM 2530 rather than CISM 1110 and CISM 1120 in Area F.

A MacKinnon/Hazeldine motion to approve this prerequisite change was passed unanimously.

**Catalog Program Page for B.B.A. in Information Systems**

Change Specific Requirements Beyond Area A-F from 27 hours to 24 hours
Delete CSCI 1236, Introduction to Java Programming, from Specific Requirements Beyond Area A-F
Add CISM 3237, Visual Basic .NET Windows and Web Applications Programming (3), and CISM 5131, Fundamentals of Computer Forensics (3), to “Select three of the following:” area under “Major Requirements.”
Add statement after “Electives” to say, “Electives should be chosen in consultation with the student’s advisor.”

These changes are requested so the B.B.A. in Information Systems program page under the College of Information Technology will be the same as the B.B.A. in Information Systems program page under the College of Business Administration.

A MacKinnon/Murray motion to approve these changes was passed unanimously.

**Vice President for Academic Affairs**

Dr. Amy Heaston presented the following item for the Vice President for Academic Affairs.
Title and Course Description
FROM: RGTR 0198 Regents' Reading Review
Designed to help students achieve a passing score on the Regents’ Reading Exam, RGTR 0198 emphasizes academic reading skills including vocabulary, literal and inferential comprehension, analysis, and differentiation between main ideas and details. Audit or institutional credit only.

TO: RGTR 0198 Regents' Reading Skills
The Regents' Reading Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in reading comprehension. Students work on improving their comprehension of material drawn from a variety of subject areas (social science, natural science and humanities) with various modes of discourse (exposition, narration and argumentation). Critical thinking and the following four major aspects of reading are emphasized: vocabulary in context, inferential and literal comprehension, and analysis. Required of all students who have accumulated 45 or more hours without passing or exempting the Regents’ Test reading. Not open to ESL students or students with fewer than 45 hours. Audit or institutional credit only.

These changes are requested so the course title and description will meet Board of Regents’ specifications.

A Welford/Hendrix motion to approve these changes was passed unanimously.

INTERNATIONAL STUDIES
Dr. Nancy Shumaker was in attendance to answer questions regarding the following agenda item.

Changes to International Content Courses
Delete INTS 3230 and add HIST 3436
Under “History,” add the course HIST 3436, The Holocaust (3)
Under “International Studies,” delete the course INTS 3230, Global Issues

The justification for these changes is that the INTS 3230 course is too advanced and should only be available to those students majoring in International Studies, International Trade, or seeking the International Studies minor. The HIST 3436 course has the international content required for inclusion on the list.

A Hazeldine/Graf motion to approve these two changes to the International Content Courses was passed unanimously.
DEPARTMENT OF COMMUNICATION ARTS

Dr. Olivia Edenfield and Dr. Reed Smith presented the following items for the Department of Communication Arts.

Change to Program Page for the B.S. in Communication Arts/Broadcasting/Production Emphasis
Delete JOUR 2331, Introduction to Journalism, from Area F, Courses Appropriate to the Major

This course has never been part of the proposed degree program, although it had been required prior to the development of the emphases. Deleting this course from the current catalog page will bring the 18-hours for Area F into the correct alignment.

A MacKinnon/Welford motion to approve this deletion was passed unanimously.

Dr. Reed Smith presented the following agenda item.

Course Deletion
AMST 5135 Emergence of Modern America

The History Department has already deleted HIST 5135, which was the cross-listed course with AMST 5135. Therefore, AMST is deleting its course to remain consistent with the History Department.

A Welford/Murray motion approve this deletion was passed unanimously.

DEPARTMENT OF WRITING AND LINGUISTICS

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

Title and Course Description
FROM: RGTE 0199 Regents’ Intensive Writing Review
Intensive writing review for the Regents’ Test essay with emphasis on frequent essay writing, individual conferences, analysis of essays, editing skills, and grammar study. Required of all students who have accumulated 45 or more hours without passing the Regents’ Test essay. Not open to ESL students or students with fewer than 45 hours.

TO: RGTE 0199 Regents’ Writing Skills
The Regents’ Writing Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in writing. Students learn to evaluate their own writing strengths and weaknesses and work on improving their writing skills so that they are able to write an essay meeting the Regents’ criteria. Required of all students who have accumulated 45 or more hours without passing or exempting the Regents’ Test essay. No open to ESL students or students with fewer than 45 hours. Audit or institutional credit only.

These changes are requested so the course will meet Board of Regents’ specifications.

A Gore/Murray motion to approve these changes was passed unanimously.
Course Deletion

WRIT 3537 Special Topics in English

WRIT 3537, formerly cross-listed with ENGL 3537, should be deleted. WRIT 3030, Selected Topics in Writing, was created to be the department’s equivalent for WRIT 3537, Special Topics in English. WRIT 3030 is the equivalent of WRIT 3537 for curricular and programmatic purposes, consistency, and clarification.

A Welford/Hendrix motion to approve this deletion was passed unanimously.

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Cpt. Ron Cohen presented the following agenda items for the Department of Military Science.

DEPARTMENT OF MILITARY SCIENCE

Course Description
FROM: MSCI 2731 Basic Military Skills Practicum
An intense summer program conducted at an active Army installation for six weeks. Designed as an alternative methods to meet the prerequisites of the advanced course for students who have had no basic military science instruction.

TO: MSCI 2731 Basic Military Skills Practicum
The Leadership Training Course is offered for those students who have not met the Basic Course requirements and desire to enroll in the Advance Course program. This course is currently conducted at Fort Knox, Kentucky during the summer. Students may earn three credit hours for attending this course through registration at the Registrar’s Office upon completion of the course and coordination through the Military Science Department. Students attending this camp are paid and given travel allowance from their home to camp and back.

The current description and requirements are too vague and do not clearly explain the requirements. This update is a more doctrinally correct IAW Army update and description.

Changes to Minor in Military Science
FROM:
Prerequisites for the Minor Program Courses:
Admission to Advanced Course of the U.S. Army Reserve Officer Training Program (See Note below)
Lower Division – None
Upper Division (15 hours)
  MSCI 3131 – Advanced Tactics and Applied Leadership I (3)
  MSCI 3132 – Advanced Tactics and Applied Leadership II (3)
  MSCI 3731 – Advanced Military Skills Practicum (National Advanced Leadership Camp –NALC) (3)
  MSCI 4131 – Military Leadership and Management Seminar (3)
  MSCI 4132 – Transition to Lieutenant (3)

NOTE: All candidates admitted to the Advanced Course of the U.S. Army Reserve Officer Training Program must complete the following courses in computers, history, and writing as part of the national uniform ROTC curriculum:
  CISM 1110 – Computers and Applications (1)
  CISM 1120 – Computer Concepts (2)
One (1) of the following:
  HIST 3230 – American Military History (3)
HIST 4531 – World War I (3)
HIST 5335 – World War II (3)

One (1) of the following:
- WRIT 2130 – Technical Communication (3)
- WRIT 3230 – Writing in the Workplace (3)
- WRIT 4130 – Creative Non-Fiction (3)

TO:
Course Requirements for the Minor Program  15 Hours
HIST 3230 – American Military History (3)
MSCI 3131 – Advanced Tactics I (3)
MSCI 3132 – Advanced Tactics II (3)
MSCI 4131 – Leadership/Management Seminar (3)
MSCI 4132 – Transition to Lieutenant (3)

This is requested to bring the other Military Science catalog pages up to date with the changes that were made at the January 2005 meeting of the Undergraduate Committee.

Changes to Second Discipline in Military Science
FROM:
Department: Military Science
Area F
HIST 3230 – American Military History (3) or
COMM 2332 – Introduction to Mass Communication (3)

Required Course:
- MSCI 3131 – Advanced Tactics and Applied Leadership I (3)
- MSCI 3132 – Advanced Tactics and Applied Leadership II (3)
- MSCI 3731 – Advanced Military Skills Practicum (3)
- MSCI 4131 – Military Leadership and Management Seminar (3)
- MSCI 4132 – Transition to Lieutenant (3)
- WRIT 3230 – Writing in the Workplace (3)

TO:
Department: Military Science
Area F

Students seeking a commission in the United States Army must complete the following courses:

Advanced Course Credit  12-15 Hours
- MSCI 3131 – Advanced Tactics I (3)
- MSCI 3132 – Advanced Tactics II (3)
- MSCI 3731 – Advanced Military Skills Practicum (3) (registration optional)
- MSCI 4131 – Leadership/Management Seminar (3)
- MSCI 4132 – Transition to Lieutenant (3)

Other Program Requirements  9 Hours
Professional Military Education (PME) requirements are for students seeking a commission in the U.S. Army. Students must take three (3) hours in each area with a preference in History 3230 for a Minor. The following is a list of PME classes:
- Communication Skills (written and oral)
  - ENGL 1101 – English Composition (3) (Core Curriculum – Area A)
  - ENGL 1102 – English Composition (3) (Core Curriculum – Area A)
  - WRIT 3230 – Writing in the Workplace (3)
  - WRIT 4130 – Advanced Composition (3)
- Military History
  - HIST 3230 – American military History (3) (preferred)
  - HIST 4531 – World War I (3)
  - HIST 5333 – War and Society 1618 to the Present (3)
  - HIST 5335 – World War II (3)
- Computer Literacy
CISM 1110 – Computer Applications (1)
CISM 1120 – Computer Concepts (2)

This is requested to bring the other Military Science catalog pages up to date with the changes that were made at the January 2005 meeting of the Undergraduate Committee.

A Gore/MacKinnon motion to approve these changes for the Department of Military Science was passed unanimously.

OLD BUSINESS

There was no old business.
NEW BUSINESS

Mr. Wayne Smith made the announcement that the Office of the Registrar has researched the program pages of the catalog and found numerous errors of courses that have been deleted but are still on the program pages in the catalog. Departments have been notified and must submit appropriate forms to correct these errors.

Dr. Richards announced that the schedule of meetings for the 2005-2006 academic year will be discussed at the April committee meeting.

ADJOURNMENT

The meeting was adjourned at 3:50 p.m.

Respectfully submitted,

Wayne Smith

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL

Chair: Linda Bleicken
Academic Advisory Council Minutes
February 15, 2005
9:00 AM COST 2140

1. The Registrar, Mike Deal, provided us with an update on enrollment including a registration analysis. We also discussed Honor’s Day scheduled for April 6, and Commencement on May 7.

2. Admissions updated us on the applicant report, Scholar’s Day and ways to honor these students when they arrive in the Fall. We discussed the Eagle Incentive Program (920-970 SATs).

Michael Moore
Senate Librarian
Faculty Senate Librarian's Report June 15, 2005
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian's report.

ACADEMIC STANDARDS COMMITTEE
Chair: Patricia Humphrey

The Academic Standards Committee met at 2:00 pm on April 22 in the Rosenwald conference room. Voting members present were: Alice Hall (CHHS), Godfrey Gibbison (COBA), Debra Skinner (LIB), Laura Regassa (COST), Patricia Humphrey (Chair, COST), Iris Durden (LIB). Also present were Wayne Smith (Registrar) and Connie Murphey (VPSAEM).

Wayne Smith presented information the Registrar’s Office had gathered on repeat forgiveness policies and adjusted grade point averages at peer institutions and other Georgia universities. Of sixteen institutions, 6 had no adjusted GPA, 4 had limits (from two to five courses), and 6 had no limits. He also stated the Registrar’s office would prefer a limit on courses, rather than credit hours, as it would be easier to implement. Wayne further added that the Registrar’s office wants to be able to implement a procedure automatically (electronically) rather than manually. He said that Southern Mississippi (limit of 2 courses to adjust GPA) uses PeopleSoft and that system can do it.

Connie Murphey stated that she had researched the possible impacts on financial aid, and found there would be none. Any student who might be adversely affected by a limit on repeats had already lost financial aid due to lack of progress toward the degree. She also said that Enrollment Management wanted a concrete proposal to consider.

Godfrey moved we consider a limit of three courses. Laura seconded. All members attending were in favor.

We discussed how students would use their election to replace a grade. It was unanimously decided that students would have to elect to use one of their adjustment chances at registration, but no later than the add/drop period of the semester.

Wayne Smith suggested we model the policy after that of James Madison’s. The committee were unanimous.

Further, we unanimously decided the policy would be effective for incoming students Fall 2006. All previously enrolled students would continue to have the unlimited adjusted GPA.

Lastly, we decided to conduct an electronic (email) vote of the entire committee on the policy as drafted by Pat Humphrey to model the one at James Madison University. That vote was 11 in favor, 1 opposed. The draft policy will be sent to Enrollment Management for consideration at their May meeting.

Academic Standards Minutes, May 13 and May 16, 2005

The Academic Standards Committee met on May 13 and May 16 to consider student appeals of exclusion. At the May 13 meeting, there were 22 appeals which were automatically approved according to established criteria. Of those considered by the committee, 3 were approved, and 20 were denied. From those denied who were eligible for further review by their Dean, 8 were approved and 2 denied.

At the May 16 meeting, there were 12 appeals which were automatically approved according to established criteria. Of those considered by the committee, 1 was approved and 5 denied. From those denied and eligible for further review by their Dean, 4 were approved.
ELECTIONS COMMITTEE
Senate Elections Committee
Dr. Debra Sabia, Chair

FACULTY WELFARE COMMITTEE
Faculty Welfare Committee
Chair, Jean-Paul Carton

The FWC met on April 29, 2005 (Members in attendance: Bill Levernier, JoEllen Broome, Leslie Furr, Jean-Paul Carton [Chair], Mohammad Davoud, Barry Balleck, Rosemarie Stallworth-Clark, Donald Armel, LiLi Li, and Amy Heaston. Members absent: Bob Cook, Kim Ruebel, Jianping Wang, Kathy Thornton, Bob Hoell. Visitor: Clara Krug). The only item on the agenda was Clara Krug’s 4-25-05 Senate motion. The charge from the SEC was as follows: “With the passing of Clara Krug’s motion on amending Section 211 of the Faculty Handbook, the charge to the welfare committee is as follows: the spirit of her motion is that no faculty member, at their 3rd year, pre-tenure review, should be ‘surprised’ with a non-renewal of contract; further, sufficient specific feedback should be provided in years one and two that would allow a faculty member who is doing less than satisfactory work to make amends prior to coming up for pre-tenure review.” An initial proposal for specific language to be included in the Faculty Handbook was worked out between Clara Krug, on behalf of the Grievance Committee, and the chair of the FWC upon his request: “A decision to terminate the employment of a faculty member as a result of pre-tenure review should be made only after: (1) the faculty member has received in his/her previous written annual evaluations notice of unsatisfactory performance and suggestions for improvement; and (2) the faculty member has failed to make adequate progress towards the goals outlined in these written evaluations” (To be added to Section 211: Pre-Tenure Review, Paragraph 2, as the final sentence). This proposal served as point of departure for the committee’s discussion. The chair invited Clara Krug to attend the meeting and respond to the committee members’ questions. Amy Heaston reported on current efforts aimed at better preparing department chairs to evaluate faculty and mentioned that the Provost’s main concern with the proposal was that the proposed policies may be set in response to an isolated incident. Clara responded that the motion was a result not only of this grievance but of a pattern of similar incidents that had come before the Grievance Committee. After a lengthy discussion, the committee shifted the focus from pre-tenure review to the entire tenure, promotion and review process, and to section 205.06C of the Faculty Handbook. A motion was made, and seconded to propose inserting “A written statement must be made in regard to an individual's progress toward the entire tenure, promotion and review process,” after the third sentence in section 205.06C. The motion was approved unanimously.

Submitted by Jean-Paul Carton

FACULTY DEVELOPMENT COMMITTEE
Chair: Bill Yang
No report

UNIVERSITY LIBRARY COMMITTEE
Chair: Michele Davis McGibony
Georgia Southern University
University Library Committee Minutes
March 28, 2005
11:00 AM to 12:00 PM
Nessmith-Lane Continuing Education Dean’s Conference Room

Voting Members in Attendance: Michele Davis McGibony (chair), Sungrae Cho, John Hatem, Thomas Klein, Sonya Shepherd, and Susan Trimble
Non-Voting Member in Attendance: Bede Mitchell (ex officio) and Christopher Brown (undergraduate student rep)

1. ProQuest Database Review.
   Most academic departments have sent in their reviews of the ProQuest databases that were dropped by GALILEO but subscribed to by Henderson Library for one year pending faculty feedback. The department responses clearly indicate enough concern for periodical titles found uniquely in the ProQuest databases that the Library will continue to subscribe to the databases. Absorbing these costs will make it more difficult to add new periodicals and databases in FY06.

2. Electronic Resource Collection Development Criteria.
   Library faculty members are developing criteria for determining when a needed purchase or subscription should be obtained a) in hardcopy and electronically, b) in hardcopy only, or c) electronically only. The criteria are used after the decision has been made that the resource in question should be readily available to Georgia Southern students and faculty, and not accessible only through interlibrary loan or other document delivery avenues. The draft criteria were summarized in a handout (see attached) that Library Committee members reviewed and discussed. The committee discussed these criteria and agreed that they appeared sound. Several suggestions were made regarding surveying faculty use of electronic resources, and the need to collect usage data where possible. The Library faculty will share the final document with the Library Committee and insert it into the Library’s collection development policy.

3. Learning Commons in Expanded Library:
   A background document was sent out prior to the meeting, but time did not permit an extended discussion of this topic. This will be the first agenda topic on the next Library Committee meeting. It is hoped the next meeting will be in April.

Respectfully submitted, Michele Davis McGibony, Chair

FACULTY SERVICE COMMITTEE
Chair: Michael Nielsen
No report

FACULTY RESEARCH COMMITTEE
Chair: David Alley
No report

GRADUATE COMMITTEE MEETING
Chair: Richard Flynn

GRADUATE COMMITTEE MINUTES
March 31, 2005, Electronic Meeting via Email, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Donna Hodricki, CHHS; Dr. Bede Mitchell, LIB; Dr. Cindi Chance, Academic Affairs; Dr. Kim Ruebel, COE; Dr. Robert Vogel, CHHS; Dr. Jerry Wilson, COBA; Dr. Donna Saye, COST; Dr. Fayth Parks, COE; Dr. Candy Schille; CLASS; Dr. Jim Harris, CIT; Dr. Daniel Gleason, COST

Others: Dr. Dick Diebolt, COGS; Ms. Melanie C. Reddick, COGS; Mr. Wayne Smith, Registrar’s Office
Dr. Richard Flynn, Chair, emailed the committee on Thursday, March 24, 2005 at 1:30 p.m.

I. APPROVAL OF AGENDA

The agenda was approved as submitted.

II. APPROVAL OF MINUTES

Minutes of the February 24, 2005, Graduate Committee meeting were approved as written.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

College of Liberal Arts and Social Sciences

Department of Music

Selected Topics Announcement

MUSC 7092  Chamber Music Analysis

Justification: This course satisfies the music theory requirement for M.M. students with an emphasis in Composition or Performance; it will serve as an elective for other M.M. students.

College of Education

Department of Leadership, Technology and Human Development

Selected Topics Announcement

EDLD 7090  Law for Administrators in Schools Serving Troubled Youth

Justification: Examination of the legal principles impacting on public schools; federal and state relationships to education; authority and liability of school boards, administrators and teachers; negligence and discipline. Special emphasis will be placed on school law issues that impact administrators in specialized learning environments serving troubled youth. Course is part of AMI contract. Internet course.

Department of Teaching and Learning

Department of Curriculum, Foundations & Reading

Department of Leadership, Technology and Human Development

Program Revision

All M.Ed. and Ed.S. Programs - Change Provisional Admission Catalog Statement

At the Graduate Committee meeting on January 27, 2005, the committee approved the change in admission requirements presented by the College of Education. This change removed required minimum scores for GRE and MAT tests. Since we wish to continue permitting students to be admitted on a Provisional basis with identified stipulations, we realize that catalog wording for Provisional admission needs to be changed as well. This
wording allows the Provisional admission statement to be consistent with the recently approved Regular admission policy.

Proposal:

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

MOTION: The program revision from the College of Education was approved by acclamation.

IV. UNFINISHED BUSINESS

V. NEW BUSINESS

VI. ANNOUNCEMENTS

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on March 31, 2005 at 9:00 am.

Respectfully submitted,

Melanie C. Reddick
Senior Secretary

GRADUATE COMMITTEE MEETING
Chair: Richard Flynn

GRADUATE COMMITTEE MINUTES

April 28, 2005, Conference Room, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Cindi Chance, COE & Academic Affairs; Dr. Robert Vogel, CHHS; Dr. Jerry Wilson, COBA; Dr. Kim Ruebel, COE; Dr. Donna Saye, COST; Dr. Donna Hodnicki, CHHS; Dr. Delores Liston, COE; Dr. Daniel Gleason, COST; Dr. Bob Fernekes, LIB; Dr. Jim Harris, CIT

Others: Dr. Dick Diebolt, COGS; Ms. Melanie C. Reddick, COGS; Mr. Wayne Smith, Registrar’s Office; Dr. Jennie Rakestraw, COE; Dr. Ronnie Sheppard, COE; Dr. Curtis Ricker, CLASS; Dr. Lowell Mooney, COBA; Dr. Barbara Price, COBA

Dr. Richard Flynn, Chair, called the meeting to order at 9:00 a.m.

I. APPROVAL OF AGENDA

The agenda was approved as revised.

II. APPROVAL OF MINUTES

Minutes of the March 31, 2005, Electronic Graduate Committee meeting were approved as written.
III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Foreign Languages

New Course Proposals

SPAN 7999 Thesis

Justification:

FORL 6431 Foreign Languages Methods P-5

Justification:

FORL 6432 Foreign Languages Methods 6-12

Justification:

FORL 6433 Practicum in Foreign Languages

Justification:

MOTION: Dr. Kim Ruebel moved to approve the course revision from the Department of Foreign Languages. Dr. Jerry Wilson provided the second. The motion was passed.

COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Biology

Selected Topics Announcement

BiOL 5099G Field and Lab Biology for Teachers

Justification:

COLLEGE OF BUSINESS ADMINISTRATION

School of Accountancy

Program Revisions

MBA with Concentration in Accounting

Master of Accounting

1. Addition of Course to Prerequisites:

   Add ACCT 4133 Intermediate Accounting III to the list of prerequisites for the Master of Accounting degree

2. Replacement of Course in the Required Courses:
3. Addition of Course to the Forensic Accounting Concentration:

As a result of substituting ACCT 7634 Fraudulent Financial Reporting for an existing required MAcc course (ACCT 7134) the Forensic Accounting concentration is left with only three courses. Therefore, the School is requesting that CISM 5131G be added to the three remaining concentration courses. Thus, the four courses in the forensic accounting curriculum are (ACCT 7635, ACCT 7636, ACCT 7637, and CISM 5131G).

MOTION: Dr. Jerry Wilson moved to approve the program revisions from the School of Accountancy. Dr. Donna Saye provided the second. The motion was passed.

Department of Finance and Quantitative Analysis
Course Revision

MGNT 7331 Fraudulent Financial Reporting

Change Catalog Description from:

To:

Change Prerequisites from:

To:

BUSA 3131, BUSA 3132, and MGNT 6330

Justification: To ensure ability of student to comprehend material.

MOTION: Dr. Jerry Wilson moved to approve the program revisions from the Department of Finance and Quantitative Analysis. Dr. Donna Saye provided the second. The motion was passed.

COLLEGE OF EDUCATION

Department of Curriculum, Foundations and Reading

Course Revision

EDUC 9133 Curriculum Design and Evaluation

Change Course Number To:

EDUC 8230 Curriculum Design and Evaluation

Change Prerequisites from:
MOTION: Dr. Delores Liston moved to approve the new course proposal from the Department of Curriculum, Foundations and Reading. Dr. Jerry Wilson provided the second. The motion was passed.

Department of Teaching and Learning

Special Education Program

New Course Proposal

SPED 6231  Special Education Laws and Procedures

Justification:

Course Deletions – delete Ed.S. Level Courses

SPED 8230

Justification:

SPED 8330

Justification:

SPED 8839 SPED Field-Based Research

Justification:

Program Revision

M.Ed. in Special Education

Changes in the Catalog Copy under “Other Program Requirements”

Delete - “Successful completion of the M.Ed. Comprehensive Exit Examination.”

Insert – “Successful completion of an electronic portfolio project.”

MOTION: Dr. Delores Liston moved to approve the new course proposal, course deletions and program revision for the Special Education program from the Department of Teaching and Learning. Dr. Jerry Wilson provided the second. The motion was passed.

Course Revisions

SCED 6131 Secondary/P-12 Curriculum

Change Title to:

Change Catalog Description from:
Addresses various design models for use in designing secondary and P-12 curriculum. Emphasis is placed on designing an instructional unit focusing on the selection of appropriate knowledge and skills, selection of interactive learning activities and appropriate assessment of student programs. Consideration is given to research in effective teaching behaviors of secondary and P-12 teachers.

To:

This course is designed to assist teacher candidates in understanding curriculum design, instructional planning and teaching practices in the secondary school and in reflecting on best practices in secondary instruction. Emphasis is placed on planning, presentation, and assessment skills, as well as developing strategies for working with the diverse student populations present in schools. Candidates will design an instructional unit focusing on the selection of appropriate learning objectives related to specific knowledge, skills, and dispositions in one’s teaching field; selection of interactive learning activities and resources—including multiple technologies--; and the use of appropriate assessments of student learning.

Change Prerequisites from:

To:

Change Co-requisites from:

SCED 6132

To:

None

Justification:

MGED 6131

Change Title to:

Change Catalog Description from:

An introduction to the middle school concept that emphasizes the developmental need of early adolescents in the context of patterns of school organization, curriculum and instruction that are responsive to the intellectual, social, emotional and physical needs of adolescents. Topics will include historical development, school organization, instruction and special programs for early adolescent learners. A shadow study will be conducted in a middle school.

To:
An introduction to the middle school concept that emphasizes the developmental needs of early adolescents in the context of patterns of school organization, curriculum and instructional strategies that are responsive to the intellectual, social, emotional and physical needs of adolescents. Topics will include historical development, school organization, instructional methods, assessments, materials to enhance student learning, and special programs for early adolescent learners. Emphasis will be placed on interdisciplinary lessons and units appropriate for early adolescents. Candidates will design an instructional unit that demonstrates effective instructional strategies; appropriate content; multiple assessments of student learning; and a range of learning resources, including technology.

**Change Prerequisites from:**

To: 

**Change Co-requisites from:**

MGED 6132

To: 

None

**Justification:**

**Course Deletions**

SCED 6132 Secondary/P-12 Methods

**Justification:**

MGED 6132 Middle Grade Instruction

**Justification:**

MOTION: Dr. Jerry Wilson moved to approve the course revisions and course deletions from the Department of Teaching and Learning. Dr. Kim Ruebel provided the second. The motion was passed.

**Master of Arts in Teaching**

**Program Revisions/New Program Proposal** –

**Current Name of Programs** - 

**Proposed Name of Program** –
Justification:

The Department of Teaching and Learning proposes the following program changes in the initial certification programs, undergraduate and graduate, in the teaching fields:

In order to meet Board of Regents Principles for the Preparation of Educators for the Schools (1998, revised 2001, 2004), the Department of Teaching and Learning proposes significant changes in all of the secondary education undergraduate and graduate programs. All B.S.Ed. secondary education programs in the areas listed below will be deleted and replaced with a Master of Arts in Teaching (M.A.T.) program. The M.A.T. is a graduate degree program that leads first to initial Georgia T-4 certification and finally to a master's degree with T-5 certification. Since the current Alternative M.Ed. programs have served a similar purpose (initial preparation that leads to masters degree and T-4 and T-5 certification), those Alternative M.Ed. programs will also be replaced.

i. B.S.Ed. programs in the following secondary education fields:
   a. Biology Education
   b. Chemistry Education
   c. English Education
   d. Geography Education
   e. Business Education
   f. History Education
   g. Mathematics Education
   h. Physics Education
   i. Political Science Education
   j. Art
   k. French
   l. German
   m. Spanish

ii. Alternative M.Ed. programs in the following (initial certification) fields:
   a. English Education
   b. Mathematics Education
   c. Middle Grades Education
   d. Science Education
   e. Social Science Education
   f. Special Education (TIP Program)
MASTER OF ARTS IN TEACHING
33-48 Hours

Contact: Department of Teaching & Learning, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Program Intent and Admission Requirements:
The MAT leads to initial teaching certification and a master’s degree for those persons who hold a bachelor’s degree from a regionally accredited institution. There are four study concentrations/tracks based on educational background and career goals:

**Study Concentration/Track 1:** Secondary Education certification (6-12) for candidates who hold a bachelor’s degree in English, business, mathematics, science, social science, or related field.

**Study Concentration/Track 2:** Middle Grades certification (4-8) for candidates who hold a bachelor’s degree. Candidates must complete two teaching concentrations from reading, language arts, science, social studies, and mathematics.

**Study Concentration/Track 3:** Special Education certification (P-12) for candidates who hold a bachelor’s degree in psychology, counseling, child and family development, or a closely-related field.

**Study Concentration/Track 4:** P-12 Education certification for candidates who hold a bachelor’s degree in Art or Spanish.

The total hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education’s Director of Advisement and Certification is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

**Admission Requirements**

**Regular**

1. Hold a bachelor’s degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
5. Submit passing scores on the PRAXIS I exam or be exempted by acceptable SAT, ACT, or GRE scores.
6. Submit a passing score on the PRAXIS II exam in the area for which one is seeking certification. (Not required for the MAT in Special Education.)
7. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

**Provisional**

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

**MAT Program Sequence**

**Step One:** The following courses are prerequisites to Steps 2 and 3: .........................6-9 Hours
EDUF 7130 - Learning Theories and Applications (3)
SPED 6130 - Introduction to Special Education (3)
ITEC 7530 - Instructional Technology Foundations (3) or PSC Test-Out Option
[Review for admission to the Teacher Education Program (TEP), required for progression to Step Two.]

**Study Concentration/Track One: Secondary Education with Teaching Fields in Science, Social Science, Mathematics, English, or Business (Grades 6-12)**

Step Two: Secondary Education Block (9 hours to be taken concurrently):
- SCED 6131 - Curriculum and Methods for the Secondary School (3)
- ESED 6798 - Supervised Practicum (3)
- Appropriate Advanced Methods Course: MSED 7231 Hands-On-Science for the Middle & Secondary School, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, MSED 5333G Literature & Writing for the Middle & Secondary School, or BEED 5130G Cooperative Vocational Education. (3)

Step Three: Supervised Internship (9 hours):
- SCED 6799 – Internship in Secondary Education (9)

Candidates may apply for initial T-4 certification upon successful completion of SCED 6799.

Step Four: Course work required for completion of the MAT degree (9 hours):
- ESED 7131 – Enhancing Student Performance in the Middle & Secondary Schools (3)
- EDUR 7130 – Educational Research (3)
- SCED 8633 – Seminar in Secondary Education (3)

Candidates may apply for T-5 certification upon successful completion of all program requirements.

**Study Concentration/Track Two: Middle Grades Education (Grades 4-8)**

Step Two: Middle Grades Education Block (9 hours to be taken concurrently):
- MGED 6131 - Curriculum and Methods for the Middle Grades (3)
- ESED 6798 - Supervised Practicum (3)
- Appropriate Advanced Methods Course in One’s Primary Concentration Area: MSED 7231 Hands-On-Science for the Middle & Secondary School, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333G Writing Instruction for the Middle & Secondary Schools (3)

Step Three: Supervised Internship and Reading/Writing Instruction (12 hours):
- MGED 6799 – Internship: Middle Grades (9)
- MSED 5333G - Literature & Writing for the Middle & Secondary Schools (3)

Candidates may apply for initial T-4 certification upon successful completion of MGED 6799.

Step Four: Additional course work required for completion of the MAT degree (18 hours):
- ESED 7131 - Enhancing Student Performance in the Middle & Secondary Schools (3)
- EDUR 7130 - Educational Research (3)
- Advanced Methods Course in Second Concentration Area: MSED 7231 Hands-On-Science for the Middle & Secondary Schools, MSED 7432 Teaching Social Studies in the Middle & Secondary Schools, MSED 7535 Teaching Middle Grades & Secondary Mathematics, or MSED 7333 Writing Instruction for the Middle & Secondary Schools (3)
- MGED 8131 - Integrated Curriculum for the Middle Grades (3)
- MGED 8132 - Effective Middle Schools (3)
MGED 8633 - Seminar in Middle Grades Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

**Study Concentration/Track Three: Special Education (Grades P-12)** ……………36-39 Hours

**Step Two: 9 Hour Special Education Prerequisite Content Block**
- SPED 6230 – Assessment & Procedures in Special Education (3)
- SPED 6231 – Special Education Laws & Procedures (3)
- SPED 6330 – Classroom Management (3)

**Step Three: 12 Hour Special Education Content For Teaching Block**
- SPED 7631 – Perspectives on Characteristics of Mild Disabilities (3)
- SPED 7632 – Methods for Mild Disabilities (3)
- SPED 7133 – Collaboration Across the Life Span (3)
- READ 7131 – Approaches to Reading Instruction (3)

**Step Four: 6-9 Hour Supervised Internship***
- SPED 7736 – Internship in Special Education
*6 hours if currently employed as a teacher of students with mild disabilities; otherwise 9 hours

[*Candidates may apply for initial certification – T-4 upon successful completion of SPED 7736]

**Step Five: Additional Coursework for the MAT degree completion (9 hours):**
- EDUR 7130 – Educational Research (3)
- SPED 7136 – Language Development (3)
- **SPED 7630 – Seminar in Special Education (3)**
- **Capstone course includes an exit project for the MAT**

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

**Study Concentration/Track Four: P-12 Education with Teaching Fields**
In Art or Spanish (Grades P-12) ……………………………………………………………………………27-33 Hours

**Art Education (33 Hours)**

**Step Two: Art Education Pedagogy and Supervised Practicum (12 hours):**
- Art 6135 Art Teacher P-5 (3)
- Art 6136 Art for Classroom Teachers 6-12 (3)
- Art 6790 – Practicum in Art Education (6)

**Step Three: Supervised Internship (9 hours)**
- ESED 6799 - Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

**Step Four: Additional coursework required for completion of the MAT degree (12 hours):**
- EDUR 7130 - Educational Research (3)
- *Art 7430 Foundations of Art Education (3)
- *Art 7431 Cultural Diversity Through Art (3)
- *Art 7435 Aesthetics and Criticism in Art Education (3)
*or advisor-approved substitutions in Art Education

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

**Spanish Education** (27 Hours)

**Step Two:** Foreign Language Pedagogy and Supervised Practicum (9 hours):
- FORL 6431 – Foreign Language Methods P-8 (3)
- FORL 6432 - Foreign Language Methods 9-12 (3)
- FORL 6393 - Foreign Language Practicum (3)

**Step Three:** Supervised Internship (9 hours):
- ESED 6799 - Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799]

**Step Four:** Additional course work required for completion of the MAT degree (9 hours):
- EDUR 7130 - Educational Research (3)
- 6 hours of graduate level Spanish courses (6)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

**Other Program Requirements** (for all Tracks)
- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Jerry Wilson moved to approve the Program Revisions/New Program Proposal and Program Deletions for the Master of Arts in Teaching from the Department of Teaching and Learning. Dr. Donna Hodnicki provided the second. The motion was passed.

**M.Ed. in Secondary Education**

**Program Revision**

<table>
<thead>
<tr>
<th>Business Education</th>
<th>Science Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Education</td>
<td>Social Science Education</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Technology Education</td>
</tr>
</tbody>
</table>

It is anticipated that the proposed MAT will result in fewer enrollments in each of the existing M.Ed. secondary education programs. Therefore the department proposes to replace those programs with one M.Ed. program in Secondary Education that will offer concentrations in each of the secondary teaching fields: Business, English, Mathematics, Science, Social Science, and Technology. Although the vocational areas of Business and Technology Education are not required to change by the BOR Principles, those M.Ed. programs are low enrollment programs and will be included as concentrations in the proposed M.Ed. in Secondary Education program.

The M.Ed. in Secondary Education program will accommodate candidates who hold a bachelor’s degree and are certified teachers such as those who have completed a B.S.Ed. program or have acquired certification through a non-degree program. Those candidates would not be eligible to enter the M.A.T. program, which is an initial preparation program, since they already hold a teaching certificate. To acquire a Level 5 (T-5) certificate, they will need an advanced preparation Master’s program. For those who wish to pursue a master’s degree in education, the M.Ed. in Secondary Education will serve their needs.
The M.Ed. program of study for these secondary education fields will not change since the education core is currently identical across all of the program areas. The content courses currently required will remain and become the areas of concentration in the M.Ed. in Secondary Education.

The Department of Teaching and Learning proposes to delete/redesignate M.Ed. programs (advanced certification) in the following secondary education fields:

- Business Education
- Science Education
- English Education
- Social Science Education
- Mathematics Education
- Technology Education

M.Ed. SECONDARY EDUCATION 36 HOURS
(With concentrations in Business Education, English Education, Mathematics Education, Social Science Education, Science Education, Technology Education)

Advising: Department of Teaching and Learning, Dr. Ronnie Sheppard, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026

Admission Requirements

Regular
1. Complete requirements for a bachelor’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate (T4) or equivalent in one of the following selected areas of concentration: Business Education, English Education, Mathematics Education, Social Science Education, Science Education, Technology Education or related field.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements ................................................................. 6 Hours
   EDUF 7130 - Learning Theories & Applications (3)
   EDUR 7130 - Educational Research (3)

Specific Requirements .................................................................................................................... 6 Hours
   MSED 7131 - Enhancing Student Performance in the Middle & Secondary Schools (3)
   *SCED 8633 - Seminar in Secondary Education (3)
   *Not required for candidates concentrating in Technology Education; substitute an advisor-approved course

Advanced Subject-Specific Methods Courses in the Concentration Area................... 9 Hours

Teaching Field Courses in the Concentration ............................................................................ 12 Hours
   12 hours of graduate teaching field courses in the selected concentration approved by the advisor

Elective ........................................................................................................................................ 3 Hours

Program Deletions

M.Ed. in Business Education
M.Ed. in English Education
M.Ed. in Mathematics Education

MOTION: Dr. Donna Hodnicki moved to approve the Program Revisions/New Program Proposal and Program Deletions for the M.Ed. in Secondary Education from the Department of Teaching and Learning. Dr. Donna Saye provided the second. The motion was passed.

Program/Endorsement Deletions

Justification: Deletion of Gifted Education Endorsement - The proposal reflects changes the Professional Standards Commission is moving toward as the structure of Special Education in the state is changing. Also, the COE Gifted Endorsement courses have not been offered recently, and COE does not have the faculty expertise at this time to offer them. Currently, teachers can complete a gifted endorsement program offered by a RESA.

Course Deletions

SPED 7531
SPED 7532  Curriculum in Gifted Education
SPED 7533  Methods in Gifted Education
SPED 7735  Internship in Gifted

Endorsement

Justification: Deletion of Preschool Handicapped Endorsement - The proposal reflects changes the Professional Standards Commission is moving toward as the structure of Special Education in the state is changing. Also, the COE Preschool Handicapped Endorsement courses have not been offered recently, and COE does not have the faculty expertise at this time to offer them.

Course Deletions

SPED 7431  Char Preschoolers in SPED
SPED 7432  Preschool Assessment
SPED 7433  Methods for Preschool
SPED 7734  Internship in Preschool

MOTION: Dr. Donna Hodnicki moved to approve the Program/Endorsement Deletions and Course Deletions for the Gifted Education and Preschool Handicapped Endorsements from the Department of Teaching and Learning. Dr. Kim Ruebel provided the second. The motion was passed.

M.Ed. in Business Education
Course Deletions

BEED 7130 Office Administration
BEED 7230 Trends Tch Bus & Acct
BEED 7330 Coord of Voc Bus
BEED 7431 Principles & Problems
BEED 7432 Administrative Support
BEED 7433 Hist/Phil Bus Edu
BEED 7434 Bus Res Writ

Justification:

MOTION: Dr. Donna Hodnicki moved to approve the Course Deletions for the M.Ed. in Business Education from the Department of Teaching and Learning. Dr. Donna Saye provided the second. The motion was passed.

IV. UNFINISHED BUSINESS

V. NEW BUSINESS

VI. ANNOUNCEMENTS

Dr. Charles Hardy briefed the Graduate Committee on a memo from the Chancellor to President Grube regarding submission of applied/professional Doctoral programs and sector change to a Carnegie Doctoral Research Intensive Institution.

VII. ADJOURNMENT

There being no further business, Dr. Donna Hodnicki moved that the meeting be adjourned. Dr. Kim Ruebel seconded the motion. It was passed. The meeting was adjourned at 10:35 am.

Respectfully submitted,

Melanie C. Reddick
Senior Secretary

GRADUATE COMMITTEE MEETING
Chair: Richard Flynn

GRADUATE COMMITTEE MINUTES

May 26, 2005, Conference Room, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Robert Vogel, CHHS; Dr. Jerry Wilson, COBA; Dr. Donna Saye, COST; Dr. Sonya Shepherd, LIB; Dr. Bob Fernekes, LIB; Dr. Jim Harris, CIT; Dr. Cindi Chance, COE/Academic Affairs; Dr. Steve Vives, COST

Others: Dr. Dick Diebolt, COGS; Ms. Melanie C. Reddick, COGS; Mr. Wayne Smith, Registrar’s Office; Dr. Sue Moore, CLASS; Dr. Curtis Ricker, CLASS; Dr. Vladan Jovanovic, CIT; Dr. Bret Danilowicz, COST

Dr. Richard Flynn, Chair, called the meeting to order at 3:30 p.m.
I. APPROVAL OF AGENDA

The agenda was approved as written.

II. APPROVAL OF MINUTES

Minutes of the April 28, 2005 Graduate Committee meeting were approved as written.

III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Public Health

Selected Topics Announcement

BIOS 7999

Justification:

COLLEGE OF SCIENCE AND TECHNOLOGY

School of Technology

New Course Proposals

TFG 7531

Justification:

TFG 7532  Network Operations and Management

Justification:

TFG 7533  Network Security

Justification:

TFG 7534  Network Design

Justification:

MOTION: Dr. Steve Vives moved to approve the new course proposals from the School of Technology. Dr. Sonya Shepherd provided the second. The motion was passed.

Department of Biology

Selected Topic Announcement

BIOS 5099G

Justification:

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
American Studies Department

Course Deletion

AMST 5135G  Emergence of Modern America

Justification:

MOTION: Dr. Donna Saye moved to approve the course deletion from the American Studies Department. Dr. Jerry Wilson provided the second. The motion was passed.

Department of Sociology and Anthropology

Program Revision

M.A. In Social Sciences – Proposed Anthropology Concentration

PROPOSED ANTHROPOLOGY CONCENTRATION FOR MASTER OF ARTS IN SOCIAL SCIENCES

Requirements would be the same as the current MA in Social Science. Students would take at least 15 hours of anthropology for the anthropology concentration. The current courses available would be sufficient to meet this requirement and would require only slight shifting of teaching into the graduate courses (Note: Some courses taught by sociologists in the department are cross-listed with anthropology). With the hiring of the anthropologist for Fall 2005 the faculty will be sufficient to allow for this course shifting.

Current Courses Available for Anthropology Concentration

ANTH 5131G – Historical Archeology
ANTH 5133G – Georgia Archeology
ANTH 5331G – Gender and Anthropology
ANTH 5337G – Ethnographic Methods
ANTH 5431G – North American Indians
ANTH 5432G – Southeastern Indians
ANTH 5435G – Rural South
ANTH 5437G – Cultures of Africa
ANTH 5531G – Anthropological Theory
ANTH 6091 – Selected Topics in Anthropology
ANTH 6131 – North American Archeology
ANTH 6132 – Southeastern Archeology
ANTH 6135 – Mesoamerican Archeology
ANTH 6231 – Methods and Theory in Archeology
ANTH 6233 – Zooarcheology
ANTH 6235 – Advanced Archeological Analysis
ANTH 6262 – Field Session in Archeology
ANTH 6330 – Cultural Anthropology
ANTH 6333 – Comparative Social Organization
ANTH 6337 – Folklife
ANTH 6431 – European Cultures
ANTH 6631 – Seminar in Anthropology
ANTH 6632 – Seminar in Archeology

We would need to add a thesis course, ANTH 7999. We will also add an archeology field supervision class that carries 6 hours credit. This is so that students who are trying to be ROPA
certified (Register of Professional Archeologists) can demonstrate that they have had the necessary supervisory experience.

JUSTIFICATION

This concentration is designed to satisfy the needs of graduate students who wish to pursue more applied coursework in anthropology. We have already had numerous inquiries from students who wish to get advanced degrees that will allow them to work in cultural resource management, public archeology, museum anthropology and oral history. This concentration will allow such specialization. It also fits in well with the multidisciplinary approach of the MASS and will allow students who are taking a concentration in another discipline to utilize the graduate anthropology courses.

Master of Arts in Social Science

Georgia Southern University's Department of Sociology and Anthropology offers a Master of Arts in Social Science (MASS). This is the first program of its kind to be offered within the University System of Georgia and it is expected to be a popular choice among working professionals as well as with students who plan to enter doctoral programs.

A Foundation You Can Build On

Unlike traditional Master of Arts programs, which limit the number of courses students can take outside their home discipline, the Master of Arts in Social Science is designed to take full advantage of an array of graduate seminars from the social sciences. Students enrolled in the program will work closely with the program director and an advisor from their area of concentration – in History, Political Science, Psychology, or Sociology – to customize a program of study that combines theory, methods, and content with practice.

Required Core Courses........................................................................12 Hours
SOCI 6638 - Proseminar in Social Science (3)
Theory (3) (Can be any HIST, POLS, PSYC, or SOCI theory course)
Methods and/or Analysis (6) (Can be any HIST, POLS, PSYC, or SOCI methods and/or analysis course)

General Program Requirements

An area of concentration requires a minimum of 15 hours of coursework from within History, Political Science, Psychology or Sociology. At least 50% of the courses applicable toward a graduate degree must come from courses at the 6000-level or above. Enrollment in courses outside history, political science, psychology, and sociology is limited to a maximum of 6 semester hours. Courses that are taken to fulfill a prerequisite for admission may not be used to satisfy elective course hour requirements.

Terminal Courses....................................................................................6 Hours

Applied/Public Service Track
The applied/public service track is for students who plan to enter applied or public service venues. Students must complete 6 hours of course work that has an applied/public service concentration (e.g. additional classes in methods, statistics, grant writing, program evaluation, public policy, or field research). Specific courses must be approved by the advisor and graduate director.

Research Thesis Track
The research thesis track is strongly recommended for students who plan to continue in graduate or professional education. The thesis may be theoretical or empirical and should represent the student's knowledge of social science theory, methodology and a substantive areas as well as
the ability to conduct research. Data for empirical research projects may be qualitative and/or quantitative and primary and/or secondary in nature.

MOTION: Dr. Jerry Wilson moved to approve the program revisions from the Department of Sociology and Anthropology. Dr. Bob Fernekes provided the second. The motion was passed.

COLLEGE OF EDUCATION

Department of Curriculum, Foundations and Reading

Course Revisions

READ 7230  Issue and Trends in Reading – Change of Prerequisites

From: READ 7131
To: READ 7131, READ 7132 and READ 7330

Justification:

READ 8839  Field Project in Reading – Change Catalog Description

From:
To:

Justification:

Course Deletions

READ 7430  Literacy and Technology

Justification:

READ 7733  Advanced Practicum

Justification:

READ 8330  Psychology of Reading

Justification:

Program Revision

M.Ed. in Reading Education -

M.Ed.  READING EDUCATION  36 HOURS

Advising: Department of Curriculum, Foundations, and Reading, Dr. Michael McKenna, P. O. Box 8144, Statesboro, GA 30460, (912) 681-2559, mmckenna@georgiasouthern.edu, fax: (912) 681-5382, http://coe.georgiasouthern.edu/reading/

Admission Requirements
Regular
1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master's degree in a related field may be admitted into the program if not seeking certification.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.

**Provisional**
Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

**Professional Education Core Requirements** .................................................................................................................. 9 Hours
- EDUC 7130 - Curriculum Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

**Specific Requirements** ............................................................................................................................................ 12 Hours
- READ 7131 - Approaches to Reading Instruction (3)
- READ 7132 - Diagnosis and Correction of Reading Difficulties (3)
- READ 7230 - Issues and Trends in Reading (3)
- READ 7330 - Reading in the Content Areas (3)

**Restricted Electives** ................................................................................................................................................ 9 Hours
Select 9 hours from the following:
- ECED 7230 - Advanced Language Arts Methods (3)
- ECED 7231 - Emerging Literacy (3)
- ECED 7232 - Children's Literature (3)
- ENGL 5135G - Teaching Literature to Middle and Secondary School Students (3)
- ENGL 5232G
- ENGL 5534G - Literature for Adolescents (3)
- ENGL 5535G - Children’s Literature (3)
- MGED 8331 - Trends in Middle Grades Language Arts (3)
- MSED 7331 - Early Adolescent Literature (3)
- MSED 7332 - Integrated Language Arts (3)
- MSED 7333 - Writing Instruction for the Middle and Secondary Schools (3)
- MSED 7334 - Teaching Language Arts to Diverse Learners (3)
- SPED 7136 - Language Development (3)
- WRIT 5130G - Modern English Grammar (3)
- WRIT 5230G - Theory of Composition (3)
- WRIT 5330G - History of English Language (3)
- WRIT 5530G - Sociolinguistics (3)

**Free Electives** ......................................................................................................................................................... 6 Hours

**OTHER PROGRAM REQUIREMENTS**
- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Sonya Shepherd moved to approve the course revisions, course deletions and program revision from the Department of Curriculum, Foundations and Reading. Dr. Bob Fernekes provided the second. The motion was passed.

Department of Leadership, Technology and Human Development

**Program Revision**
M.Ed. in Higher Education Administration -

M.Ed. HIGHER EDUCATION ADMINISTRATION 36 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Meta Harris, P.O. Box 8131, Statesboro, GA 30460, (912) 486-0275, myharris@georgiasouthern.edu, Fax: (912) 486-7104, http://coe.georgiasouthern.edu/eltr/dept1.html

Admission Requirements

Regular
1. Complete requirements for a Bachelor’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master’s degree in a related field may be admitted; however, additional course work may be required.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements ........................................................................................................ 9 Hours

EDUR 7130 - Educational Research (3)
EDUF 7130 - Learning Theories and Applications (3)
Select one of the following:
ITEC 7335 - Web Design and Development (3)
ITEC 7530 - Instructional Technology Foundations (3)
ITEC 8534 - Instructional Technology for School Leaders (3)

Higher Education Administration Common Core ................................................................................................. 12 Hours

EDLD 7430 - American Higher Education (3)
EDLD 7431 - Higher Education Administration (3)
EDLD 7432 - History of American Education (3)
HIED COUN 7132 - Contemporary College Student (3)

Elective Course work selected in consultation with advisor, master’s level or higher ....................... 15 Hours

OTHER PROGRAM REQUIREMENTS
- For those students pursuing 18 hours of graduate work in a specific discipline, an additional 3 hours of elective course work in the teaching discipline is required
- Successful Completion of a professional portfolio
- Must successfully complete assessments identified at each program transition point

MOTION: Dr. Sonya Shepherd moved to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Bob Fernekes provided the second. The motion was passed.

Department of Teaching and Learning

Course Revision

ESED 8839 Seminar & Field Study – Change grade mode from Normal to S/U

Justification:

Program Revision
M.Ed. in Mathematics Education – Catalogue changes resulting from inactive courses in math – delete MATH 5438G

M.Ed. MATHEMATICS EDUCATION 36 HOURS

Advising: Department of Teaching and Learning, Dr. Greg Chamblee, P.O. Box 8134, Statesboro, GA 30460, (912) 871-1917, gchamblee@georgiasouthern.edu, Fax: (912) 681-0026, http://coe.georgiasouthern.edu/tandl/

Admission Requirements

Regular
1. Complete requirements for a Bachelor’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in Mathematics Education.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.

Provisional
Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements ............................................................................................. 6 Hours
   EDUF 7130 - Learning Theories and Applications (3)
   EDUR 7130 - Educational Research (3)

Specific Requirements ................................................................................................................................. 9 Hours
   *MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)
   MSED 7535 - Teaching Middle Grades and Secondary Mathematics (3)
   **SCED 8633 - Seminar in Secondary Education (3)

Major Requirements ................................................................................................................................... 18 Hours
   History (0-3 hours required)
   ***MATH 5136 - History of Mathematics (3)
   Geometry/Algebra/Number Theory (3 hours required)
      MATH 5230G - Advanced Geometry (3)
      MATH 5234G - Number Theory (3)
      MATH 5334G - Modern Algebra II (3)
      MATH 6430 - Fundamental Ideas of Algebra (3)
   Analysis (3 hours required)
      MATH 5332G - Analysis II (3)
      MATH 5434G - Functions of a Complex Variable (3)
      MATH 6230 - Fundamental Ideas of Calculus (3)
   Applications (3 Hours Required)
      MATH 5338G - Applied Mathematics (3)
      MATH 5438G – Linear Programming (3)
      MATH 5539G - Mathematical Models and Applications (3)
      MATH 6330 - Fundamental Ideas of Probability (3)
      MATH 6432 - Fundamental Ideas of Statistics (3)
      STAT 5330G - Mathematical Statistics (3)
   Approved Mathematics Electives (6-9 hours required)

Elective ..........................................................................................................................................................3 Hours

OTHER PROGRAM REQUIREMENTS
- Successful Completion of M.Ed. Exit Experience.
- Must successfully complete assessments identified at each program transition point
*Prerequisite to MSED 7535
**The capstone course must be taken the Spring semester prior to completing the program
***This course is required if a history of mathematics course was not taken previously. If such a course was taken, then this course is not allowed for credit.

MOTION: Dr. Sonya Shepherd moved to approve the course revision and program revision from the Department of Teaching and Learning. Dr. Bob Fernekes provided the second. The motion was passed.

COLLEGE OF INFORMATION TECHNOLOGY

Department of Information Systems

New Course Proposal

CISM 7030  Selected Topics in Information Systems

Provides the student with an opportunity for in-depth study of selected topics in Information Systems.

Justification:

CISM 7030 – Selected Topics in Information Systems is intended as an elective course for the MBA (IS Concentration) and MT -- IT Emphasis programs.

Course Revisions

CISM 7334  Information Technology Evaluation and Adoption

Change title to:

IT Strategy and Policy

Change catalog description from:

Provides a basis for evaluating information technology (IT) from a managerial and entrepreneurial perspective. As technology continues to advance at an almost incomprehensible rate, this course leads the student to an understanding of how IT can be used for competitive advantage in the firm. The student will understand how organizations are transformed by information technology.

To:

This course emphasizes competitive advantage as a driver in information systems design and deployment. Among the topics examined are: achieving sustainable competitive advantage via IT, how IT can be used to create business value, measuring returns on IT investments, developing an IT strategic plan, alignment of IT with corporate strategy, IT governance & ethics, outsourcing IT, developing IT as an organizational core competency, and improving business processes through the application of IT.

Change Prerequisites from:
Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

To:

Prior completion of CISM 7330 and CISM 7331 is recommended.

Justification: Course may be taken by students completing the MBA, MT/IT.

CISM 7333  Electronic Commerce

Change title to:

Change catalog description from:

To:

Change Prerequisites from:

Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

To:

Prior completion of CISM 7330 and CISM 7331 is recommended.

Justification:

CISM 7332

Change title to:

Change catalog description from:

To:

Change Prerequisites from:

Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

To:

Prior completion of CISM 7330 and CISM 7331 is recommended.
MOTION: Dr. Sonya Shepherd moved to approve the new course proposal and course revisions from the Department of Information Systems. Dr. Jim Harris provided the second. The motion was passed.

IV. UNFINISHED BUSINESS

V. NEW BUSINESS

A tentative Graduate Committee Meeting Schedule for the 2005 – 2006 Academic Year was presented by Dr. Hardy. The tentative schedule was developed around the Faculty Senate Meeting Schedule so that Graduate Committee actions could be presented to Faculty Senate as soon as possible. Wayne Smith of the Registrar’s Office proposed that the Graduate Committee approve the meeting minutes via email, as is done for by the Undergraduate Committee to minimize any delays in submission to the Faculty Senate. Following a discussion of the tentative schedule, the Committee: (a) approved the tentative schedule with a change of the Committee Meeting time from 3:30 PM to 9:00 AM; and (b) approved the approval of “current” meeting minutes via email as is done by the Undergraduate Committee. The Committee also agreed that individual meeting date changes can be made, if necessary, during the upcoming year to accommodate conflicting schedules.

VI. ANNOUNCEMENTS

VII. ADJOURNMENT

There being no further business, Dr. Sonya Shepherd moved that the meeting be adjourned. Dr. Jerry Wilson seconded the motion. It was passed. The meeting was adjourned at 4:00 pm.

Respectfully submitted,

Melanie C. Reddick
Senior Secretary

UNDERGRADUATE COMMITTEE
MINUTES

MINUTES
UNDERGRADUATE COMMITTEE
MEETING OF APRIL 20, 2005
3:00 P.M.
ROOM 3214, CIT BUILDING

Present: Dr. Sonny Butler; Dr. Elaine Gore; Dr. Helen Graf; Dr. Mary Hazeldine; Dr. Amy Heaston; Ms. Ellen Hendrix; Dr. Adrian Gardiner; Dr. John Murray; Dr. Virginia Welford; Dr. Jerry Wilson. Visitors: Dr. Mark Welford; Dr. Jerry Wilson. Visitors: Dr. Jennie Rakestraw; Dr. Ronnie Dick; Mr. Wayne Smith; Dr. Bill Yang.

Minutes approved by email to Graduate Committee on May 31, 2005. No negative votes were received.

APPROVAL OF AGENDA
On a motion by Dr. Mark Welford and second by Dr. Sonny Butler, the agenda for the meeting was approved unanimously.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Amy Heaston and Dr. Nancy Shumaker presented the following agenda items for the Vice President for Academic Affairs.

INTERNATIONAL STUDIES

**Significant International Content Courses**
Remove HIST/INST 3535, Islamic Civilization, from the History Listing

This course is no longer active and, therefore, needs to be deleted from the listing. A Murray/Hazeldine motion to approve this deletion was passed unanimously.

**Course Deletions from Interdisciplinary Minors and Concentrations Listings**

**Africana Studies Minor**
Delete AAST/MUSC 5132 – Jazz History
Delete AAST/ENGL 5232 – Studies in African American Literature
Add AAST/MUSC 5236 – Jazz History

**American Studies Minor**
Delete AMST/ENGL 2430 – Native American Literature
Delete AMST/MUSC 5136 – Music in the United States
Add AMST/MUSC 5235 – Music in the United States

**Classical and Medieval Studies**
Delete POLS 2131 – Classical Political Thought
Add POLS 3336 – Classical Political Thought

**Comparative Literature Minor**
Delete COML/ENGL 5537 – Contemporary World Fiction
Delete MUSC 5132 – Jazz History
Add MUSC 5236 – Jazz History

**Fraud Investigation**
Delete CRJU 3136 – White Collar Crime

**Latin American Studies Minor**
Delete LAST/SPAN 3332 – Latin American Civilization II
Delete LAST/ANTH 4235 – Cultures of Mexico
Delete LAST/ANTH 4261 – Field Session in Archeology
Delete LAST/SPAN 5235/5235G – Modern Spanish American Women Writers

**Asian Studies Concentration**
Delete HIS/INTS 3535 – Islamic Civilization

**Latin American Studies Concentration**
Delete LAST/ANTH 4235 – Cultures of Mexico
Delete LAST/ANTH 4261 – Field Session in Archeology

These changes are made because of course deletions and number changes and to bring the listings up to date. A Butler/Welford motion to approve the deletions was approved unanimously. A Murray/Butler motion to approve the additions was passed unanimously.

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Mark Welford presented the following two agenda items as information only from the Allen E. Paulson College of Science and Technology.

**Selected Topics Announcements**
**BIOL 3099**  Contemporary Environmental Issues in Europe
BIOL 5099S Field and Lab Biology for Teachers

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Sandra Peacock presented the following agenda items for the College of Liberal Arts and Sciences.

AMERICAN STUDIES

**New Course**

**AMST 4030 Selected Topics in American Studies**

Offers varied topics in specialized areas in the field of American Studies.

This course is needed so faculty in other disciplines can offer and cross-list an experimental course in their area while providing course credit for it toward the American Studies minor program.

A Gore/Murray motion to approve this new course was passed unanimously.
DEPARTMENT OF COMMUNICATION ARTS

Number, Credit Hours, Catalog Description, and Prerequisites
FROM: BRCT 4831 Directed Study in Broadcasting
Permits students to conduct in-depth study of issues associated with broadcasting. This course cannot be used to replace existing catalog courses. Course designs must be approved by the instructor and the department chair. Prerequisites: Permission of instructor.

TO: BRCT 4891 Directed Study in Broadcasting
Permits students to conduct in-depth study of issues associated with broadcasting. Students may enroll for one, two or three hours of credit, and may take the course more than once, but not for a credit hour total that exceeds three hours. Course designs must be approved by the instructor and the department chair. This course cannot be used to replace existing BRCT major courses. Prerequisites: BRCT major and permission of instructor.

The justification for these changes is because as currently structured, students can only register for three credit hours for this course in a semester. The change will allow students to enroll in the course for 1, 2 or 3 hours of credit. The course can be re-taken multiple semesters to achieve a maximum of three hours total credit. This change adds flexibility to the course offering.

A Butler/Graf motion to approve these changes was passed unanimously.

DEPARTMENT OF PSYCHOLOGY

Dr. John Murray presented the following items for the Department of Psychology.

Prerequisite Changes
FROM: PSYC 3130 Psychological Tests and Measurements
Prerequisite: PSYC 1101.

TO: PSYC 3130 Psychological Tests and Measurements
Prerequisites: PSYC 1101 and STAT 2231.

Familiarity with basic statistical concepts will make the content of this course more accessible and meaningful to students.

A Hazeldine/Butler motion to approve this prerequisite change was passed unanimously.

Course Deletion
PSYC 3131 Psychological Statistics

Curriculum revisions made this course unnecessary.

A Gore/Butler motion to approve this deletion was passed unanimously.

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Adrian Gardiner presented the following agenda item for the College of Business Administration.

B.B.A. in Information Systems
Add CSCI 1236, Introduction to Java Programming, to “Specific Requirements Beyond Area A-F”
Change Hours in “Specific Requirements Beyond Area A-F” from 24 Hours to 27 Hours
Add CISM 3237, Visual Basic .NET Windows and Web Applications Programming, and CISM 5131, Fundamentals of Computer Forensics, to Upper Division IS Electives
Reduce “Electives” from 12 Hours to 9 Hours

These requests are made to bring the program page up to date reflecting course changes that have been made at previous meetings.

A Gardiner/Butler motion to approve these changes was passed unanimously.

SCHOOL OF ECONOMIC DEVELOPMENT

Dr. Mary Hazeldine presented the following items for the School of Economic Development.

New Courses

**ECON 4131 Applied Econometrics and Regional Analysis**
The course outlines analytical and empirical tools used by the contemporary economic development specialist and economist. The methodology of data collection and estimation of regression models are introduced. Moreover, the course covers methods of forecasting, linear programming, derivation of impact multiplier analysis, and cost-benefit analysis. Prerequisite: A “C” or better in BUSA 3131. 3 credit hours.

To date, there has not been a course in economics that provides students with the econometrics training required in many jobs and in graduate school. This course will provide such training.

**ECON 4030 Special Topics in Economics**
A customized course that allows students to pursue further study in a specific topic. Topics for the course may include, but not limited to, sports economics, behavioral and experimental economics, economics of social issues, history of economics thought, game theory, or resource economics. Prerequisites: A “C” or better in both ECON 2105 and ECON 2106. 3 credit hours.

As the number of economics majors increases, it is necessary to offer this new topic course to meet such a growth in student enrollment. It also allows faculty members with different expertise to teach students the frontier in their own research area or contemporary topic related to current real-world events.

A Murray/Butler motion to approve these two new courses was passed unanimously.

**Title, Catalog Description, Prerequisites, and Cross-Listing**

**FROM: REDV 4131 Applied Regional Analysis**
The course outlines analytical tools used by the contemporary economic development specialist. The methodology of regional data collection and estimation, the techniques of input-output analysis and economic impact studies are introduced. Moreover, the course covers methods of regional forecasting, linear programming, gravity models, and cost beneficial analysis. Prerequisites: REDV 3130 and BUSA 3132.

**TO: REDV/ECON 4131 Applied Econometrics and Regional Analysis**
The course outlines analytical and empirical tools used by the contemporary economic development specialist and economist. The methodology of data collection and estimation of regression models are introduced. Moreover, the course covers methods of forecasting, linear programming, derivation of impact multiplier
The suggested changes broaden the scope of the course to include econometric tools and techniques which will appeal to both regional economic development majors as well as economics majors. This course will also provide a necessary tool set for those students wishing to pursue a master’s level academic degree. The prerequisites are reduced to reflect what is necessary to be able to effectively take the course.

**Title, Number, Catalog Description, Prerequisites, and Cross-Listing**

**FROM:** 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: REDV 3130, BUSA 3131, and ECON 2106.

**TO:** REDV/ECON 4431 Economic Development  
The course examines the economic and social challenges faced by rural areas of the United States and developing countries. The main concern is on what resources rural economies have, and how these resources can be used to sustain economic development. Special attention is given to economic development strategies that emphasize equity in distribution as a goal as well as access to resources by a wide cross-section of citizens. Prerequisites: A “C” or better in both ECON 2105 and ECON 2106.

The suggested changes align two courses within the same department that will be cross-listed.

**Title, Catalog Description, and Cross-Listing**  
**FROM:** ECON 4431 International Economic Development  
Covers economic development theories with applications. Examines the evolution of developing and transition economies and presents empirical evidence that supports or contradicts the existing theories. The student will gain an understanding of how economic development has occurred historically around the world and what lessons have been learned and are now being applied in international development policies.

**TO:** ECON/REDV 4431 Economic Development  
The course examines the economic and social challenges faced by rural areas of the United States and developing countries. The main concern is on what resources rural economies have, and how those resources can be used to sustain economic development. Special attention is given to economic development strategies that emphasize equity in distribution as a goal as well as access to resources by a wide cross-section of citizens.

The suggested changes align two courses within the same department that will be cross-listed.

**Catalog Description**  
**FROM:** REDV 3130 Introduction to Regional Economic Development  
This course provides an overview of regional economic development programs and provides guidelines for the regional development planning process. The course addresses the
regional economic development profession and associated career opportunities and discusses specific tools used in economic development efforts.

**TO:** REDV 3130  **Introduction to Regional Economic Development**

This course provides an overview of regional economic development programs and provides guidelines for the regional development planning process. The course addresses the regional economic development profession and associated career opportunities and discusses tools used in economic development efforts. The course requires a service project in which the student works with an outside economic development agency to apply the theories and techniques learned in class.

The suggested change includes a description of the service learning component which more accurately matches the content of the course.

**Prerequisites**

**FROM: ECON 4333  Managerial Economics**

Prerequisites: ECON 2105, ECON 2106, and MGNT 3130.
TO: ECON 4333 Managerial Economics
A “C” or better in both ECON 2105 and ECON 2106.

In terms of the content in the course, only ECON 2105 and ECON 2106 are needed.

A Murray/Butler motion to approve these changes to these courses was passed unanimously.

Changes to B.B.A. in Regional Economic Development
Move REDV 4431/ECON 4431 to “Major Requirements”
Under “Major Requirements,” add ECON 4131 to REDV 4131 to show cross-listing and add the words “Econometric and” to the title
Change “Select two of the following” under “Major Requirements” to “Select one of the following”
Move REDV 4890 to the list under “Major Requirements”
Delete REDV 4432 from the list under “Major Requirements”
Arrange the additional electives into emphasis areas: “Select one of the following areas of emphasis:”
Drop FINC 4431 and POLS 2101 from the list
Add MGNT 4338, ECON 4333, ECON 3131, ECON 3231, POLS 3331, POLS 4131, MKTG 3133, MKTG 4131, and MKTG 4136 to the lists
Under “Electives,” delete “Select one of the following,” and delete all of the courses: GEOG 3130, GEOG 5230, PRCA 2330, SOCI 3336, SOCI 3337, and SOCI 5435

A Butler/Murray motion to approve these changes to the B.B.A. in Regional Economic Development was passed unanimously.

Changes to the B.A. in Economics Program Page
Under Area D, add BUSA 3131, Business Statistics, as an alternative for STAT 2231, Introduction to Statistics I
Under Area F, “Courses Appropriate to Major,” add BUSA 3132, Quantitative Analysis, as an alternative for STAT 2232, Introduction to Statistics II

These changes will make the B.A. in Economics more flexible and keep the same standard for potential economics majors to meet the requirement for B.A. or B.B.A.

A Hendrix/Gardiner motion to approve these changes was passed unanimously.

Proposal for Interdisciplinary Minor in Regional Economic Development
(See Undergraduate Committee Agenda for April 20, 2005, for complete proposal)

This minor will produce graduates who possess the knowledge and skills to work in the area of regional economic development. It may be completed by students from all colleges throughout the university who aspire to be active in economic development.

A Murray/Butler motion to approve this interdisciplinary minor was passed unanimously.

SCHOOL OF ACCOUNTANCY

Dr. Leslee Higgins presented the following agenda item for the School of Accountancy.

Revisions to the Interdisciplinary Minor in Fraud Investigation
Delete CISM 5131, Fundamentals of Computer Forensics, thereby reducing the number of hours from 21 credit hours to 18 credit hours

A Hazeldine/Skinner motion to approve this change to the Interdisciplinary Minor in Fraud Investigation was passed unanimously.
Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences. Dr. Richards requested a change to the CHHS agenda to include adding co-requisites to KINS 4331 and KINS 4333. This was approved.

JIANN-PING HSU SCHOOL OF PUBLIC HEALTH

Prerequisite Changes

FROM: KINS 4330 Evaluation of Lower Extremity Injuries
Prerequisite: KINS 3330.
TO: KINS 4330 Evaluation of Lower Extremity Injuries
Prerequisite: KINS 3331

FROM: KINS 4331 Evaluation of Upper Extremity Injuries
Prerequisite: KINS 3330
TO: KINS 4331 Evaluation of Upper Extremity Injuries
Prerequisite: KINS 4330. Co-requisite: KINS 4333.

FROM: KINS 4332 Therapeutic Modalities in Sports Medicine
Prerequisites: KINS 3330, PHYS 1111, and PHYS 1112
TO: KINS 4332 Therapeutic Modalities in Sports Medicine
Prerequisites: KINS 3331, PHYS 1111, and PHYS 1112

FROM: KINS 4333 Therapeutic Exercise and Rehabilitation
Prerequisites: KINS 4330 and KINS 4331
TO: KINS 4333 Therapeutic Exercise and Rehabilitation
Prerequisite: KINS 4330. Co-requisite: KINS 4331

FROM: KINS 4334 Pharmacological Issues in Sports Medicine
Prerequisites: KINS 3330, CHEM 1145, and CHEM 1146
TO: KINS 4334 Pharmacological Issues in Sports Medicine
Prerequisites: KINS 3331 and CHEM 1146

These prerequisite changes follow the scopes and sequences so students will be better prepared for the courses.

A Hazeldine/Graf motion to approve these prerequisite changes was passed unanimously.

DEPARTMENT OF HOSPITALITY, TOURISM AND FAMILY AND CONSUMER SCIENCES

Course Deletion
FACS 2010 Perspectives in Family and Consumer Sciences

This course is no longer taught or used in programs in HTFCS.

A Murray/Butler motion to approve this course deletion was passed unanimously.

Prerequisite Change
FROM: HNRM 3339 Catering and Beverage Operations
Prerequisites: HNRM 2333 and NTFS 2534 or permission of instructor.
TO: HNRM 3339 Catering and Beverage Operations
Prerequisite: HNRM 3335
A Hendrix/Hazeldine motion to approve this prerequisite change was passed unanimously.

**Changes to B.S.Ed in Family and Consumer Sciences**
Under “Major Requirements” delete FACS 2010 and FACS 2220 and delete the words “OR NTFS 2530 – Nutrition and Health”

This item was withdrawn by the College of Health and Human Sciences because the same changes will be brought forward by the College of Education at the May meeting of the Undergraduate Committee.

**Change to B.S. in Interior Design**
Under “Non-Major Requirements,” change TBCC 3121 (2) to TCM 3320 – Building Codes (2)

This course number was changed at a previous Undergraduate Committee meeting.

A Hazeldine/Butler motion to approve this change to the B.S. in Interior Design was passed unanimously.

**COLLEGE OF EDUCATION**

Dr. Jennie Rakestraw and Dr. Ronnie Sheppard were in attendance to present the following agenda items for the College of Education.

**DEPARTMENT OF TEACHING AND LEARNING**

**Course Deletion**
SPED 4260  Methods of Instruction in Mental Retardation

This course has not been offered in more than five years. PSC standards have changed such that categorical certification is no longer offered.

A Gore/Murray motion to approve this course deletion was passed unanimously.

**Re-designate the following initial certification preparation programs in the teaching fields to be one Master of Arts in Teaching (M.A.T.) with three concentrations/tracks, effective Fall 2006**

- B.S.Ed programs in the following secondary education fields:
  - Biology Education
  - Chemistry Education
  - English Education
  - Geography Education
  - Business Education
  - Alternative M.Ed. programs in the following (initial certification) fields:
  - English Education
  - Mathematics Education
  - Middle Grades Education

In order to meet Board of Regents Principles for the Preparation of Educators for the Schools (1998, revised 2001, 2004), the Department of Teaching and Learning proposes significant changes in all of the secondary education undergraduate and graduate programs. All B.S.Ed. secondary education programs in the areas listed below will be deleted and replaced with a Master of Arts in Teaching (M.A.T.) program. The M.A.T. is a graduate degree program that leads first to initial Georgia T-4 certification and finally to a master’s degree with T-5 certification. Since the current Alternative M.Ed. programs have served a similar purpose (initial preparation
that leads to masters degree and T-4 and T-5 certification), those Alternative M.Ed. programs will also be replaced.

This request was presented to the Undergraduate Committee because the B.S.Ed. programs are undergraduate programs. They will be changed to the graduate level with approval of the Master of Arts in Teaching proposal. Following a lengthy discussion, a Hazeldine/Murray motion was made to approve the re-designation of these programs contingent upon the approval by the Graduate Committee of the Master of Arts in Teaching proposal. The motion was passed unanimously.

Delete the programs listed above under B.S.Ed. programs, which become part of the M.A.T. (effective Fall 2006)

This agenda item was withdrawn until the M.A.T. program is approved by the Graduate Committee.

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Certificate Program Proposal – Introduction to Leadership in Schools Serving Troubled Youth

Dr. Jenny Rakestraw requested that this agenda item be withdrawn from the agenda.

OLD BUSINESS

For clarification purposes, it was stated that the TMFG 1122 course (3D Computer Drafting) that was approved as a course number change at the January 2005 meeting (from TMFG 2133) has been changed to TMFG 1123 by the Registrar's Office staff. The number TMFG 1122 had been used previously and, therefore, was not available.

NEW BUSINESS

A proposed schedule of meetings for the 2005-2006 academic year was presented. The schedule will have to be coordinated with the Graduate Committee schedule and the Faculty Senate and General Faculty meeting schedules. Once these have been finalized, they will be published on the appropriate web pages.

ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 4:35 p.m.

Respectfully submitted,

Faye Bacon
Recording Secretary
Present: Dr. Cheryl Aasheim, Dr. Elaine Gore, Dr. Mary Hazeldine, Dr. Adrian Gardiner, Dr. John Murray, Dr. Virginia Richards, Dr. Donna Saye, Ms. Debra Skinner.

Visitors: Dr. Jeff Palis, Dr. Bret Danilowicz, Mr. Wayne Smith, Dr. Susan Williams, Ms. Ann Montalvo, Ms. Caroline James.

Dr. Virginia Richards, Chair, called the meeting to order at 3:17 p.m.

II. APPROVAL OF AGENDA
On a motion by Dr. Elaine Gore and second by Dr. Donna Saye, the agenda for the meeting was approved unanimously.

III. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY
Dr. Bret Danilowicz presented the following agenda items for the Allen E. Paulson College of Science and Technology.

DEPARTMENT OF MATHEMATICAL SCIENCES
Catalog Description
FROM: MATH 2332 Mathematical Structures
Topics include propositional logic, predicate logic, induction, recursion, set theory, set operations, relations, functions, and Boolean algebra.

TO: MATH 2332 Mathematical Structures
Introduction to the foundations of mathematics. Topics include logic, introduction to mathematical proof, set theory and set operations, principle of mathematical induction, relations, functions, and cardinality of sets.

The department of Computer Science changed its Area F requirements for the B.S. degree in Computer Science effective for fall 2005, having replaced MATH 2332 Mathematical Structures with MATH 2130 Discrete Mathematics. Currently, Mathematical Structures has the dual purpose of serving mathematics, mathematics education, and computer science majors. As Computer Science Majors are no longer required to take this course, this revision is necessary to focus solely on the needs of mathematics and mathematics education majors.

A Hazeldine/Murray motion to approve this catalog course description was passed unanimously.

SCHOOL OF TECHNOLOGY
New Course
TCPM 3130 Customer Service for Printed Products
This course is designed to acquaint the students with duties and responsibilities associated with customer service in printing companies and related industries. Prerequisites: A minimum grade of “C” in TCPM 2122 and TCPM 2222. 3 credit hours.

The course will be used as an elective course in “Area F” of the Graphics Communications Management curriculum.

A Saye/Gore motion to approve this new course was passed unanimously.

B.S. Chemistry Program Change
Under “Major Requirements,” remove CHEM 4040. Course no longer exists.

B.A. Geography Program Change
Under “Area F Electives,” replace ENGL 2335 with ENGL 3237. This was a number change.
Under “Specific Requirements,” remove GEOG 4540.
Under “Specific Requirements,” change “Select one…” to “Select two…”.
B.S. Geography Program Change
Under “Area F,” replace STAT 2321 with STAT 2231. This was a typo.
Under “Area F Electives,” replace PHYS 1111-Introduction to Physics I (3), if not taken in Area D with PHYS 1111-Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1), if not taken in Area D. PHYS 1113 had been left off.

B.S. Mathematics Program Change
Under “Area F,” replace ENGR 1631-Computing for Engineers (3) and CSCI 1232-Introduction to FORTRAN Programming with CSCI 1232-Introduction to FORTRAN Programming (3), CSCI 1236-Introduction to Java Programming (3) OR CSCI 1301-Programming Principles I (3-4)
Under “Specific Requirements,” replace Computing Course (if only one computing class taken in Area F) (3, CSCI 1232 or above; ENGR 1631) with Computing Course (if only one computing class taken in Area F) (3, CSCI 1232, CSCI 1236, CSCI 1301 or CSCI 1302)

B.S. Math. Mathematics Program Change
Under “Area F,” replace ENGR 1631-Computing for Engineers (3) and CSCI 1232-Introduction to FORTRAN Programming with CSCI 1232-Introduction to FORTRAN Programming (3), CSCI 1236-Introduction to Java Programming (3) OR CSCI 1301-Programming Principles I (3-4)
Under “Specific Requirements,” replace Computing Course (if only one computing class taken in Area F) (3, CSCI 1232 or above; ENGR 1631) with Computing Course (if only one computing class taken in Area F) (3, CSCI 1232, CSCI 1236, CSCI 1301 or CSCI 1302)

Military Science -- Non-Degree Program Change
Under “Other Program Requirements - Military History,” replace HIST 5333 - War and Society 1618 to the Present (3) with HIST 3136 - US as a Global Power (3). HIST 5333 no longer exists.

B.S.E.E.T. Electrical Engineering Technology Program Change
Under “Major Requirements,” replace the following:
TEET 2114 - Circuit Analysis I Lab (1) and TEET 2133 - Circuit Analysis I (3) with TEET 2143 - Circuit Analysis I (4)
TEET 2412 - Digital Circuits Lab (1) and TEET 2431 - Digital Circuits (3) with TEET 2441 - Digital Circuits (4)
TEET 3116 - Circuit Analysis II Lab (1) and TEET 3135 - Circuit Analysis II (3) with TEET 3145 - Circuit Analysis II (4)
TEET 3312 - Rotating Machines Lab (1) and TEET 3331 - Rotating Machines (3) with TEET 3341 - Rotating Machines (4)
TEET 3531/3512 - Programmable Controllers with Lab (4) with TEET 3541 - Programmable Controllers (4)
TEET 3333/3314 - Electrical Distribution Systems with Lab (4) with TEET 3343 - Electrical Distribution Systems (4)
These were all number/hour changes.

B.S. Graphic Communications Management Program Change
Under “Area F,” replace TMFG 1131 - Manufacturing Enterprise (3) with TMFG 2131 - Manufacturing Enterprise (3). This is a number change.
Under “Major Requirements,” replace TCPM 2111 - Industrial Practicum (2) with TCPM 2122 - Industrial Practicum (2). This is a number change.
Under “Major Requirements,” delete MGNT 4130 - Management Information Systems (3). This course no longer exists.
Under “Major Requirements,” replace MGNT 4336 - Compensation Management (3) and MGNT 4337 - Employee Benefits (3) with MGNT 4332 - Compensation and Benefits (3).

Under “Major Requirements,” replace TCPM 4331 - Flexographic Technology (3) with TCPM 5331 - Flexographic Technology (3). This is a number change.

Non-Degree - Engineering Studies Programs Program Change
Under “Area F,” replace ENGR 1631 - Computing for Engineers (3) with ENGR 1731 - Computing for Engineers (3). This is a number change.

Under “Area F,” replace STAT 5530 - Introduction to Mathematical Statistics I (3) with STAT 5330 - Introduction to Mathematical Statistics I (3). This was a typo.

A Murray/Hazeldine motion to approve these program changes was passed unanimously.

Selected Topics Announcement
BIOL 5099 Physiological Ecology
This was presented as information only.

IV. COLLEGE OF EDUCATION
Dr. Elaine Gore presented the following agenda items for the College of Education.

DEPARTMENT OF CURRICULUM, FOUNDATIONS, AND READING
Catalog Descriptions
FROM: READ 2230 Cognition and Language
This course will examine cognition and language and the relationships between the two systems. The course will present language as a special form of thinking and communication and as a complex, living, changing system. The course will explore relevant theories of cognitive and language development and will trace development from infancy to adolescence. The course will emphasize practices that promote specific language and cognitive competencies and will explore their utilization in various contents and with learners representing language diversity.

TO: READ 2230 Cognition and Language
This course examines cognition and language and the relationships between the two systems. The course presents language as a special form of thinking and communication and as a complex, living, changing system. The course explores relevant theories of cognitive and language development and traces development from infancy to adolescence. The course emphasizes practices that promote specific language and cognitive competencies and explores their utilization in various contents and with learners representing language diversity.

The proposed change is to update the Catalog copy so the course description is written in the present tense rather than the future tense.

FROM: READ 4131 The Teaching of Reading
Provides an overview of the basic program of reading instruction for the developmentally average child with special emphasis on adjustments and adaptations for students with special needs. Considers the stages of a child's reading development, as well as teaching and assessment techniques. Includes activities that foster the development of reading strategies, integration of the use of the computer in literacy instruction, familiarity with current reading resources, and familiarity with approaches and models of instruction.
TO: READ 4131 The Teaching of Reading
Provides an overview of the basic program of reading instruction for the
developmentally average child with special emphasis on adjustments
and adaptations for students with special needs. Considers the stages
of a child’s reading development, as well as teaching and assessment
techniques. Includes activities that foster the development of reading
strategies, integration of the use of technology in literacy instruction,
familiarity with current reading resources, and familiarity with approaches
and models of instruction.
By changing “the computer” to “technology” in the last sentence of the Catalog
Description, the description more accurately describes the activities included in the
course.

FROM: READ 4233 Literacy: Assessment and Instruction
This course will examine literacy difficulties encountered by children in
the classroom. It will emphasize on diagnostic-prescriptive approach to
instruction which utilizes multiple indicators of literacy performance.
Using data from individual cases, students will practice problem solving
strategies as they relate to classroom situations. Students will assess
literacy performance, analyze available information, and plan instruction.

TO: READ 4233 Literacy: Assessment and Instruction
This course examines literacy difficulties encountered by children in the
classroom. It emphasizes a diagnostic-prescriptive approach to
instruction which utilizes multiple indicators of literacy performance.
Using data from individual cases, students practice problem solving
strategies as they relate to classroom situations. Students assess
literacy performance, analyze available information, and plan instruction.
The proposed change is to update the Catalog copy so the course decription is written in
the present tense rather than the future tense. Also, an error in the second sentence is
corrected so that the sentence begins, “It emphasizes a…”
A Hazeldine/Skinner motion to approve these catalog course description changes was
passed unanimously.

DEPARTMENT OF TEACHING AND LEARNING
B.S.Ed. in Business Education Program Changes
Under “Major Requirements,” replace IT 1031 - Introduction to IT (3) with IT 1130 -
Introduction to IT (3). This was a number change.

B.S.Ed. in Chemistry Education Program Changes
Under “Major Requirements,” delete CHEM 3440 - Survey of Physical Chemistry (4).
Course no longer exists.
Under “Major Requirements,” replace CHEM 4330 - Advanced Organic Chemistry (4)
with CHEM 4340 - Advanced Organic Chemistry (4). This is a number change.

B.S.Ed. in English Education Program Changes
Under “Major Requirements,” replace ENGL 4335 - Shakespeare: Comedies and History
(3) and ENGL 4336 - Shakespeare: The Tragedies (3) with ENGL 4337 -
Shakespeare (3). This was a number change.
Under “Major Requirements,” replace ENGL 5331 - British Drama to 1642 (3) and ENGL
5332 - British Drama since 1660 (3) with ENGL 5333 - Studies in English Drama (3).
This was a number change.

**B.S.Ed. in Family and Consumer Sciences Program Changes**
Under “Major Requirements,” delete FACS 2010 - Perspectives in FACS (1) and FACS 2220 - Social Survival Skills (1).
Under “Major Requirements,” change the hours from 12 to 14 on FACS - upper division electives (3000 level up).
Under “Major Requirements,” delete OR NTFS 2530 - Nutrition and Health (3).

**B.S.Ed. in French Education Program Changes**
Under “Major Requirements,” replace FREN 4230 - Survey of French Literature (3) with FREN 4431 - Perspectives in Literature I (3) OR FREN 4432 - Perspectives in Literature II (3). FREN 4230 no longer exists.

**B.S.Ed. in Geography Education Program Changes**
Under “Major Requirements,” replace GEOG 4230 - Geography of North America (3) with GEOG 5130 - Geography of North America (3). This was a number change.

**B.S.Ed. in History Education Program Changes**
Under “Major Requirements,” delete HIST 3133 - U.S. Constitution History (3). This course is listed twice.
Under “Major Requirements,” delete HIST 5132 - Colonial America (3). This course no longer exists.
Under “Major Requirements,” delete HIST 3336 - 19th Century Europe (3). This course no longer exists.
Under “Major Requirements,” delete HIST 3535 - Islamic Civilization (3). This course no longer exists.

**B.S.Ed. in Mathematics Education Program Changes**
Under “Major Requirements,” delete OR CSCI 1234.
Under “Major Requirements,” replace MATH 3331 - Analysis I (3) with MATH 5331 - Analysis I (3). This is a number change.

**B.S.Ed. in Technology Education Program Changes**
Under “Major Requirements,” replace TMFG 1122 - Computer Drafting (2) with TMFG 2522 - Computer Drafting (2). This is a number change.
Under “Major Requirements,” replace TMFG 1131 - The Manufacturing Enterprise (3) with TMFG 2131 - The Manufacturing Enterprise (3). This is a number change.

A Murray/Saye motion to approve these program page changes was passed unanimously.

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V. **COLLEGE OF BUSINESS ADMINISTRATION**

*Dr. Susan Williams presented the following agenda items for the College of Business Administration and the College of Information Technology.*

**BBA Information Systems**
Create a general area and an emphasis area in the BBA Information Systems program:
B.B.A. Information Systems - General
B.B.A. Information Systems - Accounting Information Systems
B.B.A. Information Systems - Business Intelligence
A Gardiner/Gore motion to approve these program page changes was passed unanimously.

B.B.A. INFORMATION SYSTEMS 125 HOURS

GENERAL

See pages 48-49 for Core Curriculum, required of all students.

Area A - Essential Skills ................................................................. 9 Hours
Area B - Institutional Options .......................................................... 4 Hours
*Area C - Humanities and Fine Arts .............................................. 6 Hours
*Area D - Science, Mathematics, and Technology ..................... 11 Hours
*Area E - Social Science ................................................................. 12 Hours
Area F - Courses Appropriate to Major ....................................... 18 Hours

ACCT 2101 - Financial Accounting (3)
ACCT 2102 - Managerial Accounting (3)
BUSA 1105 - Introduction to Business (3)
BUSA 2106 - The Environment of Business (3)
CISM 2530 - Advanced Computer Applications (3)
ECON 2106 - Business Economics (3)

Health and Physical Education Activities .................................... 4 Hours
HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation I .................................................................................. 1 Hour
GSU 1210 - University Orientation (1)

Specific Requirements Beyond Area A-F ..................................... 27 Hours

BUSA 3131 - Business Statistics (3)
BUSA 3132 - Quantitative Analysis (3)
BUSA 4131 - Strategic Management (3)
CISM 4135 - Project Management and Development (3)
CSCI 1236 - Introduction to Java Programming (3)
FINC 3131 - Principles of Corporate Finance (3)
MGNT 3130 - Management and Organizational Behavior (3)
MGNT 3430 - Operations Management (3)
MKTG 3131 - Principles of Marketing (3)

Major Requirements ....................................................................... 24 Hours

CISM 2230 - Applications Development (3)
CISM 3134 - Data Communications (3)
CISM 3135 - Systems Analysis and Design (3)
CISM 4134 - Data Management (3)
CISM 4136 - Global Information Resource Management (3)

Select three of the following:
CISM 3235 - Application Development with COBOL (3)
CISM 3236 - Web Database Development (3)
CISM 3237 - Visual Basic.Net Windows and Web Applications Programming (3)
CISM 4234 - Application Development with Objects (3)
CISM 4236 - AS/400 and Its Applications (3)
CISM 4237 - Decision Support Systems (3)
CISM 4238 - Network Administration (3)
CISM 4331 - Point of Sale Technologies (3)
CISM 4332 - Electronic Business (3)
CISM 4334 - Enterprise Resource Planning Systems Using SAP (3)
CISM 4790 - Internship in Information Systems (3)
CISM 4830 - Special Problems in Information Systems (3)
CISM 4890 - Directed Studies in Information Systems (3)
CISM 5131 - Fundamentals of Computer Forensics (3)

Electives ........................................................................................................................................................9 Hours

Electives should be chosen in consultation with the student’s advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
*Area D - Recommended MATH 1232 - Survey of Calculus (3)
*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
B.B.A. INFORMATION SYSTEMS 125 HOURS
ACCOUNTING INFORMATION SYSTEMS

See pages 48-49 for Core Curriculum, required of all students.

Area A - Essential Skills............................................................................................................................... 9 Hours
Area B - Institutional Options.......................................................................................................................... 4 Hours
*Area C - Humanities and Fine Arts............................................................................................................ 6 Hours
*Area D - Science, Mathematics, and Technology .................................................................................. 11 Hours
*Area E - Social Science ............................................................................................................................ 12 Hours

Area F - Courses Appropriate to Major .................................................................................................... 18 Hours
  ACCT 2101 - Financial Accounting (3)
  ACCT 2102 - Managerial Accounting (3)
  BUSA 1105 - Introduction to Business (3)
  BUSA 2106 - The Environment of Business (3)
  CISM 2530 - Advanced Computer Applications (3)
  ECON 2106 - Business Economics (3)

Health and Physical Education Activities ................................................................................................. 4 Hours
  HLTH 1520 - Healthful Living (2)
  Physical Education Activities (2)

Orientation I.....................................................................................................................................................1 Hour
  GSU 1210 - University Orientation (1)

Specific Requirements Beyond Area A-F ................................................................................................ 27 Hours
  BUSA 3131 - Business Statistics (3)
  BUSA 3132 - Quantitative Analysis (3)
  BUSA 4131 - Strategic Management (3)
  CISM 4135 - Project Management and Development (3)
  CSCI 1236 - Introduction to Java Programming (3)
  FINC 3131 - Principles of Corporate Finance (3)
  MGNT 3130 - Management and Organizational Behavior (3)
  MGNT 3430 - Operations Management (3)
  MKTG 3131 - Principles of Marketing (3)

Major Requirements ................................................................................................................................... 27 Hours
  ACCT 3131 - Intermediate Accounting I (3)
  ACCT 3132 - Intermediate Accounting II (3)
  ACCT 4130 - Accounting Information Systems (3)
  ACCT 4430 - Auditing (3)
  CISM 2230 - Applications Development (3)
  CISM 3134 - Data Communications (3)
  CISM 3135 - Systems Analysis and Design (3)
  CISM 4134 - Data Management (3)
  CISM 4136 - Global Information Resource Management (3)

Electives ........................................................................................................................................................6 Hours
  Electives should be chosen in consultation with the student’s advisor.

ADVICEMENT: College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
*Area D - Recommended MATH 1232 - Survey of Calculus (3)
*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
B.B.A. INFORMATON SYSTEMS 125 HOURS
BUSINESS INTELLIGENCE

See pages 48-49 for Core Curriculum, required of all students.

Area A - Essential Skills ............................................................................................................................... 9 Hours
Area B - Institutional Options .......................................................................................................................... 4 Hours
*Area C - Humanities and Fine Arts ............................................................................................................. 6 Hours
*Area D - Science, Mathematics, and Technology ...................................................................................... 11 Hours
*Area E - Social Science ............................................................................................................................... 12 Hours
Area F - Courses Appropriate to Major .................................................................................................... 18 Hours

ACCT 2101 - Financial Accounting (3)
ACCT 2102 - Managerial Accounting (3)
BUSA 1105 - Introduction to Business (3)
BUSA 2106 - The Environment of Business (3)
CISM 2530 - Advanced Computer Applications (3)
ECON 2106 - Business Economics (3)

Health and Physical Education Activities .................................................................................................. 4 Hours
HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation I .....................................................................................................................................................1 Hour
GSU 1210 - University Orientation (1)

Specific Requirements Beyond Area A-F ................................................................................................ 27 Hours
BUSA 3131 - Business Statistics (3)
BUSA 3132 - Quantitative Analysis (3)
BUSA 4131 - Strategic Management (3)
CISM 4135 - Project Management and Development (3)
CSCI 1236 - Introduction to Java Programming (3)
FINC 3131 - Principles of Corporate Finance (3)
MGNT 3130 - Management and Organizational Behavior (3)
MGNT 3430 - Operations Management (3)
MKTG 3131 - Principles of Marketing (3)

Major Requirements ................................................................................................................................... 27 Hours
CISM 2230 - Applications Development (3)
CISM 3134 - Data Communications (3)
CISM 3135 - Systems Analysis and Design (3)
CISM 4134 - Data Management (3)
CISM 4136 - Global Information Resource Management (3)
CISM 4237 - Decision Support Systems (3)
CISM 5131 - Fundamentals of Computer Forensics (3)
IT 4135 - Information Organization & Retrieval (3)
IT 4136 - Knowledge Discovery & Data Mining (3)

Electives ........................................................................................................................................................6 Hours
Electives should be chosen in consultation with the student’s advisor.

ADVICEMENT: College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
*Area D - Recommended MATH 1232 - Survey of Calculus (3)
*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
B.B.A. INFORMATION SYSTEMS 125 HOURS

See pages 48-49 for Core Curriculum, required of all students.

Area A - Essential Skills ............................................................................................................................... 9 Hours
Area B - Institutional Options .......................................................................................................................... 4 Hours
*Area C - Humanities and Fine Arts ............................................................................................................. 6 Hours
*Area D - Science, Mathematics, and Technology ......................................................................................... 11 Hours
*Area E - Social Science ............................................................................................................................ 12 Hours
Area F - Courses Appropriate to Major .................................................................................................... 18 Hours

ACCT 2101 - Financial Accounting (3)
ACCT 2102 - Managerial Accounting (3)
BUSA 1105 - Introduction to Business (3)
BUSA 2106 - The Environment of Business (3)
CISM 2530 - Advanced Computer Applications (3)
ECON 2106 - Business Economics (3)

Health and Physical Education Activities .................................................................................................. 4 Hours
HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation I .....................................................................................................................................................1 Hour
GSU 1210 - University Orientation (1)

Specific Requirements Beyond Area A-F ................................................................................................ 27 Hours
BUSA 3131 - Business Statistics (3)
BUSA 3132 - Quantitative Analysis (3)
BUSA 4131 - Strategic Management (3)
CISM 4135 - Project Management and Development (3)
CSCI 1236 - Introduction to Java Programming (3)
FINC 3131 - Principles of Corporate Finance (3)
MGNT 3130 - Management and Organizational Behavior (3)
MGNT 3430 - Operations Management (3)
MKTG 3131 - Principles of Marketing (3)

Major Requirements ................................................................................................................................... 27 Hours
CISM 2230 - Applications Development (3)
CISM 3134 - Data Communications (3)
CISM 3135 - Systems Analysis and Design (3)
CISM 4134 - Data Management (3)
CISM 4136 - Global Information Resource Management (3)
CISM 4332 - Electronic Business (3)
IT 1430 - Web Page Development (3)
Select two of the following:
CISM 3236 - Web Database Development (3)
IT 3131 - Web Applications Design & Development (3)
IT 3132 - Web Software (3)

Electives ........................................................................................................................................................6 Hours
Electives should be chosen in consultation with the student’s advisor.

ADVICEMENT: College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
*Area D - Recommended MATH 1232 - Survey of Calculus (3)
*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
See pages 48-49 for Core Curriculum, required of all students.

Area A - Essential Skills ............................................................................................................................... 9 Hours
Area B - Institutional Options ...................................................................................................................... 4 Hours
*Area C - Humanities and Fine Arts ............................................................................................................ 6 Hours
*Area D - Science, Mathematics, and Technology .................................................................................. 11 Hours
*Area E - Social Science ............................................................................................................................ 12 Hours
Area F - Courses Appropriate to Major .................................................................................................... 18 Hours

ACCT 2101 - Financial Accounting (3)
ACCT 2102 - Managerial Accounting (3)
BUSA 1105 - Introduction to Business (3)
BUSA 2106 - The Environment of Business (3)
CISM 2530 - Advanced Computer Applications (3)
ECON 2106 - Business Economics (3)

Health and Physical Education Activities .................................................................................................. 4 Hours
HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation I ..................................................................................................................................................... 1 Hour

GSU 1210 - University Orientation (1)

Specific Requirements Beyond Area A-F ................................................................................................ 27 Hours
BUSA 3131 - Business Statistics (3)
BUSA 3132 - Quantitative Analysis (3)
BUSA 4131 - Strategic Management (3)
CISM 4135 - Project Management and Development (3)
CSCI 1236 - Introduction to Java Programming (3)
FINC 3131 - Principles of Corporate Finance (3)
MGNT 3130 - Management and Organizational Behavior (3)
MGNT 3430 - Operations Management (3)
MKTG 3131 - Principles of Marketing (3)

Major Requirements ................................................................................................................................... 27 Hours
CISM 2230 - Applications Development (3)
CISM 3134 - Data Communications (3)
CISM 3135 - Systems Analysis and Design (3)
CISM 4134 - Data Management (3)
CISM 4136 - Global Information Resource Management (3)
CISM 4238 - Network Administration (3)
IT 4234 - Network Operating Environments (3)
IT 4335 - Network Architecture (3)

Select one of the following:
CISM 5131 - Fundamentals of Computer Forensics (3)
IT 5434 - Network Security Fundamentals (3)

Electives ........................................................................................................................................................6 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
*Area D - Recommended MATH 1232 - Survey of Calculus (3)
*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
**B.B.A. INFORMATION SYSTEMS**

**ENTERPRISE RESOURCE PLANNING SYSTEMS**

125 HOURS

See pages 48-49 for Core Curriculum, required of all students.

<table>
<thead>
<tr>
<th>Area A - Essential Skills</th>
<th>9 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area B - Institutional Options</td>
<td>4 Hours</td>
</tr>
<tr>
<td>*Area C - Humanities and Fine Arts</td>
<td>6 Hours</td>
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<tr>
<td>*Area D - Science, Mathematics, and Technology</td>
<td>11 Hours</td>
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<tr>
<td>*Area E - Social Science</td>
<td>12 Hours</td>
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<tr>
<td>Area F - Courses Appropriate to Major</td>
<td>18 Hours</td>
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<tr>
<td>ACCT 2101 - Financial Accounting (3)</td>
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<tr>
<td>ACCT 2102 - Managerial Accounting (3)</td>
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<tr>
<td>BUSA 1105 - Introduction to Business (3)</td>
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<tr>
<td>BUSA 2106 - The Environment of Business (3)</td>
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<tr>
<td>CISM 2530 - Advanced Computer Applications (3)</td>
<td></td>
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<tr>
<td>ECON 2106 - Business Economics (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Health and Physical Education Activities**

| 4 Hours |
| HLTH 1520 - Healthful Living (2) |
| Physical Education Activities (2) |

**Orientation I**

| 1 Hour |
| GSU 1210 - University Orientation (1) |

**Specific Requirements Beyond Area A-F**

| 27 Hours |
| BUSA 3131 - Business Statistics (3) |
| BUSA 3132 - Quantitative Analysis (3) |
| BUSA 4131 - Strategic Management (3) |
| CISM 4135 - Project Management and Development (3) |
| CSCI 1236 - Introduction to Java Programming (3) |
| FINC 3131 - Principles of Corporate Finance (3) |
| MGNT 3130 - Management and Organizational Behavior (3) |
| MGNT 3430 - Operations Management (3) |
| MKTG 3131 - Principles of Marketing (3) |

**Major Requirements**

| 27 Hours |
| CISM 2230 - Applications Development (3) |
| CISM 3134 - Data Communications (3) |
| CISM 3135 - Systems Analysis and Design (3) |
| CISM 4134 - Data Management (3) |
| CISM 4136 - Global Information Resource Management (3) |
| CISM 4334 - Enterprise Resource Planning Systems Using SAP (3) |
| LOGT 3232 - Business Logistics (3) |
| LOGT 4231 - Logistics and Intermodal Transportation Operations (3) |
| MGNT 4436 - Planning and Control Systems (3) |

**Electives**

| 6 Hours |
| Electives should be chosen in consultation with the student’s advisor. |

**ADVIDEMENT:** College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

* Area C - Recommended COMM 1110 - Principles of Public Speaking (3)  
* Area D - Recommended MATH 1232 - Survey of Calculus (3)  
* Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
See pages 48-49 for Core Curriculum, required of all students.

Area A - Essential Skills ............................................................................................................................... 9 Hours
Area B - Institutional Options ...................................................................................................................... 4 Hours
*Area C - Humanities and Fine Arts ............................................................................................................ 6 Hours
*Area D - Science, Mathematics, and Technology .................................................................................. 11 Hours
*Area E - Social Science ............................................................................................................................ 12 Hours
Area F - Courses Appropriate to Major .................................................................................................... 18 Hours

ACCT 2101 - Financial Accounting (3)
ACCT 2102 - Managerial Accounting (3)
BUSA 1105 - Introduction to Business (3)
BUSA 2106 - The Environment of Business (3)
CISM 2530 - Advanced Computer Applications (3)
ECON 2106 - Business Economics (3)

Health and Physical Education Activities .................................................................................................. 4 Hours
HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation I .....................................................................................................................................................1 Hour
GSU 1210 - University Orientation (1)

Specific Requirements Beyond Area A-F ................................................................................................ 27 Hours
BUSA 3131 - Business Statistics (3)
BUSA 3132 - Quantitative Analysis (3)
BUSA 4131 - Strategic Management (3)
CISM 4135 - Project Management and Development (3)
CSCI 1236 - Introduction to Java Programming (3)
FINC 3131 - Principles of Corporate Finance (3)
MGNT 3130 - Management and Organizational Behavior (3)
MGNT 3430 - Operations Management (3)
MKTG 3131 - Principles of Marketing (3)

Major Requirements ................................................................................................................................... 27 Hours
CISM 2230 - Applications Development (3)
CISM 3134 - Data Communications (3)
CISM 3135 - Systems Analysis and Design (3)
CISM 4134 - Data Management (3)
CISM 4136 - Global Information Resource Management (3)
LOGT 3231 - Principles of Transportation (3)
LOGT 3232 - Business Logistics (3)
LOGT 4830 - Special Topics: LIT Tools (3)

Select one of the following:
LOGT 4231 - Logistics & Intermodal Transportation Operations (3)
LOGT 4232 - International Logistics (3)

Electives ........................................................................................................................................................6 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
*Area D - Recommended MATH 1232 - Survey of Calculus (3)
*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
B.B.A. INFORMATION SYSTEMS  
TECHNOLOGY ENTREPRENEURSHIP  
125 HOURS

See pages 48-49 for Core Curriculum, required of all students.

Area A - Essential Skills ................................................................. 9 Hours
Area B - Institutional Options ......................................................... 4 Hours
*Area C - Humanities and Fine Arts .............................................. 6 Hours
*Area D - Science, Mathematics, and Technology ......................... 11 Hours
*Area E - Social Science ................................................................. 12 Hours

Area F - Courses Appropriate to Major ........................................... 18 Hours
  - ACCT 2101 - Financial Accounting (3)
  - ACCT 2102 - Managerial Accounting (3)
  - BUSA 1105 - Introduction to Business (3)
  - BUSA 2106 - The Environment of Business (3)
  - CISM 2530 - Advanced Computer Applications (3)
  - ECON 2106 - Business Economics (3)

Health and Physical Education Activities ......................................... 4 Hours
  - HLTH 1520 - Healthful Living (2)
  - Physical Education Activities (2)

Orientation I ...................................................................................... 1 Hour
  - GSU 1210 - University Orientation (1)

Specific Requirements Beyond Area A-F ......................................... 27 Hours
  - BUSA 3131 - Business Statistics (3)
  - BUSA 3132 - Quantitative Analysis (3)
  - BUSA 4131 - Strategic Management (3)
  - CISM 4135 - Project Management and Development (3)
  - CSCI 1236 - Introduction to Java Programming (3)
  - FINC 3131 - Principles of Corporate Finance (3)
  - MGNT 3130 - Management and Organizational Behavior (3)
  - MGNT 3430 - Operations Management (3)
  - MKTG 3131 - Principles of Marketing (3)

Major Requirements ........................................................................... 27 Hours
  - CISM 2230 - Applications Development (3)
  - CISM 3134 - Data Communications (3)
  - CISM 3135 - Systems Analysis and Design (3)
  - CISM 4134 - Data Management (3)
  - CISM 4136 - Global Information Resource Management (3)
  - MGNT 3234 - Entrepreneurship/Small Business (3)
  - MGNT4234 - Small Business Management (3)
  - MGNT 4235 - Applied Small Business Management (3)

Select one of the following:
  - CISM 4332 - Electronic Business (3)
  - FINC 3130 - Financial Tools and Methods (3)

Electives ............................................................................................. 6 Hours

Electives should be chosen in consultation with the student's advisor.

ADVICEMENT: College of Business Administration Student Services Center, Business Administration Bldg, 681-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
*Area D - Recommended MATH 1232 - Survey of Calculus (3)
*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)
SCHOOL OF ACCOUNTANCY
Special Topics Announcement
LSTD 4830 Special Problems in Legal Studies
Dr. Mary Hazeldine presented this Special Topics Announcement as information only.

VI. VICE PRESIDENT FOR ACADEMIC AFFAIRS
Dr. Jeff Palis presented the following agenda items for the Vice President for Academic Affairs.

INTERNATIONAL STUDIES
Selected Topics Announcement
INTS 3090 Contemporary Environmental Issues in Europe
The Selected Topics Announcement was for information only.

New Courses
EURO/POLS/INTS 3234 Introduction to European Union
This course will introduce students to the history, institutions, policies, and cultures of the European Union and its member states. 3 credit hours.

EURO 4130 European Law and Legal Systems
This course focuses on the legal institutions that constitute the European Union, and the legal processes of those institutions. The course begins with a brief overview of the European Union, including the historical antecedents that preceded the present day entity of the EU. Prerequisite: A minimum grade of “C” in POLS 1101. 3 credit hours.

EURO 4230 Doing Business in the European Union and United States
This course is intended for non-business majors. For this reason, an introduction to economics is included. The course compares the general legal rules and cultural environment of running a business in the European Union and the United States. Topics include government regulations, labor relations, cultural values, consumer behavior, mergers, and marketing. Prerequisite: A minimum grade of “C” in EURO 3234. 3 credit hours.

EURO 4330 Science and Technology Policy
The purpose of this course is to introduce the Science and Technology Policy of the European Union (EU). This is an introductory course about the history, goals, and issues of the EU related to science, industry, and technology. Prerequisite: A minimum grade of “C” in EURO 3234. 3 credit hours.

These courses are for students who would like to complete the European Union Studies certificate program.

A Saye/Gore motion to approve these new courses was passed unanimously.

VII. COLLEGE OF HEALTH AND HUMAN SCIENCES
Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.

SCHOOL OF NURSING
Course Deletion
NURS 5240 Advanced Health Assessment Across the Lifespan.
This is being replaced by NURS 5210 and NURS 5230.

A Hazeldine/Aasheim motion to approve this course deletion was passed unanimously.
New Courses

**NURS 5210** Lifespan Advanced Health Assessment Clinical
Lifespan advanced health assessment clinical course requires the application of concepts and skills learned in NURS 5230. Group discussions provide the opportunity for learning synthesis. 90 clinical hours are required in settings which provide experience for health, developmental and diagnostic assessments; and histories and physical examinations of adults, pregnant women, children and newborns. On-campus seminar and laboratory practice and off-campus experiences in ambulatory settings with laboratory facilities serving diverse populations is required. Corequisite: NURS 5230. 1 credit hour.

**NURS 5230** Lifespan Advanced Health Assessment
The health assessment course builds on basic assessment to evaluate persons across the life span within a transcultural context. Principles and techniques necessary to complete a total health history, developmental assessment, nutritional evaluation, physical examination and documentation of findings to form a data base on the individual, pregnant female and newborn are included. Recognition of pathological signs and symptoms associated with illness and the assessment of health promotion needs are emphasized. Selected diagnostic procedures are covered. Corequisite: NURS 5210.

These courses will replace NURS 5240.

*A Hazeldine/Aasheim motion to approve these new courses was passed unanimously.*

**DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES**

**Change in Interior Design Program Admission Criteria and Application**
3. Have a minimum of first semester sophomore status (30 semester hours completed) upon applying for the program.
3. Verification of grades with official transcripts of all schools attended including this university (WINGS transcript accepted)

*A Hazeldine/Murray motion to approve this program admission criteria and application was passed unanimously.*

**Changes in Area F of the Sport Management Program**
Eliminate COMM 2332 and add "Guided Elective at the 2000 level"
Add "OR CISM 1120 (2) and CISM 1110 (1)" to RECR 2330 line
Add PROGRESSION REQUIREMENTS to Program Page

*A Hazeldine/Aasheim motion to approve this course deletion was passed unanimously.*

**Prerequisite Changes**
**FROM: SMGT 3230 Economics of Sport**
A minimum grade of "C" in ACCT 2030, COMM 2332, ECON 2105, SMGT 2130, RECR 2330, SMGT 2230, and STAT 2231.

**TO: SMGT 3230 Economics of Sport**
A minimum grade of "C" in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; RECR 2330 or CISM 1120 and CISM 1110; and Guided Elective (3).

**FROM: SMGT 3236 Financial Management of Sport**
A minimum grade of "C" in ACCT 2030, COMM 2332, ECON 2105, SMGT 2130, RECR 2330, SMGT 2230, STAT 2231; and BUSA 3134 or FINC 3131.
TO: SMGT 3236 Financial Management of Sport
A minimum grade of “C” in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; RECR 2330 or CISM 1120 and CISM 1110; BUSA 3134 or FINC 3131; Guided Elective (3).

FROM: SMGT 3238 Management of Sport Organizations
A minimum grade of “C” in ACCT 2030, COMM 2332, ECON 2105, SMGT 2130, RECR 2330, SMGT 2230, and STAT 2231.

TO: SMGT 3238 Management of Sport Organizations
A minimum grade of “C” in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; RECR 2330 or CISM 1120 and CISM 1110; and Guided Elective (3).

FROM: SMGT 3330 Sport Promotion and Marketing
A minimum grade of “C” in ACCT 2030, COMM 2332, ECON 2105, SMGT 2130, RECR 2330, SMGT 2230, STAT 2231, and MKTG 3131.

TO: SMGT 3330 Sport Promotion and Marketing
A minimum grade of “C” in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231, MKTG 3131; RECR 2330 or CISM 1120 and CISM 1110; and Guided Elective (3).

FROM: SMGT 4330 Facility and Event Management
A minimum grade of “C” in ACCT 2030, COMM 2332, ECON 2105, SMGT 2130, RECR 2330, SMGT 2230, and STAT 2231.

TO: SMGT 4330 Facility and Event Management
A minimum grade of “C” in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; RECR 2330 or CISM 1120 and CISM 1110; and Guided Elective (3).

FROM: SMGT 4336 Sport Business Operations
A minimum grade of “C” in SMGT 3230, SMGT 3236, and SMGT 3238.

TO: SMGT 4336 Sport Business Operations
A minimum grade of “C” in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; RECR 2330 or CISM 1120 and CISM 1110; and Guided Elective (3).

FROM: SMGT 4337 Legal Aspects of Sport
A minimum grade of “C” in ACCT 2030, COMM 2332, ECON 2105, SMGT 2130, RECR 2330, SMGT 2230, and STAT 2231.

TO: SMGT 4337 Legal Aspects of Sport
A minimum grade of “C” in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; RECR 2330 or CISM 1120 and CISM 1110; and Guided Elective (3).

FROM: SMGT 4338 Sport Policy Development
A minimum grade of “C” in ACCT 2030, COMM 2332, ECON 2105, SMGT 2130, RECR 2330, SMGT 2230, and STAT 2231.

TO: SMGT 4338 Sport Policy Development
A minimum grade of “C” in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; RECR 2330 or CISM 1120 and CISM 1110; and Guided Elective (3).

FROM: CHFD 4790 Internship in CHFD
CHFD 4234 or CHFD 4137; CHFD 4135; CHFD 4136; 3 guided electives; a minimum grade of “C” in CHFD 3130, CHFD 3132, CHFD
3134, CHFD 3135, CHFD 3136, and CHFD 4130; senior status; 2.0 GPA; approval of instructor.

TO: CHFD 4790 Internship in CHFD
A minimum grade of "C" in CHFD 3132, CHFD 3134, CHFD 3135, CHFD 3136, CHFD 4130, CHFD 4135, FACS 4138; and either CHFD 3130 or CHFD 4136 AND either CHFD 4134 or CHFD 4137; 15 semester hours of guided electives; senior status; 2.0 GPA; and approval of instructor.

All SMGT prerequisites are changing to keep in line with Area F.
A Gore/Skinner motion to approve these prerequisite changes was passed unanimously.
Gore amended to add “Guided Elective (3)” to all SMGT prerequisites.

VIII. COLLEGE OF INFORMATION TECHNOLOGY
Dr. Cheryl Aasheim presented the following agenda items for the Department of Information Technology.

DEPARTMENT OF INFORMATION TECHNOLOGY
Catalog Descriptions

FROM: IT 1130 Introduction to Information Technology
An introduction to IT as an academic discipline and the structure of the BS IT degree at Georgia Southern. It also provides students with an introduction to the range of applications of Information Technology, partly through an introduction to the second disciplines available to them. Finally, it introduces students to some of the techniques that they will need for later courses, in particular object-oriented design, databases and SQL.

TO: IT 1130 Introduction to Information Technology
An introduction to IT as an academic discipline and the structure of the BS IT degree at Georgia Southern. It also provides students with an introduction to the range of applications of Information Technology, partly through an introduction to the second disciplines available to them. Finally, it introduces students to some of the techniques that they will need for later courses, in particular databases and SQL.

The concept of object-oriented design has been moved to IT 1430, a course where the topic is more appropriate.

FROM: IT 1430 Web Page Development
A thorough introduction to the languages used to create web pages. Throughout it stresses the importance of good coding style. The course also introduces students to the principles of good human computer interface design, including design for people with disabilities.

TO: IT 1430 Web Page Development
A thorough introduction to the languages used to create web pages. Throughout it stresses the importance of good coding style. The course also introduces students to the principles of good human computer interface design, including design for people with disabilities. Finally, the course introduces students to object-oriented design.

The concept of object-oriented design has been moved to this course from IT 1130 as the topic is more appropriate in this course.

A Saye/Gardiner motion to approve these catalog description changes was passed unanimously.
DEPARTMENT OF INFORMATION SYSTEMS
BBA Information Systems
Create a general area and an emphasis area in the BBA Information Systems program:
B.B.A. Information Systems - General
B.B.A. Information Systems - Accounting Information Systems
B.B.A. Information Systems - Business Intelligence
B.B.A. Information Systems - Electronic Commerce
B.B.A. Information Systems - Enterprise Security
B.B.A. Information Systems - Enterprise Resource Planning Systems
B.B.A. Information Systems - Logistics Information Systems
B.B.A. Information Systems - Technology Entrepreneurship
(See College of Business Administration minutes for program pages.)
A Gardiner/Gore motion to approve these program page changes was passed unanimously.
These were the same changes as approved for the College of Business Administration.

IX. OLD BUSINESS
A Hazeldine/Saye motion to approve the Tentative 2005-2006 Schedule of Meetings was passed unanimously.

X. NEW BUSINESS
A proposal that all colleges must have a minimum of two alternates for the UGC meetings.
A Gore/Saye motion to approve this proposal was passed unanimously.

XI. ADJOURNMENT
There being no further business to come before the committee, the meeting was adjourned at 4:27 p.m.

Respectfully Submitted,

Caroline D. James
Recording Secretary

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL
Chair: Linda Bleicken
Academic Advisory Council Minutes
1.

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

**ACADEMIC STANDARDS COMMITTEE**

Chair: Godfrey Gibbison
The Academic Standards Committee met on August 4, 2005, August 9, 2005 and August 12, 2005 to consider appeals for early readmission.

Present at the August 4 meeting were Alice Hall (CHHS), Aimaao Zhang (CIT), Nirmal Das (COST), Danette Wood (CHHS), Marla Morris (COE), Mark Yanochik (COBA), Patricia Humphrey (COST), Iris Durden (LIB), Michael Moore (COE), Godfrey Gibbison (COBA) and Wayne Smith (Registrar).

Present at the August 9 meeting were Aimaao Zhang (CIT), Bob Fernekes (LIB), Laura Regassa (COST), Nirmal Das (COST), Patricia Walker (CLASS), Mark Yahochik (COBA), Marla Morris (COE), Patricia Humphrey (COST), Iris Durden (LIB), Godfrey Gibbison (COBA) and Wayne Smith (Registrar).

Present at the August 12 meeting were Alice Hall (CHHS), Bob Fernekes (LIB), Beverly Graham (CLASS), Ming Fang He (COE), Nirmal Das (COST), Patricia Walker (CLASS), Mark Yanochik (COBA), Marla Morris (COE), Patricia Humphrey (COST), Laura Regassa (COST), Godfrey Gibbison (COBA) and Wayne Smith (Registrar).

Iris Durden (LIB) told the committee at the previous meeting she would be absent as a result of Operation Move-in.

On August 4 there were 66 appeals. Twenty-six appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Forty appeals were denied by the committee. Fifteen of the denied appeals were subsequently appealed to the Dean of the student’s respective college. Ten of these were approved and five were denied.

On August 9 there were 14 appeals. Eleven appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Three appeals were denied by the committee. One of the denied appeals was subsequently appealed to the Dean of the student’s respective college and was approved.

On August 12 there were 22 appeals. Twelve appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Ten appeals were denied by the committee. Two of the denied appeals were subsequently appealed to the Dean of the student’s respective college and were approved.

At the August 4 meeting Patricia Humphrey introduced language to be considered for the Georgia Southern University Catalog for the Fall semester of 2006. The new language would replace sections in the 2004-2005 Catalog page 44 “Grade Point Average (GPA), and page 46 “Repeating Courses.” The new language would basically say that students can repeat any course any number of times but the all attempted hours would count towards the student’s GPA. The committee unanimously approved the language, which was then sent to the Registrar for comment. At that meeting Godfrey Gibbison was elected chair of the committee to replace Patricia Humphrey, the new SEC chair.

At the August 9 meeting the committee discussed several of the comments and circumstances presented by students as leading to their poor academic performance. In particular, the committee became concerned with the number of students who said they were unable to manage their time properly and that they were working up to 70 hours per week. Patricia Walker suggested that it might be necessary to reinforce to students that a 15-hour course load means at least a 45-hour time commitment each week.
She also suggested that a University-wide campaign might be adopted along the lines of a “Succeeding with CLASS” bookmark that was developed by CLASS task force. The bookmark emphasizes time commitment, academic integrity and civility. Other members of the committee suggested that the issue of time management and time commitment might be covered in the GSU 1210 course. Wayne Smith was asked to invite Chris Caplinger to the next meeting of the committee.

Chris Caplinger attended the August 12 meeting. He gave a brief overview of what is covered in the GSU 1210 course on time management and answered questions from committee members. He said he would be willing to accept suggestions on how the course might be improved in the future. Also at that meeting Patricia Walker gave committee members copies of the “Succeeding with CLASS” bookmark.

**ELECTIONS COMMITTEE**

Chair: David Robinson  
No report submitted.

**FACULTY WELFARE COMMITTEE**

Chair: Mark Welford  
The Faculty Welfare Committee met on September 9 and elected Mark Welford as chair.

**FACULTY DEVELOPMENT**

Chair: Bill Yang  
No report submitted.

**FACULTY SERVICE**

Chair: Michael Nielsen  
The Service Committee has not met since our last Senate meeting.

**FACULTY RESEARCH**

Chair: Gautam Kundu  
No report submitted.

**GRADUATE COMMITTEE**

Chair: Richard Flynn  
No report submitted.
LIBRARY COMMITTEE

Chair: Michele Davis McGibony
No report submitted.

UNDERGRADUATE COMMITTEE

Chair: Virginia Richards
No report submitted.

SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING

Chair: Linda Bleicken, Provost

August 9, 2005, 8:30 AM COST 2140

The Registrar, Mike Deal, provided us with information concerning our enrollment, remaining registration opportunities, key 2005-2006 dates, and WINGS training for new faculty. Tag teaming with Susan, we all discussed shifting undeclared students to a pre-college major, the final SOAR session, and the recruitment calendar.

IT Services, Lisa, discussed the faculty information repository project, the online student evaluation project and the state of the scantron situation.

Jane provided an OSRA update on academic program review and assessment support information.

There was a brief CET update concerning post Eric initiatives.

Jean-Paul Carton will be the new Senate Librarian and will keep the AAC Minutes.

Submitted by Michael Moore, Senate Librarian, 2004-2005

August 9, 2005

The scheduled August 23 meeting was cancelled. Provost Bleicken mentioned the following reasons for the cancellation: “First, we met just two weeks ago, so there is probably not a lot of "new" material to be discussed. Second, since our last meeting, Amy has talked with several veteran members regarding suggestions for improving future AAC meetings. I would like to share your feedback with Deans' Council members tomorrow and then get back to discuss with you a plan to make future meetings better experiences for all of us.”

Submitted by Jean-Paul Carton, Senate Librarian, 2005-2006
Faculty Senate Librarian’s Report

October 17, 2005

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

ACADEMIC STANDARDS COMMITTEE
Chair: Godfrey Gibbison
No report submitted.

ELECTIONS COMMITTEE
Chair: David Robinson
No report submitted.

FACULTY WELFARE COMMITTEE
Chair: Mark Welford
The Faculty Welfare Committee has not met since the last report.

FACULTY DEVELOPMENT
Chair: Bill Yang
No report submitted.

FACULTY SERVICE
Chair: Michael Nielsen
The Faculty Service Committee has not met since the last report.

FACULTY RESEARCH
Chair: Gautam Kundu

Minutes of the August 26, 2005 meeting

Members Present:
Dr. Gautam Kundu
Dr. Larry Stalcup
Dr. Joseph Barjis
Dr. John Parrish
Mr. Marvin Goss
Dr. Greg Brock
Ms. Julie Cole

Members Absent:
Dr. Anastatia Sims
Dr. Dana Sparkman

I. Welcome
Dr. Kundu welcomed the committee members and opened the meeting; the committee members also introduced themselves.

II. Presentation by Julie Cole
Julie Cole gave a presentation to the committee, which provided information regarding Faculty Research Committee grant awards, eligibility for grant awards, and policy changes implemented in the previous year. An update of guidelines as of 10/7/2004, policies, and evaluation ratings were also provided to the committee.
III. The committee discussed the Student-Faculty Research Grant Competition that will be held this fall. The maximum amount per grant is set at $3,000. The grants are available to undergraduate and graduate students in collaboration with a faculty member. The possibility of the student simply being an administrative secretary is a concern of the committee. This research must truly be collaborative, not just student led and guided by a faculty member or vice-versa. Therefore, the proposal must describe the role of each person involved in the research with an explanation of his/her qualifications to complete those roles. Student(s) involved must also submit a resume with his/her cumulative GPA. The research cannot be for a thesis or graduation requirement. Eligibility is limited to working on only one project. Part of the grant may be used for presentation of the research. The committee also noted that supporting presentation of projects supports the university’s strategic plan.

Julie Cole stated that ORSSP will provide financial support to undergraduate students who want to present their research at NCUR (National Conference of Undergraduate Research), as well as other conferences for graduate students.

The deadline for submitting research proposals is October 24, 2005 by 5:00 p.m. The FRC will then meet to evaluate the proposals. Notification of grant awards will occur by November 21, 2005. Evaluation criteria will be that of what is currently used for FRC grants with the addition of a collaborative component. The current evaluation forms will be used to create a draft. Assessment will be the same as FRC grants. Guidelines will be sent to the FRC before sending out the information campus wide.

IV. The committee discussed guidelines for FRC grant budgets, as this was a continued issue from the previous year. FRC grants cannot provide financial support for conferences. However, use of grant money is allowed for exhibits, recitals, and publication. An individual’s department may provide travel money. CET also has money to support travel, or faculty development may also. FRC grants will not provide support for travel to present research, as opposed to travel for research. There was discussion that since there are other resources for obtaining financial support for travel, that the FRC grants not support it.

If student support is written into the budget, a justification must be explained in detail. The investigator must be precise in explaining the reasons why the student(s) is essential to the project. Julie noted that COGS has agreed to allow a tuition waiver for graduate students involved.

The committee discussed the importance of providing IRB, IACUC, or IBC approval of their research prior to the release of funds. This needs to be included in this year’s guidelines.

V. There was discussion by the committee regarding the publication fund. It was discussed and decided to reduce the publication fund to $2,500, due to a lack of requests by the faculty. The publication fund will provide support for page charges and reprints in peer reviewed journals. When ORSSP receives a Publication Fund Request, FRC will be contacted to find out if the requested publication is reputable. If so, the request will receive approval.

VI. Dates for the FRC Grant Competition to be held in Spring 2006 will be determined by ORSSP and sent via e-mail to the FRC members.

The Awards of Excellence will have a deadline of December 5, 2005.
VII. A meeting will be held in October to discuss other items that require further discussion by the FRC

VIII. Adjourned

Minutes of the September 16, 2005

Members Present:  Members Absent:
Dr. Gautam Kundu
Dr. Larry Stalcup
Dr. Joseph Barjis
Dr. John Parrish
Mr. Marvin Goss
Dr. Greg Brock
Ms. Julie Cole
Dr. Anastatia Sims
Dr. Dana Sparkman

I. Welcome
Dr. Kundu welcomed the committee members and opened the meeting.

II. Discussion of Student-Faculty Research Grant Competition

The committee discussed allowing students to apply for the grant who are completing the research for course credit. J. Parrish explained that many elective courses in the sciences require research. These are students who want to engage in research, but want to do research for a reason. The committee discussed the possibility that earning academic credit for the research is allowed if it is directed study. After discussion, the committee decided that earning academic credit for the research is allowable. Because the purpose of this opportunity is to result in a co-authored publication, poster, or presentation for the student and faculty member, the wording will state “the proposed research may be used to fulfill degree requirements if the end result is suitable for a co-authored paper publication or poster/presentation.” The proposal must also include a paragraph that defends the projects suitability for publication or presentation.

The committee then discussed the allowability of compensation to students involved in the research. It was asked if the Board of Regents allow students to be paid for work that is completed for a course. The point is made that students engage in work study, internships, and other programs which may provide monetary compensation and course credit. The committee decided to allow a student stipend of $500 for completion of research. However, faculty may not receive a stipend for the research. J. Barjis discussed the possibility of providing some kind of compensation to faculty, such as in-kind compensation, if this collaborative research grant becomes a yearly competition. If this does become an annual grant competition, this will be further discussed.

The committee also discussed flexibility in the budget for the student-faculty research grant. Because different departments have unique needs for research, there needs to be options rather than restrictions. Therefore, the committee decided that
the budget provides a general budget of $3,000. Of that total budget, the investigators may request a portion of the budget to be used to pay for travel to present at a conference in 2006-2007. This request must be written into the budget. The investigators may then petition for those funds upon acceptance into a conference to present their research. The FRC will wait until decisions of grant awards are made in November to request a specific amount of money to roll over into the next fiscal year.

The committee also stated that everyone is in agreement that students involved in the honors program and are conducting research as a capstone experience are eligible to participate in the student-faculty research grant competition.

ORSSP will make changes to the flyer and the guidelines and send both to the FRC for review. Upon approval of those changes by the committee, the revised flyer will be distributed campus-wide. It will be explained that this is a pilot program and based on questions and concerns by faculty and students, we are providing clarification.

III. Julie Cole then disseminated and discussed with the committee a flyer advertising $500 scholarships for undergraduate students to attend NCUR.

ORSSP will provide 5 scholarships, while the Honors Program will also provide scholarships for those who are honors students. These scholarships are available to undergraduate students engaging in any kind of research, which they wish to present at the National Conference of Undergraduate Research upon acceptance.

IV. Adjourned
ANNOUNCEMENTS

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Nursing

Course Revision

NURS 7999  Nursing Thesis – Change of Prerequisites and Credit Hours

Prerequisite – from NURS 6132 to NURS 6140

Credit Hour – variable credit of 4-6 hours changed to 1-3

Justification:  Variable credit of 4-6 hours changed to (1-3) -0-(1-3) credits which meets Graduate School policy.  NURS 6140 replaced NURS 6132.

MOTION: The program revision from the School of Nursing was approved by acclamation.

COLLEGE OF SCIENCE AND TECHNOLOGY

Geology and Geography

Selected Topics Announcement

GEOG 5031G  Selected Topics – Human Geography: Military Geography

Justification:  Military Geography will be taught by LTC William Gillespie, commander of Georgia Southern's ROTC Eagle Battalion. LTC Gillespie is trained as a geographer and taught geography at the United States Military Academy at West Point, so this course will take advantage of his expertise. The course will satisfy upper-level elective requirements for Geography majors, and LTC Gillespie states that Military Science students can use this course to fulfill their American Military History requirement. Furthermore, this course will enable students in related fields such as history or political science to supplement their curricula. The course will incorporate guest lecturers from nearby military bases, and a field trip to Civil War-era coastal fortifications near Savannah. Graduate students will complete an individual term project or special report.

COLLEGE OF BUSINESS ADMINISTRATION

MBA and MACC

Program Revision

Change in Admission Index
MOTION: Changes in the Admission Index will be tabled to the next meeting for further clarification.

III. UNFINISHED BUSINESS
IV. NEW BUSINESS

V. ANNOUNCEMENTS

VI. ADJOURNMENT

There being no further business, the meeting was adjourned on September 13, 2005 at 3:00 PM.

Respectfully submitted,

Belinda Lucas
Staff Assistant

LIBRARY COMMITTEE

Chair: Michele Davis McGibony
No report submitted.

UNDERGRADUATE COMMITTEE
Chair: Virginia Richards

MINUTES of the September 21, 2005 meeting

I. CALL TO ORDER

Present: Ms. Camille Rogers, Dr. Donna Fisher, Dr. Donna Saye, Dr. Marla Morris, Dr. Hsaing-Jui Kung, Dr. JoEllen Broome, Dr. Marian Tabi, Dr. Mark Welford, Dr. Mary Hazeldine, Dr. Mary Marowitz, Dr. Michael Moore, Dr. Reed Smith, Dr. Sonya Shepherd, Dr. Virginia Richards.

Visitors: Ms. Caroline James, Mr. Wayne Smith, Dr. Amy Heaston, Dr. Shahnam Navaae, Dr. Pranoti Asher, Ms. Candice Griffith, Dr. Michele McGibony, Dr. Laura Frost, Dr. Choong Kwon Lee.

Dr. Virginia Richards, Chair, called the meeting to order at 3:06 p.m.

II. WELCOME AND INTRODUCTIONS

Dr. Richards introduced herself, then asked each person to give their name and the college or division they represent. There are seven new members on the committee.

III. ORIENTATION

Dr. Richards distributed packets to each member of the committee. The packets contained a list of the committee members and the “Operating Code” for the Undergraduate Committee.

IV. ELECTION OF NEW CHAIR

Dr. Richards read the section of the Faculty Senate By-Laws that states the requirements for the chair. The chair must be a senator and must be elected by the members of the
committee. Having read this to the committee, Dr. Richards then asked for nominations from the members. Dr. Michael Moore nominated Dr. Mary Hazeldine who withdrew her nomination. Dr. Mary Marowitz nominated Dr. Michael Moore who withdrew his nomination. Finally, Dr. Donna Saye nominated herself and Dr. Mary Marowitz seconded the nomination. Dr. Donna Saye was elected unanimously.

V. ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY

DEPARTMENT OF CHEMISTRY

Dr. Shahnam Navaee presented the following agenda items for the Department of Chemistry.

Course Revision

FROM: CHEM 1140 - Introduction to General and Organic Chemistry
Introduces students to the basic concepts of chemical structure and reactivity with a focus on organic chemistry. After covering the elementary concepts of the atom, elements, and compounds, the students will apply these concepts to understand the significance of structure in organic chemistry and relate these concepts to the reactivity of organic compounds.

TO: CHEM 1140 - Introduction to General, Organic, and Biochemistry
Introduces students to the basic concepts of chemical structure and reactivity with a focus on biological molecules. General chemistry topics of interest will include basic atomic structure, bonding, intermolecular forces, solutions, and acid-base chemistry. Students will focus on the structure and reactivity of carbon-containing compounds, applying these concepts to the structure and significance of biological molecules and their roles in biological systems.

JUSTIFICATION:
The majority of students taking this course are in allied health majors (required course) where the application of chemical principles to biological molecules is their main interest. Over the past several years, the course has been modified within the department to include relevant biochemical topics. The description in the course catalog should better reflect these changes in the course.

A Hazeldine/Richards motion to approve this catalog course revision was passed unanimously.

New Course

CHEM 2541 - Bioanalytical Chemistry
This course deals with the analysis of molecules in biological systems. It is designed to provide students with in-depth information on several instrumental analytical techniques and to promote integration of analytical thinking when dealing with biological systems. Topics include chemical and biochemical analysis of biomolecules, instrumental techniques of analysis, isolation and purification of biomolecules, applications of bioanalytical chemistry in medicine, biotechnology, and forensic science. The interpretation and significance of analytical data will be illustrated by
selected case studies and data collected by the students themselves in the laboratory sessions that will run concurrently with the course.

Prerequisites: A minimum grade of “C” in CHEM 1146 and CHEM 2031. 4 credit hours.

JUSTIFICATION:
A new degree in Biochemistry and Molecular Biology is being developed in the departments of Chemistry and Biology. A course in bioanalytical chemistry is an integral part of this new degree. The course is one of the major courses for the Biochemistry and Molecular Biology degree.

A Rogers/Fisher motion to approve this new course with a modification to #7 was passed unanimously.

MODIFICATION TO #7 (University Resources Statement)

FROM: We are seeking approval for the course without the request for additional resources. Currently there are two tenured faculty within the chemistry department capable of teaching this course and a search has been approved to hire two other faculty members who will be capable of teaching this course. Any resources required for this course will be sought through the approval of the biochemistry and molecular biology major. There are no additional library resources required to implement this course.

TO: Currently there are two tenured faculty within the chemistry department capable of teaching this course and a search has been approved to hire two other faculty members who will be capable of teaching this course. The course can currently be effectively taught with existing resources. In the future, there may be a need for more advanced equipment that would enhance the course. Any future resources required for this course will be sought through the approval of the biochemistry and molecular biology major. There are no additional library resources required to implement this course.

CHEM 3541 - Biophysical Chemistry
This course explores the physical principles underlying the complex nature of living systems. Topics include the theory and applications of thermodynamics, equilibrium, kinetics, and molecular motion and transport as they relate to biological systems. The structure of biomolecules and the main techniques of structure determination (with emphasis on protein structure) as well as bioenergetics will also be covered. Prerequisites: A minimum grade of “C” in CHEM 5541, MATH 2242, PHYS 1114, and PHYS 1112 or PHYS 2212. 4 credit hours.

JUSTIFICATION:
A new degree in Biochemistry and Molecular Biology is being developed in the departments of Chemistry and Biology. A course in biophysical chemistry is an integral part of this new degree. The course is one of the major courses for the Biochemistry and Molecular Biology degree.

A Rogers/Fisher motion to approve this new course with modified revisions to #2 and #7 was passed unanimously.

MODIFIED REVISION TO #2 (Similarity with existing course)
FROM: While some of the material in this course overlaps with PHYS 3539 Introduction to Biophysics, the course PHYS 3539 is offered only sporadically. Examination of a course outline from 1976 shows that a few of the topics are similar (diffusion, electronic properties of cells), however most of the topics are different. Furthermore, PHYS 3539 is only a 3 hour course and offers no laboratory content.

TO: While some of the material in this course overlaps with PHYS 3539 Introduction to Biophysics, the course PHYS 3539 is offered only sporadically. Examination of the course outline shows that a few of the topics are similar (diffusion, electronic properties of cells); however most of the topics are different. Furthermore, PHYS 3539 is only a 3 hour course and offers no laboratory content.

MODIFIED REVISION TO #7 (University Resources Statement)
FROM: We are seeking approval for the course without the request for additional resources. Currently there are three tenured faculty within the chemistry department capable of teaching this course. Any resources required for this course will be sought through the approval of the biochemistry and molecular biology major. There are no additional library resources required to implement this course.

TO: Currently there are three tenured faculty within the chemistry department capable of teaching this course. The course can currently be effectively taught with existing resources. In the future, there may be a need for more advanced equipment that would enhance the course. Any future resources required for this course will be sought through the approval of the biochemistry and molecular biology major. There are no additional library resources required to implement this course.

DEPARTMENT OF GEOLOGY & GEOGRAPHY
Dr. Pranoti Asher presented the following agenda item as information only for the Department of Geology and Geography.

Selected Topics Announcement
GEOG 5031 - Human Geography: Military Geography
Military Geography will be taught by LTC William Gillespie, commander of Georgia Southern's ROTC Eagle Battalion. LTC Gillespie is trained as a geographer and taught geography at the United States Military Academy at West Point, so this course will take advantage of his expertise. The course will satisfy upper-level elective requirements for Geography majors, and LTC Gillespie states that Military Science students can use this course to fulfill their American Military History requirement. Furthermore, this course will enable students in related fields such as history or political science to supplement their curricula. The course will incorporate guest lecturers from nearby military bases, and a field trip to Civil War-era coastal fortifications near Savannah.

VI. OTHER BUSINESS
Proposal to vote on revision of Minutes format:
» Minutes should list only the ‘agenda’ with approvals - refer to pages 34-37
Any agenda items amended during the meeting should be noted in the minutes.

- Do not repeat information that is documented in the agenda items - refer to pages 16-33

Some examples are:
- Justification
- Course Descriptions
- Prerequisites
- Title Changes
- Program Changes/Pages
- Hours

Documentation needed for Selected Topics Announcement Forms

A Welford/Rogers motion to leave the UGC minutes format as is was passed unanimously.

VII. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 3:43 p.m.

Respectfully Submitted,

Caroline D. James  
Recording Secretary
SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING
Chair: Linda Bleicken, Provost

The Academic Advisory Council met on September 20, 2005 at 9:00 a.m. in room 1100J in the College of Education.

1. Welcome and introductions: Dr. Bleicken
2. Amy Heaston reported on efforts undertaken to make AAC meetings more productive. Information handouts will be distributed ahead of time as electronic attachments. Discussions should focus more on making decisions.
3. EBDM Workshop Feedback.
   A large part of the meeting was spent discussing reactions to the EBDM (Evidence Based Decision Making) workshop which took place on Sept. 15. Reactions were generally very positive. Council members who had participated in the workshop emphasized that a number of new ideas and specific goals and objectives came out of the various discussion sub-groups (e.g., ideas for increasing alumni support and participation, advisory groups, a Coastal Center). Some felt that the workshop demonstrated a need for more cooperation and coordination, stressing that through the workshop activities they discovered what is happening in other areas and that evidence is often not shared between groups with common interests. Dean Chance then moved the discussion toward a definition of “evidence,” the relation between EBDM and visionary decision making. How do we make decisions in the absence of evidence? Provost Bleicken responded that vision is generally built on evidence but that evidence may not be direct and may involve, for example, patterns. Dean Chance stressed the necessity of defining “evidence” so that the term is not limiting and asked how the conversation was to be continued. Dean Morrobel-Sosa wondered if there were any reservations on the part of anyone regarding the workshop and EBDM, saying she thought she had noticed that reactions (body language) on Thursday morning did not seem to be all positive. Two Council members expressed their concern about finding the time to apply the model. Another one wondered if EBDM should be pervasive, even though it is good for curriculum planning. There was also a question regarding the specific implications of the process (model?). In response to some of the reservations, Dean Hardy said that he felt that in the afternoon session everyone was ready to rally around the common good/goal and that the faculty present were willing to join. The discussion ended with an exchange of views on the relation between EDBM and strategic planning. It was suggested that there was a need to define priorities for the institution and that some rewriting could take place.

Provost Bleicken concluded with the two following points: (1) there is a need to define priorities for the institution; (2) there is a need to institutionalize the discussion/cooperation process.

3. Registrar’s update
   3.1. Enrollment update. [Handout distributed] Number of students enrolled as of 09/16/2005: 16,593. This number should be close to the final number for the Fall.
   3.2. Important dates. [Handout distributed] Preparations for Commencement will begin by early October.
   3.3. Proposed Calendar for Building Summer 2006 and Fall 2006 Schedule of Classes. [Handout distributed] Dean Chance mentioned that a problem is caused in her area by
the time line imposed by the calendar because of a statewide coordination effort, which aims at implementing standardization by Fall 2006. Provost Bleicken stressed the fact that estimates on the projected numbers of students and the classes they will take must be available before Spring. Dean Morrobel-Sosa raised the question of faculty workloads for part-time faculty. Provost Bleicken responded that this issue will be addressed at the next meeting. Dean Chance asked Mike Deal if other institutions had the same time line. Response: “probably not.” Dean Hudak suggested considering first-day withdrawal regulations. Mike said that the idea will be discussed. Dean Whitt suggested building the Spring schedule at the same time as the Fall schedule (late January deadline). Provost Bleicken responded that this would indeed be meaningful for student and faculty planning. Dean Morrobel-Sosa added that such early planning would however need to be “subject to change.” Dean Shiffler had some reservations related to faculty hires on this issue and will consult his chairs and associated deans. The issue will be discussed again after consultation in the units. Finally, Dean Shiffler also expressed a concern regarding cancellation for non-payment of tuition fees, stating that new faculty are sometimes intimidated by students who insist upon attending in spite of the fact that their names have been dropped from the class roll. Mike Deal described the current system the Registrar’s office uses to notify such students of their status (letter addressed to P.O. box, home, and e-mail address), mentioning that about 40% of the recipients actually clear up the financial situation. Provost Bleicken agreed that the current practice is probably OK.

5. Additional Announcements: none
6. Adjournment

Submitted by Jean-Paul Carton, Senate Librarian, 2005-2006
## GEORGIA SOUTHERN UNIVERSITY

**FALL 2004**

*After 24th Day of Classes As of 9/20/04*

and

**FALL 2005**

*After 24th Day of Classes As of 9/16/05*

### ENROLLMENT COMPARISON

**09/16/2005**

### ENROLLMENT BY CLASSIFICATION

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### Credit Hours By Level

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<tr>
<td>S2 = Master</td>
<td>9,056</td>
<td>9,976</td>
<td>9,582</td>
<td>9,800</td>
<td>8,900</td>
<td>8,900</td>
<td>6.90</td>
</tr>
<tr>
<td>S3 = Specialist</td>
<td>1,014</td>
<td>1,265</td>
<td>1,024</td>
<td>1,042</td>
<td>958</td>
<td>958</td>
<td>4.94</td>
</tr>
<tr>
<td>S4 = Doctorate</td>
<td>2,309</td>
<td>2,289</td>
<td>1,845</td>
<td>2,265</td>
<td>2,265</td>
<td>2,265</td>
<td>5.14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>210,585</td>
<td>203,300</td>
<td>201,956</td>
<td>208,210</td>
<td>12.62</td>
<td>12.62</td>
<td>2.70</td>
</tr>
</tbody>
</table>

*Produced by the Office of the Registrar*

**Totals for International Students are shown in parenthesis.**

***Final Enrollment Fall 2004 was 16,100.***

****Final Credit Hours for Fall 2004 was 203,234***
IMPORTANT DATES FOR FALL 2005

September 30  Mid-term Grades Due
October 10  Last Day to Drop without Academic Penalty
October 24  Registration begins for Spring 2006
November 16  Last Undergraduate Committee Meeting to
Approve items for 2006-07 Catalog (COBA,
COST, CIT)
December 1  Last Day of Classes
December 5-8  Final Exams
December 9  Commencement
December 10  Final Grades Due
January 24  Last Undergraduate Committee Meeting to
Approve items for 2006-07 Catalog (CLASS,
COE, CHHS)
January 26  Last Graduate Committee Meeting to approve items for
2006-07 Catalog

Registrar's Office
9/19/05
## Proposed Calendar for Building Summer 2006 and Fall 2006 Schedule of Classes

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1, 2005</td>
<td>Summer and Fall 2006 Schedule of Classes Available for Update by Academic Departments</td>
</tr>
<tr>
<td>January 23, 2006</td>
<td>Summer and Fall 2006 Schedule of Classes to be completed by Academic Departments</td>
</tr>
<tr>
<td>January 24, 2006</td>
<td>Summer and Fall 2006 Schedule of Classes to Deans for Approval</td>
</tr>
<tr>
<td>January 27, 2006</td>
<td>Registrar's Office assigns classrooms for Summer and Fall 2006 classes with no room assignment.</td>
</tr>
<tr>
<td>February 13, 2006</td>
<td>SDRC begins Summer and Fall 2006 registration of students with disabilities</td>
</tr>
<tr>
<td>February 20, 2006</td>
<td>Registration begins for Summer and Fall 2006</td>
</tr>
</tbody>
</table>

Registrar's Office
9/19/05
Updates from the Office of Admissions
Academic Advisory Council
September 20, 2005

Reminders about Recruitment Responsibilities – Fall 2005

Mailings from the Academic Colleges
* Files are sent electronically to the College Associate Dean/Recruitment Representative.

<table>
<thead>
<tr>
<th>Accepted Student Mailings</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Exposure Participants</td>
<td>Post-Event</td>
</tr>
<tr>
<td>Reception Participants</td>
<td>Post-Event</td>
</tr>
<tr>
<td>Luncheon Participants</td>
<td>Post-Event</td>
</tr>
<tr>
<td>Open House Participants</td>
<td>Post-Event</td>
</tr>
<tr>
<td>Showcase Participants</td>
<td>Post-Event</td>
</tr>
</tbody>
</table>

Important Dates
* Please visit to Susan Davies at Braxton@georgiasouthern.edu.

- Monday, September 27: Southern Exposure
- Wednesday, October 26: Columbus
- Thursday, October 27: Albany
- Wednesday, November 2: Macon
- Thursday, November 3: Atlanta
- Friday, November 4: Atlanta
- Monday, November 7: Southern Exposure
- Thursday, November 10: Jacksonville
- Saturday, November 19: Open House
- Friday, December 2: Southern Scholars Showcase
- Saturday, December 3: Southern Scholars Showcase

Associate Dean/Recruitment Representative – Admissions Meetings for Fall 2005
* All meetings are held at 2 – 3 PM in Lewis Hall.

- September 20
- October 13
- November 22
- December 13

Projected Numbers for New Enrollment for Spring: SOAR is Sat, January 7, 2006
* Please share with the appropriate Associate Deans and/or Department Chairs.

- Freshman: 200
- Sophomore: 120
- Junior: 100
- Senior: 20
- Total New: 440
Faculty Senate Librarian's Report  

November 7, 2005

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

ACADEMIC STANDARDS COMMITTEE
Chair: Godfrey Gibbison
No report submitted.

ELECTIONS COMMITTEE
Chair: David Robinson
No report submitted.

FACULTY WELFARE COMMITTEE
Chair: Mark Welford
The Faculty Welfare Committee has not met since the last report.

FACULTY DEVELOPMENT
Chair: Bill Yang

Minutes: 4pm, on Monday, September 12, 1305 CIT

Attending: Ardian Greca for Manouchehr Tabatabaei (CIT), Lorraine Gilpin (COE), Trent Maurer (CHHS), Gustavo Molina (COST), Bob Fernekes (LIB), Morgan Miles (COBA), and Bill Yang (COBA, Chair).

1. Welcome and introduce each other
2. Calendar and minute taking assignment (Bill Yang)
   a. Minutes will be taken by a different member of the FDC each meeting.
   b. Next meeting is 9-26 @ 4:00 to discuss faculty development applications
   c. Applications will be sent to members this week
   d. On-line scoring or spread sheets will be provided for member assessments.
3. Dr. Steinberg’s letter and general rule discussion
   a. The FDC decided that to make a decision we need to know if the funded money was already encumbered from the 2005-2006 FDC budget.
   b. If not and the funding will come out of the current budget for FY 2005-2006 then Professor Steinberg may re-apply for funds for this year.
4. Discussed how to allocate the FY 2005-2006 budget.
   a. 25-35% for faculty development funding
   b. 25% for summer awards
   c. 40-50% for travel awards
5. Discussed if there should be 2 or 3 travel award contests, and it was decided to keep 3 travel award contests/year.
6. Adjourn

Minutes: 4 pm, Monday, September 26, 1305 CIT

Attending: John Dyer (CIT), Darin Van Tassell (CLASS), Lorraine Gilpin (COE), Bob Fernekes (LIB), Trent Maurer (CHHS), Morgan Miles (COBA), Bill Yang (COBA, Chair), Gustavo Molina (COST), Amy
Heaston (for CET/Provost)

**Agenda Items:**

1. Approve minutes of September 12th meeting: Approval was moved, seconded, and carried.
2. Report on result of Dr. XXX letter: It was determined that the money for his travel grant had already been encumbered and thus would not come out of this year’s budget, so it was decided to allow him to keep the money and apply it to another similar conference, per his request.
3. Proposal extension request: Two requests for an extension of the deadline for the first travel grant were considered. It was reported that all new faculty they received this information about the award deadline at orientation. All existing faculty would have been able to access the CET webpage for information on the deadlines. The fact that one of the requests obviously uses the lack of a call for proposal as excuse makes it very difficult, if not impossible, to judge whether a request for accepting late submission is really caused by this “bump”. Hence, it was decided that while the situation was unfortunate, it was not unfair and the dates would remain as listed.
4. Mileage starting date: It was brought to the committee’s attention that some travel grant applications submitted may have used the 28 cents/mile calculation in preparing their budget instead of the 48.5 cents/mile new reimbursement rate. A discussion of options ensued. It was decided to award money based on the amount requested (if the committee deemed the application worthy of funding). Further, since the committee often awards in terms of the percentage of an application (e.g., 80%) and the applicant can use the award towards any of their listed travel expenses, they are free to claim reimbursement at 48.5 cents/mile and take the difference out of another category, such as lodging.
5. Discuss Instructional Development Grants: One application was withdrawn from consideration by the applicants. 50% of applications were fully funded and the rest were not funded.
6. Next Meeting: The next meeting was set for 10/10 at the same time and place to discuss the first round of travel proposals.
7. Adjourn.

**FACULTY SERVICE**

Chair: Michael Nielsen

**Faculty Service Committee Minutes, October 24, 2005, 2:00 - 4:30 pm**

Attending: John Brown, Cynthia Frost, Bryan Griffin, Michael Nielsen (Chair) Mildred Pate, Nancy Shumaker (Provost’s representative), Kathy Thornton

Not Attending: Don Armel

The committee met to discuss the proposals submitted for the Fall 2005 Faculty Service Grant competition. Twenty-nine proposals were submitted, requesting a total of $89,152.67. Prior to the meeting each committee member independently ranked the proposals; rankings were compiled and averaged by the VPAA office. We discussed all proposals in an order determined by their average ranking, beginning with the best-ranked proposal.

The committee decided to fully- or partially-fund 21 of the 29 proposals submitted. A total of $26,139.58 was awarded. This leaves $20,860.42 available for the Spring 06 competition. Letters will be mailed to proposal writers announcing them of the committee’s decision regarding their specific proposals.

Respectfully submitted,
Michael Nielsen (Chair, Faculty Service Committee)

FACULTY RESEARCH
Chair: Gautam Kundu
No report submitted.

GRADUATE COMMITTEE
Chair: Richard Flynn

UNDERGRADUATE COMMITTEE
Chair: Virginia Richards

OCTOBER 18, 2005, 3:00 P.M., COLLEGE OF EDUCATION, ROOM 2167

I. CALL TO ORDER
Present: Dr. Adrian Gardiner (for Ms. Camille Rogers), Dr. Donna Saye, Dr. Cheryl Aasheim (for Dr. Hsaing-Jui Kung), Ms. JoEllen Broome, Dr. Marian Tabi, Dr. Mark Welford, Dr. Marla Morris, Dr. Mary Hazeldine, Dr. Mary Marowitz, Dr. Michael Moore, Dr. Reed Smith, Dr. Sonya Shepherd, Dr. Virginia Richards.

Visitors: Ms. Caroline James, Mr. Wayne Smith, Ms. Ann Montalvo, Dr. Amy Heaston, Dr. Shahnam Navae, Ms. Candace Griffith, Dr. Mary Boyd, CPT Ron Cohen, Dr. Sandra Peacock, Dr. Ron MacKinnon, Dr. Nancy Shumaker, Ms. Laurie Markle

Dr. Donna Saye, Chair, called the meeting to order at 3:05 p.m.

II. APPROVAL OF AGENDA
A Hazeldine/Shephard motion to approve the agenda was passed unanimously.

III. COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING AND LEARINING
Dr. Marla Morris presented the following agenda items for the Department of Teaching and Learning.

Course Revision - Effective Fall 2006
FROM: ESED 4090 - P-12 Education Special Topics
Promotes specialized training appropriate to the needs of pre-service teachers. Attention will be given to a range of specific problems as they relate to the P-12 teaching fields.

TO: ESED 4090 - Special Topics
Promotes specialized training appropriate to the needs of pre-service teachers. Attention will be given to a range of specific problems as they relate to the elementary, middle, or secondary schools and teaching field.

JUSTIFICATION:
Since ESED is a course designation appropriate for elementary, middle, and secondary candidates, we are deleting MGED and SCED 4090.

Course Deletions - Effective Fall 2006
MGED 4090 - Middle Grades Special Topics
JUSTIFICATION:
ESED 4090 Special Topics is appropriate for elementary, middle, and secondary candidates; therefore, this course is no longer needed.

SCED 4090 - Secondary Education Special Topics
JUSTIFICATION:
ESED 4090 Special Topics is appropriate for elementary, middle, and secondary candidates; therefore, this course is no longer needed.

A Shepherd/Smith motion to approve the course revision and deletions was passed unanimously.

IV. COLLEGE OF INFORMATION TECHNOLOGY
DEPARTMENT OF INFORMATION TECHNOLOGY
Program Revision - Effective Spring 2006
Dr. Cheryl Aasheim presented the following program revision for the Department of Information Technology.

B.S. Information Technology
Change of catalog description for removing MATH 1232 out of Area A to “major requirements”.

JUSTIFICATION:
Until now, IT department has been recommending that IT majors take MATH 1232 (Survey of Calculus) as their Area A course. Unfortunately, MATH 1232 had never been approved as an Area A course and the request by the Department of Math to have course included as an Area A course was recently denied. MATH 1232 is an Area D course but IT department already recommends that IT majors take STAT 2232 as an Area D course. Since the IT students need the statistics in a number of advanced courses, we cannot drop STAT 2232.

For this reason, IT department decided to change the catalog description and remove MATH 1232 out of Area A and move it instead to the “Major Requirements” area. This increases the total credit requirements from 30 to 33 for the major, and decreases the elective options from 12 to 9 credits. The overall total requirement of 125 credits hours is not changed.

A Gardiner/Hazeldine motion to approve this program revision was passed unanimously.

Course Revision - Effective Spring 2006
Dr. Ron MacKinnon presented the following course revision for the Department of Information Technology.

FROM: CISM 2530 - Advanced Business Applications
This course will emphasize database management systems (DBMS), spreadsheets, and the use of HTML/XML.

TO: CISM 2530 - Advanced Business Applications
This course will provide students with hands-on experience in creating advanced business applications using spreadsheet and database management system (DBMS) tools. Advanced topics in word-processing and presentation tools will also be explored.

JUSTIFICATION:
The course is being expanded to include a foundation of advanced business tools for all business majors, and not just information systems students. The primary change is eliminating the HTML/XML module that IS programming students were
expected to know, and replacing it instead with advanced features of word-
processing and presentation tools that all business majors will need for future
classes in the business curriculum.

A Hazeldine /Morris motion to approve this course revision was passed unanimously.

V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Sandra Peacock presented the following agenda items as information only for the College of Liberal Arts and Social Sciences.

DEPARTMENT OF COMMUNICATION ARTS

Selected Topics Announcement - Effective Spring 2006

JOUR 3030 - Online Journalism

In this course, students will practice real time reporting and writing on the World Wide Web, by utilizing the basic multimedia elements such as texts, graphics, sound and animation. This is not a traditional journalism course offered online, but a course which teaches students to publish live news on the Internet.

The course will be designed with the objective to teach students the skills needed in the competitive business of cyberjournalism, i.e., online news gathering and writing.

Many universities across the country already offer online journalism courses but this one is going to be the first offering here at GSU.

This is also in keeping with the departmental strategic plan of reviewing course curricula and enhancing instructional technology in tune with the changing times.

The course has the potential to impact about 400 majors in journalism, broadcasting and public relations

DEPARTMENT OF HISTORY

Selected Topics Announcements - Effective Spring 2006

HIST 3030 - Introduction to Public History

Using real-life examples drawn from museum studies and public history as well as museum theory, we will consider the challenges and rewards of engaging with the public in a discussion of the past. We will consider the problems that museum professionals and public historians face: Why and in what ways are academics and museum professionals today urgently seeking to engage with broad audiences? How do they respond to business competition, whether from popular historians or heritage tourism businesses? How can their work have an impact on political and cultural discourse? What barriers are there to greater partnership between academic historians and museums?

This course is aimed at exploring issues relevant to anyone interested in exploring a career in public history, whether in historic preservation, archival and museum work, or as an academic historian. The class is conducted as a seminar, with extensive reading. Assessment is in the form of papers and research projects in public history. There will also be at least two required field trips. This course will assist in our development of applied history offerings.
HIST 3030 - History of Vietnam
This course will examine the history of Vietnam from its origins to the present. The course will start with the beginnings of Vietnamese society through a thousand years of Chinese colonial rule and Vietnam's development as an independent state from 939 A.D. until the arrival of French colonizers in the nineteenth century. The impact of French colonial rule served as a traumatic entry into the modern era that brought sweeping changes to the country and society. Resistance to the French, Japanese and finally the Americans created the context of today's socialist republic that has reentered the world. While the politics, military actions and diplomacy of the French and American governments will be covered, primary emphasis will be placed on the Vietnamese and their struggle for independence and autonomy.

The course will use a variety of texts, documentary films, biographies and autobiographies to tell the Vietnamese story. Assessment will be based on a midterm, final, and a series of short papers. This course will broaden our offerings in Asian history.

HIST 3030 - The Military and Society
The goal of this course is to study the relationship between military establishments and the states they defend in war and protect in peace. We will focus on Europe beginning with the rise of early modern monarchies and the bureaucracies that kings created to finance and administer their armies and navies. Then we will study the role of warfare in the birth of the modern age, i.e., the period of the French Revolution. At this point we will broaden our geographical scope to examine how nations used their military establishments to forge empires in the nineteenth century. To better understand how European nations conquered much of the globe we will also examine the impact of scientific and technological advancements throughout the eighteenth, nineteenth, and twentieth centuries. Finally, this course will conclude with an examination of the age of "total warfare," the twentieth century. Students will be expected to read books, articles, and documents; participate in class discussions; take a mid-term and a final; and write three short essays.

This course will add to our strength in military history.

DEPARTMENT OF POLITICAL SCIENCE
Selected Topics Announcement - Effective Spring 2006
POLS 4031 - Middle East Politics
This course is a survey of political change and economic development of the Middle East since World War I. The course will examine the history of Islam and its influence in the region, the legacy of colonialism by European powers, the politics of nationalism and state building, the role of oil and economics of Middle Eastern countries, the challenge of radical Islamic movements to Middle Eastern governments and western countries, the Arab-Israeli conflict, prospects for democratization and civil society, and U.S. relations with the region. The course will examine the politics of particular Middle Eastern countries including Saudi Arabia, Iraq, Iran, Egypt, Syria, and Lebanon. At the end of the semester, students will have a good understanding of the political systems of Middle Eastern and Islamic countries and how their role in the world influences U.S. policies.


Due to faculty leaves and reassigned teaching, we are offering only one other Comparative Government class. Students need one in this area to fulfill major requirements.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Selected Topics Announcements: - Effective Spring 2006
ANTH 5091 - Development and Change
This course was the outgrowth of a faculty development grant by one of our instructors. It has been offered previously and was very popular with sociology, anthropology and international studies. It fits with the institutional mission of transcultural opportunities.

INTS 3090 - Development and Change
This course was the outgrowth of a faculty development grant by one of our instructors. It has been offered previously and was very popular with sociology, anthropology and international studies. It fits with the institutional mission of transcultural opportunities.

SOCI 5094 - Development and Change
This course was the outgrowth of a faculty development grant by one of our instructors. It has been offered previously and was very popular with sociology, anthropology and international studies. It fits with the institutional mission of transcultural opportunities.

DEPARTMENT OF WOMEN’S AND GENDER STUDIES
Selected Topics Announcement - Effective Spring 2006
WGST 3090 - Feminist Social Action
Examines strategies for social change from a feminist perspective. Historically situates, critiques, and further develops feminist strategies for consciousness raising, creating alternative organizations, tactics for social change and political reform, coalition building, and nonviolent direct action.

DEPARTMENT OF WRITING AND LINGUISTICS
Selected Topics Announcements - Effective Spring 2006
LING 3030 - Computational Linguistics
It is hard to imagine a more exciting area of modern academic research than
computational linguistics. Questions we deal with in this interdisciplinary field include:
How do you make computers understand and produce human language?
How can you extract precise information from very large archives such as the
world wide web?
or ...
Will Lt. Cmdr. Data ever learn to laugh?

The really good news for those interested in this field is that the number of
graduates remains far below industry requirements. And the computational work
involved in this field can be relatively simple. Students with little or no
programming experience can soon find themselves working on cutting edge
projects.

This course is intended as an introduction and therefore requires no prior expertise
in programming or linguistics. A general interest in language will help, of course.
We will learn how all fields of linguistics contribute to solving real-life issues in
what we call "natural language processing." The professor is a researcher (and
practitioner) of humor, one of the central areas of application that we will look at.
We will also learn what impact the computational application has on linguistics
itself.

This course offers a perfect opportunity to develop skills not only in linguistics,
but also vital for all aspects of academic pursuit.

LING 3030 - Gullah and Geechee Language and Culture
The Gullah and Geechee group of people live on the Sea Islands and the coastal
areas of South Carolina and Georgia including Charleston and Savannah, Sapelo
Island, and St. Simons Island. The remarkable language and culture of this group
have been created from numerous elements originating in West Africa, but also
from the Caribbean and America. This course unit gives students the opportunity
to become familiar with the language, culture, folklore, and creative output of a
unique American people through readings, discussion, films, and hands-on
experience. Topics for exploration include traditional stories, African elements of
the Gullah and Geechee language, and the relation of the group to the mainstream
United States. Field trips for the class to meet Gullah and Geechee people are
planned to Sapelo Island, GA, or St. Helena Island, S.C.

WRIT 2090 - Writing and Healing
Students will be introduced to the physical, intellectual, and spiritual benefits of
writing and telling (as opposed to silence) in various venues: classrooms,
community-based groups, web sites, or public memorials. Students will compose
and present their work in multiple genres and will read recent research in
medicine, psychology, trauma studies, and composition theory in order to
understand the connections between writing and health.

Course content outline: The course will balance reading and writing so that each
week, students spend equal time reading/discussing current research and
writing/reading from their lives to gain both theoretical and practical awareness of
the potential benefits of writing and telling.
1. The first few weeks will introduce recent medical and psychological studies
(Pennebaker, Lepore and Smyth, DeSalvo) that link writing with improvements in
immune function, arthritis, cancer prevention, depression, anxiety, and other health conditions. Along with their readings, students will write narratives, letters, poems, and/or essays about significant losses they have survived and will share their drafts in small groups.

2. Toward mid-semester, students will examine ways in which writing has been therapeutic for people who have survived child abuse or neglect, loss of home, death of family members or friends, divorce, debilitating injury or illness, rape, assault, or other traumatic ruptures (Anderson and MacCurdy, Payne, Bracher).

3. As students revise their narratives and prepare to present their final projects, they will read about the role of the "witness" in the process of healing and transformation, individually and collectively (Caruth, Felman and Laub, Daniell, Andrews et al.). For instance, research has linked local suffering among families with global suffering caused by wars, slavery, apartheid, and the Holocaust. By naming, for specific audiences, what was lost, writers begin to imagine and reconstruct what remains—a life-changing move for many. And depending on their majors, students may begin to imagine how writing could benefit their future clients, patients, students, etc.

WRIT 2090 - Writing and Place
This course examines the interconnectedness of language and location. Students will examine the visual and textual rhetorics of social and natural environments. They will become more aware of the ways in which place shapes language production and language shapes the experience of place. Central to the coursework will be the creation of a journal made up of both analytical and creative writing assignments. Some issues we will examine are: * How are literacy and location connected? * Do we all read and write from specific social and geographic positions? * In what ways is the use of space tied to the use of language?

WRIT 3030 - The Comic Book in American Culture
In this course, students investigate the ways in which comics have influenced American culture and, in turn, been influenced by it. Students analyze the comic book medium -- its unique synthesis of text and image -- along multiple dimensions (historical, cultural, visual, narrative, and theoretical), and lectures trace the history of the medium's development, focusing on its origins, social and geopolitical influences, key figures, and the emerging social trends that shaped it into the powerful creative industry it has become today.

WRIT 3030 - Writing the Body
Writing the Body explores the ways in which written discourse is an intellectual, social, creative, and educational practice that is always also material and corporeal. As an introduction to discipline-specific foundations in writing theory and methodologies, this course engages students in both the analysis and production of written texts and enables them to explore the ways in which identity narratives are embodied and performative.

WRIT 3030 - Research Methods
An introduction to the types of quantitative and qualitative research designs in professional and technical communication. Intensive study of planning research designs including both primary (surveys, interviews, experiments, questionnaires, field research, etc.) and secondary research tools (i.e., internet, print sources, bibliographies, etc.).

This course allows students the opportunities to use different modes of achieving
and constructing knowledge that leads to a greater understanding of workplace culture, environment, and discourse communities in the form of research. Having students create their own research projects gives them a chance to study the culture of workplace environments with a keen focus on technical writing and professional communication.

Course Content Outline
Week One – Two  Introduction to Qualitative and Quantitative Research
Week Three – Six  Focus on Research Tools
Week Seven – Eight  Research Designs
Week Nine – Twelve  Rationale and Feasibility of Project/Research Process
Week Thirteen – Fifteen Research continued and Portfolio Completion

WRIT 5030 - Writing for Publication
This course prepares students for writing for publication. Students are encouraged to pursue various areas of research and interests as they work toward a publishable article. No other course in our area meets this need at this time.

General Course Outline
Week 1:  Introduction to course; Why publish?
Week 2:  Reader analysis
Week 3:  Choosing a Research Methodology
Week 4:  Writing letters of inquiry
Week 5:  Choosing a Research Methodology
Week 6:  Writing Abstracts/Introductions
Week 7:  Writing the Review of the Literature
Week 8:  Writing the Results/Discussion
Week 9:  Writing the Conclusion
Week 10:  Creating Graphics
Week 11:  Publishing in Journals
Week 12:  Style Manuals/Editing Issues
Week 13:  Making oral presentations at conferences.
Week 14  Creating an Online Journal
Week 15:  Student Oral Presentations

VI. COLLEGE OF HEALTH AND HUMAN SCIENCES

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

JIANN PING HSU SCHOOL OF PUBLIC HEALTH
Selected Topics Announcements - Effective Spring 2006
HLTH 4099S - Selected Topics in Health Science: The Mediterranean Diet: Over the Tuscan Stove: A Study Abroad Program in Italy
This course will provide Georgia Southern University undergraduates with the opportunity for a combined Study Abroad to Italy and in-depth seminar course to examine the historic, cultural, and scientific factors of the Mediterranean Diet.

HLTH 4099S - Selected Topics in Health Science: Introduction to International Nutrition: Over the Tuscan Stove: A Study Abroad Program in Italy
This course will provide Georgia Southern University undergraduates with the opportunity for a Study Abroad program to Italy to examine the historic, cultural,
and scientific factors of the Italian lifestyle which influence diet and disease.

VII. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF MILITARY SCIENCE

CPT Ron Cohen presented the following new course for the Department of Military Science.

New Course - Effective Spring 2006

MSCI 4890 - Military Science Independent Study
This course is designed to complement the military education and leadership development of cadets through independent studies in such topics as mission analysis, war gaming, military decision making process, course of action development, revolutions in military affairs, application of technology in the military, troop leading procedures, and other similar topics. This course will help students remain proficient in the military skills they will need upon their commissioning and for future officer training. Prerequisites: HIST 3230 and a minimum grade of “C” in MSCI 3131, MSCI 3132, MSCI 4131, and MSCI 4132. Credit Hours: 1-3.

JUSTIFICATION:
This course is designed to complement the military education and leadership development of cadets by helping them remain proficient in the military skills required for their commissioning and future officer training. 

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

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

Dr. Shahnam Navaae presented the following agenda items as information only for the Department of Geology and Geography.

Selected Topics Announcements - Effective Spring 2006

GEOG 5031 - Selected Topics - Human Geography: Medical Geography
Medical Geography will fill an existing topical gap in the Geography curriculum and will provide an additional upper-level elective for Geography majors. Medical Geography is a sub-discipline of geography that encompasses a broad range of geographical work on the spatial aspects of health and health care. This course is important because it will illustrate the linkages among geography, epidemiology, and public health. The course will enable students to investigate the relationship between physical and social environmental conditions and the spatial distribution of diseases and well-being. Students will also be introduced to the applications of advanced geospatial technologies (Geographic Information Systems, Global Positioning System, and Remote Sensing) in epidemiology and public health. The interdisciplinary nature of the course will make it attractive not only to Geography majors, but also to students in other fields such as public administration, community health, and health services administration.

GEOL 5090 - Selected Topics - Coastal Geology
Coastal Geology will offer students the opportunity to enrich their educational backgrounds and will fill an existing topical gap in the Geology curriculum. This topic was chosen in direct response to evidence based on senior surveys conducted as part of our quality enhancement plan. The course will fulfill upper-level elective requirements in the BA and BS Geology programs. Coastal Geology will take advantage of the University’s location in the Coastal Plain of Georgia and will utilize current faculty expertise. The course will comprise an introduction to a variety of coastal environments and landforms, including beaches, barrier islands, dunes, estuaries and marshes. This course will also include an
investigation of the physical and geological processes that shape these environments, and the natural and anthropogenic changes occurring in these dynamic regions. Coastal hazards and issues related to the ecology and management of the coast will also be discussed. The course will include several weekend fieldtrips to the Georgia coast and barrier islands. The interdisciplinary nature of the course (e.g. management, ecology) and coastal issues in the news (e.g. hurricanes and tsunamis) in recent years will make this course attractive to a wide range of students.

DEPARTMENT OF CHEMISTRY

Dr. Mary Boyd presented the following new course for the Department of Chemistry.

New Course - Effective Fall 2006

CHEM 1147 - Comprehensive General Chemistry

fundamental laws and theories of chemical reactions. Topics include atomic structure, bonding theory, stoichiometry, properties of matter; chemical thermodynamics, electrochemistry and kinetics. Prior completion of a high school chemistry course is highly recommended. Credit Hours: 4.

JUSTIFICATION:

A new comprehensive one semester course in introductory chemistry is proposed to better meet the needs of the Georgia Southern Engineering Studies students. This course is more comparable with the course currently taught in the engineering programs at Georgia Tech. The course will also better serve the students in the Georgia Southern Engineering Technology programs.

A Hazeldine /Morris motion to approve this new course was passed unanimously.

The following statement is requested by Wayne Smith:

This course must be approved by the council on General Education at the University System office to be used in the core.

VIII. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Nancy Shumaker presented the following program revision for the Department of International Studies.

CENTER FOR INTERNATIONAL STUDIES

Program Revision - Effective Fall 2006

B.A. International Studies

Allow majors to choose to complete a 9 hour internship in the elective area of the degree.

JUSTIFICATION:

We feel that the proposed changes will better prepare our International Studies majors for their future giving them the opportunity to obtain first-hand experience in the workplace.

IX. OTHER BUSINESS

• Minutes need to be approved by all members within 48 hours of receipt if possible
• November UGC Meeting will include:
   COBA
   COST
   CIT
• January UGC Meeting will include:
   CLASS
X. **ADJOURNMENT**
There being no further business to come before the committee, the meeting was adjourned at 3:22 p.m.

Respectfully Submitted,
Caroline D. James, Recording Secretary
SUMMARY OF THE ACADEMIC ADVISORY COUNCIL MEETING
Chair: Linda Bleicken, Provost

The Academic Advisory Council met on October 18, 2005 at 9:00 a.m. in room 1100J in the College of Education.

1. Registrar’s update

1.1. CAPP (Curriculum, Advising, and Program Planning) Training. Handout. Michael Deal reported on on-going CAPP workshops for faculty advisors. CAPP will be useful for advisement and degree-checking graduation process. The next step will be opening CAPP to students who will be able to assess through WINGS their own compliance for their degree program or, for example, to plan a change of major by looking at how already-completed courses can/will be used for the new major. At this time the program is targeting only undergraduate students. Implementation is planned for Spring semester. Will also help document course substitutions.

1.2. December commencement update. Michael Deal commented on a document entitled Commencement Decorum, which had been distributed to the group and has been included in the commencement brochure (available on the Registrar’s website). The decorum statement results from a meeting of the Commencement Committee with the President following Spring Commencement and is aimed at solving problems experienced at that time (attire, behavior) by providing a clear set of expectations to the students. In addition to the list of expectations, the document contains a list of ways for the Registrar’s office to communicate these expectations to the students. In addition, the Deans will also be meeting with graduating students in their schools. Provost Bleicken suggested that these meetings should take place about 2 weeks before commencement.

1.3. Enrollment update. Handout. Final enrollment will most likely be around 16,600, about 3% up from last year. Provost Bleicken asked for an update on the AMI program attrition rate. Michael Deal acknowledged that there were a high number of failing and IP grades, perhaps due to the fact that the offerings were on-line offerings (work turned in late, etc.). Dean Chance mentioned that 75% of the original cohort will finish the program and added that the possibility of making a course of study towards a Master’s degree available to those who have successfully completed the program is being explored, as is the possibility of marketing the program to other states.

2. Building course schedules. A calendar for building course schedules for Summer 2006, Fall 2006, and Spring 2007 had been distributed before the meeting. Provost Bleicken stressed its tentative nature. Mike Deal mentioned that building the Spring schedule at the same time as the Fall schedule is possible from the standpoint of the Registrar’s office. The schedule does not have to be finalized before registration for a given term begins. Provost Bleicken stressed the importance of coordinating class offerings in order to avoid conflicts and facilitate the building of class schedules for students. Mike Deal asked the group for their approval of the proposed calendar. Dean Morrobel-Sosa wondered about the impact of classroom availability on the calendar, especially smart classroom. Michael Deal responded that the proposal would give more time and flexibility to solve problems. The proposed schedule was approved with the deletion of “classes with no room assignment” under January 27, 2006.

3. Admissions update by Susan Davies. Handout. GSU is hosting 7 scholar showcases this year. First one on Dec. 2-3. Susan Davies reminded the group of the deadlines for providing information concerning scholarships that will be awarded from individual colleges to freshman students (at
Showcase or Scholars Day) and would like to know if they are the same as those indicated by the Foundation; will meet in the afternoon with college representatives to that effect. There followed a discussion of some confusion in the information received from the Foundation (e.g., distinguishing between scholarships to be used for recruiting students and others, materials received not showing recent changes, actual amounts and suggested amounts to be spent, clarifying the signification of asterisk, combining endowments and scholarships, explanatory statements missing). Provost Bleicken will convey the groups remarks to Mr. Griffis and ask for clarifications. Interviewing committees will be trained by Admissions. Scholars Day will be on Feb. 24-25, 2005. Showcase is scheduled for December because some of the best students (1300 SAT and above) would have already selected a school by the end of February (Scholars Day [students with 1200 SAT and above]). Susan Davies then discussed the projected numbers of new enrollment for Spring. Regarding the projected number for new enrollment for Spring 2006, Provost Bleicken wondered how many of the Freshman group are first-time freshman students. Susan Davies estimated that number at less than 100 hundred but insisted that this was only a guess at this time, stating that many come with about 12-15 hours at the Freshman level. Provost Bleicken invited the group to attend the Atlanta Reception.

Submitted by Jean-Paul Carton, Senate Librarian, 2005-2006