2008

Faculty Senate Librarian's Report-2008

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Minutes


The first and second orders of business were to approve the agenda of the meeting and the minutes from the September 27, 2007 meeting, respectively. Both were unanimously approved.

The next item on the agenda was to conduct final discussions on the motion (to be submitted to the Faculty Senate) “Years-toward-tenure credit,” and vote on its approval. Minimal discussion ensued, and the SFWC approved this motion unanimously:

“Motion

To insert the following in Section 209 of the Faculty Handbook (Tenure Guidelines) after bullet 3 on probationary credit (currently 2007-2008 bottom left hand of page 33): "The decision whether or not to use any or all probationary credit should be made by the applicant in consultation with his/her department chair and dean. When such an application is made and the individual has combined credit and Georgia Southern full-time service years to equal an "on time" application, the application shall not be viewed as early by any party involved in the process."

Rationale

There has been a perception on campus (echoed from colleagues in several colleges) that using probationary credit towards tenure is viewed by tenure and promotion committees as "early," in which case the criteria (pg 34 2007-2008 Faculty Handbook) is that "the individual must be outstanding in all areas of evaluation and there must be a compelling reason to award tenure early." This motion clarifies that an individual who meets the required combination of GSU service and credit, namely "six years of full-time service at the institution at the rank of assistant professor or higher (five years for persons who have previously earned tenure at another institution)" who uses this credit should be viewed as a normal application.”

Following this action, the SFWC then addressed the motion ““University response to death.” Final discussions on this motion uncovered minored textual errors. The committee also agreed that a provision should be added to the motion that gives an individual the ability to opt out of the
university’s system of notification. The motion was then unanimously approved as follows by the SFWC:

Motion:

The Senate Faculty Welfare Committee recommends that, upon notification of a death in the University community (current employee or retiree, student),

- an announcement of the death be issued by the President’s Office, subject to the wishes of the individual and family;
- a notice of details regarding final arrangements be made to the University community should family members wish such details be made public;
- the counseling center be notified so that adequate staff may be available to help other members of the University community begin the grieving process and provide ways for emotions to be recognized and expressed;
- the individual’s department head or department representative, after issuing condolence to the family, consult with them about an appropriate form of remembrance/memorial service from the GSU community should the family so desire;
- University administrators allow family members adequate time to collect the individual’s personal belongings.

Rationale:

This is the Faculty Welfare Committee’s response to a Senate Executive Committee September 13, 2007 charge.

One of the most difficult situations we may face at Georgia Southern University is the death of a faculty or staff member, student, or retiree. Because a significant event of this nature may be upsetting for the University community, the Faculty Welfare Committee believes that this proposed set of measures appropriately addresses the concerns expressed by Mary Marwitz in her initial motion.

After the two motions were voted on, the SFWC continued the discussion (begun at the last meeting) on faculty perception of service. The motivation for this discussion stems from the Senate Executive Committee’s question pointed at the relative lack of interest among faculty members in serving on the Senate. Among the proposals made to address this question were to replicate (in an updated form) the faculty survey which produced the report Faculty Roles and Rewards. As the original survey was quite long, the suggestion was made to shorten the survey to perhaps four or five questions. Giving the survey to Deans and Department Heads was also offered as a viable option. One member of the committee commented that it appears that some department heads are not fully aware of the University’s formal guidelines for performance evaluations weights. The committee’s discussion then moved in the direction of beginning a dialogue on this issue with the higher administration, beginning with the President and Provost, then moving to Deans and Department Heads. It was agreed by committee members that the important outcome here is to change the perception of (the evaluation of) service across all units of the university. Dr. Humphrey, Dr. Wilson, and Dr. Carton agreed to draft a response to the Senate Executive Committee addressing this issue.¹

At the conclusion of the day’s business, the SFWC agreed to meet next on October 25, 2007. The meeting was then adjourned.

Submitted by Mark Yanochik

¹ Copy of the memo sent to the Senate Moderator on 11/6/2007
I. CALL TO ORDER

Dr. Jill Lockwood called the meeting to order on Thursday, November 8, 2007 at 9:00 AM.

II. APPROVAL OF AGENDA

The agenda was approved as written.

III. GRADUATE COMMITTEE CHAIR REMARKS – DR. JILL LOCKWOOD

Dr. Lockwood stated that she had no remarks.

IV. A. OLD BUSINESS – see Curriculum Committee Report

B. SUBCOMMITTEE REPORTS & UPDATES:

   i. Academic Standards & Policies Committee – Dr. Fernekes (Academic Standards
sub-committee) asked Dr. Mack to review the graduate enrollment figures distributed to the committee. Dr. Jill Lockwood indicated that what she had envisioned for the committee was to expand the program enrollment spreadsheet to include the number of students who apply, the number accepted, the program admission standards and test score minimum, the average student test score, and the average time it takes a student to complete the degree.

ii. Curriculum Committee – Dr. Vladan Jovanovic reported that the committee met and had suggestions for the curriculum items that were submitted. He announced that the Music department justifications were accepted; however, they proposed minor changes to the wording. Dr. Vladan proposed to discuss and vote on the Music curriculum items at this meeting. He made a motion to open the items up for discussion during this meeting.

Dr. Harwood clarified that the items would add a Conducting Option to the Music Degree. This addition would add students to the Music program. Dr. Chance expressed concern as to whether this would create another low enrollment program. Dr. Harwood said that this would not create another concentration; this option is being added as an effort to increase enrollment.

The committee made the motion to accept the changes submitted by the Music Department. The motion was passed.

iii. Program Review, Assessment & Strategic Planning Committee – Richard Flynn stated that Mary Hadley was elected as the Chair of the Program Review, Assessment, and Strategic Planning Subcommittee. He announced that the committee has been working on a Mission Statement and Guiding Principles. He handed out the new version (3.0) at meeting. Dr. Mack stated that he will have these posted on the COGS website. Dr. Lockwood suggested that the Mission Statement and Guiding Principles first be reviewed and discussed at the next Graduate Committee Meeting. Dr. Mack stated that the vision statement should be only one sentence, it should inspire, and be a statement that one can remember easily. He said that the guiding principles are very similar to those that have been in place in the College for quite some time. After some discussion, the committee agreed that they would like the Graduate Program Director’s input in the Mission Statement and Guiding Principles before these were published. Dr. Wu suggested that the text be changed from “Student-Centered” to “Student Achievement Centered”.

V. NEW BUSINESS

A. PROGRAMS:

i. College of Health & Human Sciences

Program Revision:
MS – Kinesiology – Add Physical Education Emphasis

Justification: With the elimination of the M.Ed. in Health and Physical Education, there is a need for a masters program for the Health and Physical Education teachers in the area. Because the majority of the program will be online, it will be easier for public school teachers to complete the program.

MOTION: Dr. Jovanovic asked for the Program title to be clarified and the justification to be adequately stated as well. Dr. Czech stated that the Department of Health & Kinesiology has
several specialties in the MS Kinesiology and would like to include this emphasis. He reinterated that this is a hybrid program, so during the fall and spring semesters, the courses would be taught online. During the summer, the classes would be taught on campus, since public school teachers can attend during this time. This will help ensure that teachers will be able to complete the program. He also stated that the department has done something similar with the Coaching Education emphasis and it has caused an increase in enrollment. Dr. Lockwood said that, in the justification, she would like to see some figures and numbers so that the committee can expedite the approval process. Dr. Jonathan Metzler moved to approve the Program Revision as amended (change to ‘concentration’ rather than ‘emphasis’) for the College of Health & Human Sciences. Dr. Flynn provided the second. The motion to approve the Program Revision was passed.

ii. College of Education – All Programs

Program Revision:
Admissions to COE Graduate Programs by completion of 50% of the required program course work

TO: Graduate Committee

FROM: Dr. Jennie F. Rakestraw, Associate Dean
College of Education

SUBJECT: Graduate degree policy proposal

DATE: August 24, 2007

The College of Education proposes the adoption of a policy that states the following:

Students must be admitted to the graduate degree program for which they intend to earn a degree by the completion of half of the required program course work. Any courses taken beyond that point will not apply to the degree program.

Rationale:
There are two primary reasons for establishing this policy. First, for COE accreditation and, in the interest of implementing best practice, we need to monitor our students’ progress in the program. Students in our programs must complete a series of performance assessments and their progress is tracked at identified transition points. Assessment data is collected and used for student feedback and for program evaluation annually. If graduate students can be admitted into the degree program in a timely manner, the assessment, monitoring, and advisement processes can occur more effectively.

Second, non-degree graduate students seem to be more likely to self-advise and therefore may take degree courses out of sequence or take inappropriate content courses for the degree program. If students enter the degree program at a reasonable point, communication with students through the advisement process can be enhanced and unnecessary delays in graduation prevented.

Third, the COE occasionally has graduate students who take an excessive number of courses as non-degree students and then wish to enter a program belatedly to receive the degree. Since graduate students cannot be admitted into a program and receive the degree in the same semester, this policy will encourage them to apply and be admitted in a more timely manner and, again, avoid a delayed graduation.
iii. College of Education – Department of Leadership, Technology, & Human Development

Program Revisions:
1. Instructional Technology - Revised Programs of Study:
   • M.Ed. ITEC, Students Not Seeking Certification
   • M.Ed. ITEC, Students Seeking Certification
   • ITEC Add-On Program of Study, Master’s Degree Required
   • ITEC Add-On Program of Study, Master’s and T-4 Required

2. M.Ed. in Educational Leadership

Justification: All educational leadership programs in Georgia will sunset in summer 2008. The Georgia Board of Regents adopted new Educational Leadership Program Standards, referred to as the BOR Principles, and the revised Program of Study in Educational Leadership is aligned to the new BOR Principles. This change does not affect Track Two – Non-Certification.

3. Ed.S. in Educational Leadership

Justification: All educational leadership certification programs in Georgia will sunset summer 2008. The Georgia Board of Regents adopted new Educational Leadership Program Standards, referred to as the BOR Principles, and the revised Program of Study for the EDS in Educational Leadership is aligned to the new BOR Principles. This revision does not affect the Higher Education Administration concentration.

4. Endorsement Program – New Educational Leadership Teacher Leader Endorsement Program

iv. College of Education – Teaching & Learning Department

Program Revisions:
MAT Program of Study

MOTION: Dr. Mack expressed some concern about ITEC 7538 – Instructional Technology for School Leaders and it’s statement that “upon completion of this course students will be able to (29 items). He stated that “will” was too strong of a word and suggested that it be replaced with “should” or “could”. He was concerned that the current wording may create a liability for the instructor if a student was unable to perform all 29 items. Dean Chance stated that these were instructional technology standards set by the state and the wording must be included as is because it is performance-based education. Dr. Mack also expressed concern about the legal & ethical issues course in that the catalog states “democracy centered school leaders”. He felt that the term: “democracy centered” was considered jargon and asked that it be taken out of the catalog description. The Curriculum Subcommittee made the motion to approve all items from the College of Education. No second was needed. The motion was approved.

B. COURSES:

i. College of Health & Human Sciences

Course Revisions:
HLTH 8430
• Title Change, Catalog Description, Prerequisites
**MOTION:** Dr. Jovanovic stated that the subcommittee had lengthy discussion about this revision. They concluded that substantive information was not justified and that the revision should be submitted as a new course. The subcommittee did not support the revision and proposed that this item be postponed and discussed at the next meeting once the title change form was submitted as a new course.

*New Courses:*
- KINS 7110 – Multicultural Issues in Physical Education
- KINS 7111 – Action Research in Physical Education
- KINS 7535 – Fitness and Wellness Education
- KINS 7536 – Assessment and Technology in Physical Education

**MOTION:** Dr. Jovanovic stated that the subcommittee approved the Course Proposals. The motion to approve was passed.

**ii. College of Education**

a. **Department of Curriculum, Foundations, & Reading**
   - *For Information only:*
     - Prefix for CFR Courses Offered for Franchise Programs

**MOTION:** The Committee considered this to be an “information item only” and not an item that required action. It was agreed that this item be passed on to the Registrar’s office.

*New Course:*
- EDUF – Learning, Cognition, and Curriculum

b. **Department of Leadership, Technology, & Human Development**
   - *For Information only:*
     - Prefix for ITEC Franchise Courses

*New Courses:*
- ITEC 7538 – Instructional Technology for School Leaders
- EDLD 7530 – The Democracy-centered School Leader
- EDLD 7531 – Legal and Ethical Issues in School Leadership
- EDLD 7532 – Empowering Human Resources
- EDLD 7533 – Mobilizing Communities
- EDLD 7534 – Leading Innovation and Change
- EDLD 7535 – Using Data in Leadership for Learning
- EDLD 8630 – Planning for Change
- EDLD 8631 – Implementing Change
- EDLD 8632 – Organizational Culture
- EDLD 8633 – Curriculum and Instructional Leadership
- EDLD 8634 – Managing Operations and Processes
- EDLD 8635 – Leading School Renewal
- EDLD 8737 – Residency I
- EDLD 8738 – Residency II

*Course Revision:*
- EDLD 8739
  - Title Change to Residency III, Catalog Description, Credit Hours

c. **Department of Teaching & Learning**
New Courses:
ESED 6739 – M.A.T. Internship I  
MSED 6130 – Introduction to the Middle and Secondary School  
MSED 7130 – Middle and Secondary School Colloquium

Revised Courses:
MGED 6131 – Curriculum and Methods for the Middle Grades  
SCED 6131 – Curriculum and Methods for Secondary Education

**MOTION:** Dr. Jovanovic and the Curriculum Subcommittee recommended that all of the Course Proposals and the Course Revisions submitted by the College of Education be passed. No second was needed. The motion to approve was passed.

VI. **ROUND TABLE DISCUSSION** – Dr. Barbara Mallory discussed and clarified the earlier concern about the 29 standards required in the ITEC course. She stated that the instructors were able to observe many standards during the performance of students.

Dr. Jovanovic suggested that data be included on the enrollment spreadsheet that indicates when each program began. Candace Griffith indicated that the Provost office has much of this data and it was agreed that she would send this information to Dr. John Diebolt.

Dr. Lockwood thanked Dr. Jovanovic and his subcommittee for their time and hard work with the curriculum items.

Dr. Jennie Rakestraw suggested that, since a student could be enrolled in a program and also in an endorsement within a particular program, concentrations and emphasis areas need to be put into BANNER (to indicate both the program and the concentration). She stated that this would be quite helpful in determining whether or not the concentration is viable. Also, because this information is not available, correct headcount data is difficult to obtain.

The Committee made a motion to ask for the help from the Registrar’s office to ask if this concentration information can be made available in BANNER.

VII. **DEAN’S UPDATE** – Dr. Mack discussed the Conference Room and indicated that he is requesting new furniture in the College’s year end request. He announced that yesterday was the GSU Graduate Fair. He encouraged departmental participation because a lot of our undergraduate students attend the fair and may be taken by other colleges and universities.

Dean Mack would like for this event to be larger and include all graduate programs. He stated that this Friday at 1:00 will be the Graduate Open House. Graduate Program Directors and Coordinators have been given information about the students who will be attending that are interested in their program. Dr. Mack also brought up the Graduate Assistant insurance and gave some background as to the issue that occurred this semester. He stated that a $175 credit was added to each Graduate Assistant’s WINGS account in order to help defer the cost of the mandatory insurance. Two months later $175 was taken out of each GA’s payroll check (43% of income). Even students who waived the insurance were affected by this incident. He informed the committee that he met with the Assistant Controller, Cam Reagin, and they discussed ways to prevent this issue from reoccurring. Dr. Mack expressed his concern that the deadline dates for submission of Graduate Assistant PA’s were being ignored. He said that the varying start and end dates as well as differing dollar amounts cause the Budget office and Payroll to have to manually enter each PA. Dr. Mack announced that from now on, PAs must be received by the indicated dates or else written justification must be included with PAs. Dr. Mack gave the committee the submission deadlines for Spring and Summer semesters. He stated that this issue sent a negative message to our students.
Dr. Mack announced that the Blueprint for Graduate Education was submitted and approved by the Dean’s Council. It is now going to President Grube for his review.

VIII. ANNOUNCEMENTS – Dr. Lockwood announced that she will not be able to attend the upcoming Faculty Senate Meeting and asked that Dr. Richard Flynn or Dr. Kari Fitzmorris answer those questions that arise concerning the Graduate Committee.

Dr. Jonathan Metzler stated that he and Dan Czech took students to a sport psychology conference and was awarded “best display”. The committee applauded them for this achievement.

Dr. Fernekes thanked Dr. Mack for publicizing the library workshops useful to graduate students in the Graduate Education News, Oct 2007.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on November 8, 2007 at 10:19 AM.

GRADUATE COMMITTEE MINUTES

Chair: Dr. Jill Lockwood

Graduate Committee Meeting Date – January 24, 2008

Present: Dr. Timothy Mack, COGS; Dr. Cindi Chance, Dean COE, [Academic Affairs]; Dr. Jill Lockwood, COBA; Ms. Debra Skinner, Library; Dr. Kari Fitzmorris, JPHCOPH; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Yan Wu, COST; Dr. Hsiang-Jui Kung, CIT; Dr. Robert Fernekes, Library; Dr. Mary Hadley, CLASS; Dr. Bill Yang, COBA; Dr. Maggie LaMontagne, COE; Dr. Hsiang-Jui Kung, CIT; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Ms. Belinda Lucas, COGS

Absent with Notification: Dr. Diana Sturges, CHHS

Absent without Notification: Dr. Robert Vogel, JPHCOPH; Dr. Lixin Li, CIT; Dr. Barry Balleck, CLASS; Dr. Kenneth Clark, COE

Guests: Mr. Wayne Smith, Registrar; Ms. Candace Griffith, VPAA; Dr. Jennie Rakestraw, COE; Dr. John Murray, CLASS; Dr. William McCartney, COBA; Dr. Mike McDonald, COBA; Dr. Shahnam Navaee, COST; Dr. Tim Cairney, COBA; Dr. Deborah Thomas, COE; Dr. Mohammad Davoud, COST

I. CALL TO ORDER

Dr. Jill Lockwood called the meeting to order on Thursday, January 24, 2008 at 9:03 AM.

II. APPROVAL OF AGENDA

The agenda was approved as amended – subcommittee reports wants program review committee to go before academic standards.

III. GRADUATE COMMITTEE CHAIR REMARKS – DR. JILL LOCKWOOD
Dr. Lockwood stated that she had no remarks.

IV. A. OLD BUSINESS – No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES:
   iv. Academic Standards & Policies Committee – The subcommittee had no news to report as there had been no subcommittee meeting.

   v. Curriculum Committee – The subcommittee had no news to report as there had been no subcommittee meeting.

   vi. Program Review, Assessment & Strategic Planning Committee – Dr. Mary Hadley remarked that the sub-committee tweaked the COGS mission statement to its final version, which is now available on the COGS webpage. Dr. Mack stated that he sent the mission statement to the Program Directors for their comments as the Graduate Committee had requested. Dr. Hadley stated that the sub-committee also reviewed the issue of bologna degrees. The sub-committee concluded that we should support this process because most 3 year bachelor’s degrees were similar to our 4 year bachelor’s degrees. Dr. Lockwood stated that she brought the bologna degree process up in faculty senate and everyone decided that accepting the bologna process was a good idea.

V. NEW BUSINESS

C. PROGRAMS:
   v. College of Business Administration

   Program Revisions:
   MBA – Add BUSA 7130 (International Business) to Program of Study

   Justification:

   MBA – Delete Accounting area of concentration

   Justification:

   MBA – Change International Business Concentration

   Justification:

   MBA – Change Information Systems Concentration

   Justification:

   MBA – Change Health Services Administration Concentration

   Justification:
MBA – Change admission requirements

Justification:

MOTION: Dr. Diebolt suggested that the following statement regarding admission appeals statement be added:

“Admission to the MBA or MACC requires a minimum GMAT score of 430. If an applicant does not score 430, he or she may appeal for admission. To appeal for admission, the applicant must follow the College of Graduate Studies appeal procedures. Appeals are considered by the College of Business Administration Graduate Curriculum and Programs Committee (GCPC) which forwards its recommendations to the College of Graduate Studies.

Applicants who have earned an advanced degree (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D., etc.) from a regionally accredited college or university may request a waiver of the GMAT score. An applicant with an advanced degree may request a GMAT waiver through the Graduate Curriculum and Program Committee (GCPC) which will review the applicant’s credentials to determine if the GMAT waiver will be granted. Should the GCPC not meet during an admission cycle, the Dean of the College of Business Administration will appoint a committee of the COBA Graduate Faculty to consider admission and waiver appeals.

Factors that the GCPC may consider for admission will include (but not be limited to) the following:

i. Probability of success in the applicants chosen program (MBA or MACC).
ii. The diversity the applicant brings to the MBA or MACC degree program.
iii. Space availability in the applicant’s chosen program (MBA or MACC).

The GCPC may make a recommendation it deems to be in the best interest of the MBA or MACC programs, including, but not limited to the following:

1. “Regular” admission with no restrictions.”

Dr. Bill Yang made the motion to approve the Program Revisions as amended. Dr. Vladan Jovanovic provided the second. The Program Revisions submitted by the College of Business Administration were approved as amended.

vi. College of Education

Program Revisions:

Revised policy for enrolling in the Ed.S. before Master’s is complete

Justification:

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revisions:

Disclosure and background check for graduate admissions and graduate internships for all, M.Ed., Ed.S. and Ed.D. degree programs
Justification:

TO: Teacher Education Committee
COE Curriculum Committee
Undergraduate Committee
Graduate Committee

FROM: Dr. Jennie Rakestraw and Dr. Stephanie Kenney

RE: Change to COE Admissions Criteria

DATE: August 22, 2007

1. We would like to propose a change to undergraduate (TEP) and graduate admission criteria to include the requirement of a criminal background check. For graduate admissions, this requirement would be waived for any student who is already employed by a school system and can produce documentation that a criminal background check recently had been conducted by the employer. This change is needed since it is the expectation of public school systems that their personnel have a criminal background check, including those who enter their schools for any length of time for field experiences, student teaching, and internship purposes. Pat Parsons, Director of Field Experiences and Partnerships, discussed this matter with local school system administrators and confirmed that this is their expectation. Currently we require that undergraduate students sign a “Misconduct and Criminal History Disclosure” as part of their application for admission into the Teacher Education Program (TEP) which is now considered inadequate.

The following wording would be added to the catalog in the Admission into the Teacher Education Program section. For undergraduate students, it would state: **Completed criminal background check.** Under graduate students, it would state: **Completed criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment).** (See attached for full catalog copy for those sections with the statements included.

2. Similarly we propose a change to student teaching and graduate internship criteria to require a recheck of students’ criminal background since these capstone experiences occur approximately two years’ after initial program admission. When students enter intensive, culminating field experiences in schools during the latter part of their preparation program, it is important that schools are notified of any criminal background issues before agreeing to host the semester-long field experience. This would apply to both initial teacher preparation programs as well as any other graduate program where school-based experience is required as part of the program of study. Individual graduate programs would determine when the recheck would be required based on their practica/internship requirements in the programs of study.

The following wording would be added to the catalog in the Admission to Student Teaching/Internship section: **Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment).**
The following wording would be added to the Internships section of the catalog: **Students who are required to participate in internships or other field experiences as part of their graduate program are required to complete a criminal background check on admission to the program and before commencing the internship unless the student is a certified teacher in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment. Students will not be required to undergo a criminal background check more than once every two years.**

3. It is also proposed that graduate program admission require the same disclosures and affirmations that are required for TEP undergraduate and graduate students. That is, all graduate students who apply to enter an M.A.T., M.Ed., Ed.S., Ed.D. or non-degree (TSL) preparation program, must:
   • disclose any previous misconduct;
   • acknowledge that the Georgia Professional Standards Commission’s (PSC) Code of Ethics for Educators has been reviewed and that the applicant will adhere to those standards; and
   • confirm that he/she holds tort liability insurance coverage.

This change would require that each graduate program would add the following statement to its admission criteria:

**Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.**

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revision:

Ed.D. in Curriculum Studies – Revise Program of Study

Justification:

Wording on the program pages of the Ed.D. in Curriculum Studies was changed to be more clearly stated.

Rewording is as follows:

“Admission Requirements:

4. Submit completed application for admission, required application fee and office transcripts consistent with the College of Graduate Studies admission requirements.
5. Submit three (3) professional letters of reference.”

MOTION: Dr. Jovanovic expressed concern about the title not matching the content. Dr. Rakestraw stated that they combined two concentration areas. Dr. Jovanovic suggested that either the title or the description be changed to match the other. It was decided that the catalog description for EDUR 9232 and the program page be revised in accordance with the agreement entered into by the College of Education and the Curriculum sub-committee of
the University Graduate Committee. Bob Fernekes made a motion to approve Program
Revision as amended. Dr. Bill Yang provided the second. The motion to approve the Program
Revision as amended was passed. *Revised program page is as follows:
Georgia Southern University
Proposed New or Revised Programs

To: Undergraduate Committee       UC/GC Meeting Date: 1/24/08
☑ Graduate Committee               (Date Format: 99/99/99) UC/GC Meeting Date:
                                             11/9/07
                                            (Date Format: 99/99/99) Date Submitted:
                                             (Term Format: 200608) Proposed Effective Term: _____

College Code: 14 - COE   Department Code: _____   Department: _____

CIP Code:

Current Name of Program (ex., B.S. Mathematics):

Proposed Name of Program (ex., B.S. Mathematics):

(Regents’ format can be found at:
http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml)

1. Consistent with goals of: (check all that apply)
☐ Accreditation    ☑ College    ☑ Department    ☑ State/Regional Needs
☒ University Strategic Plan

2. Type: ☐ New Preliminary Proposal (Attach in Regents’ required format)
          OR
☐ Formal Proposal (Attach in Regents’ required format)
          OR
☐ Revision to Existing Program (Attach in Regents’ required format)
          OR
☒ Other Program Proposals or Revisions that do not require Regents’ approval

3. Proposal for: Graduate Major     Other: Revise to include two
distinct strands and revise/update concentration areas.

4. Degree: EDD     Other:

5. Total Credit Hours Required:

6. Is this a change in credits (for Revisions only)? ☐ Yes    ☒ No

7. Target Group of Students:

8. Additional Resources Needed: (check all that apply)
☐ Computer Needs    ☑ Distributed Learning Support    ☐ Equipment
Facilities
☒ Faculty    ☐ Library Resources    ☐ Staff Support
☒ Other

9. A New or Revised Catalog Program Page must be attached.
NOTE: For Revised Catalog Program Pages:
• Refer to Sample Program Revisions for layout format.
• Deletions should be in **BOLD ITALICS** with a *strikethrough*.
• Additions should be in **BOLD ITALICS**.
10. Provide the Justification/Rationale for New or Revised Programs.
63 semester hours beyond Master’s including dissertation, 54 hours beyond Master’s excluding dissertation

Advising: Department of Curriculum, Foundations, and Reading, Dr. William M. Reynolds, P. O. Box 8144, Statesboro, GA 30460, (912) 681-0291, wrey@georgiasouthern.edu, FAX: (912) 681-5382, http://coe.georgiasouthern.edu/foundations/edd/

Admission Requirements
The following minimum admission requirements must be met:
Complete the work necessary to be eligible for the minimum of a Master’s degree from an accredited graduate institution.
1. Present a minimum grade point average of 3.50 (4.0 scale) in all graduate work attempted (or other appropriate evidence of scholarly aptitude necessary for doctoral study).
2. Present scores from the Graduate Record Examination (GRE) or the Miller’s Analogies Test (MAT). International Students who have not earned a degree at an institution of higher education in the United States must also submit the results of the TOEFL Examination.
3. Complete all College of Graduate Studies admission requirements, including:
   Application for admission
   Immunization record
   Official test scores
   Official transcripts from all institutions previously attended
   Three professional reference letters
5. Complete an interview, if requested.

Applicants’ credentials will be evaluated by the Ed.D. in Curriculum Studies Admissions Committee in order to identify the candidates in that applicant pool to recommend for admission; admission is competitive. The number of applicants accepted each year will be dependent upon available resources. Applications will be evaluated once per year for Summer admissions. The deadline for applications is January 30.

Residency: One academic year of continual enrollment.

Time Limit: All course work credited toward the degree and the Candidacy Examination must be completed within seven years after the completion of the first course in the Program of Study following admission to the program. Students must complete and defend the dissertation within five years of admission to candidacy. If the time limits are not met, a student may be required to take additional course work and/or retake the Candidacy Examination. Doctoral students must pass the Candidacy Exam within five years from the first Ed.D. admission registration term and no later than the last semester of Ed.D. course work or the following semester. All degree requirements must be completed within five (5) years of passing the Candidacy Exam. After successful completion of the Candidacy Exam, students have five years to finish program requirements, including the Dissertation; otherwise, the Candidacy Exam must be retaken.

Program of Study: This degree program consists of work in four areas: (1) The Doctoral Core, Research and Inquiry Doctoral Program Strand, (3) Emphasis Concentration Area, and (4) Dissertation. The first two areas require a combined minimum of 39 semester hours of course work, the third area requires a minimum of 15 semester hours of course work, and the fourth area requires a minimum of 9 semester hours. The complete program requires a minimum of 54 semester hours of course work plus 9 hours of dissertation credit.

Prerequisites: Students must meet prerequisites required by the program and by certain courses within the program. The program prerequisites are:
- EDUC 7130 - Curriculum Theories and Design (3)
- EDUC 7235 - Multicultural Education (3)
- EDUC 7235 - Learning Theories and Applications (3)
- EDUC 7130 - Educational Research (3)
Some students might enter the program carrying course work beyond the Master’s degree. Up to 27 semester hours of applicable and appropriate post-Master's work can be applied toward degree requirements with the approval of the student’s Candidacy Committee Chair. Once admitted and Candidacy Committee Chair is identified, up to 18 semester hours of applicable and appropriate post-Master's work may apply toward degree requirements with the approval of the student’s Candidacy Committee Chair.

The Doctoral Core. This is the nexus of the program. As such, it contains courses to be taken by all doctoral students. The Core intertwines the theoretical, ethical, and historical concepts underpinning curriculum work with advanced theories of design, development, and implementation.

Research and Inquiry. This portion of the program is designed to create scholars who might apply their knowledge base to the solving of problems encountered in daily education work. Both components of this segment are understood to be essential in the preparation of doctoral students who will engage in meaningful, productive investigations into critical issues in curriculum. The Research component of the segment provides for advanced study into specific methodologies and their appropriate applications. The Inquiry component addresses theoretical questions of orientation of various research paradigms so that the doctoral student might make an informed decision as to the general approach (i.e. quantitative or qualitative) he/she will wish to pursue in order to effectively address a topic or problem in curriculum.

Emphasis-Concentration Areas. This program offers seven interdisciplinary emphasis concentration areas covering a broad terrain of scholarly inquiry and educational application.

1. Curriculum Theory
   Cultural Curriculum Studies
   This area provides opportunities for doctoral students to engage in highly advanced and specialized study of curriculum theory, design, and evaluation. As such, students will exit the program capable of gaining employment at the administrative levels of public school systems as curriculum specialists or of entering the professoriate as curriculum scholars. The program. This concentration area provides both depth and breadth of learning experiences in the field of curriculum beyond the studies of the Doctoral Core, and ensures an intensive exposure to critical aspects of the field. This concentration area reflects current major trends in the field of curriculum studies. It also centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity and the intersections of popular culture on pedagogy and curriculum theory. This area provides opportunities for doctoral students to engage in highly advanced and specialized study of curriculum theory, design, and evaluation. As such, students will exit the program capable of gaining employment at the administrative levels of public school systems as curriculum specialists or of entering the professoriate as curriculum scholars.

2. Instructional Improvement
   This area meets the needs of many practicing professionals in South Georgia. These include including curriculum directors, staff development personnel, instructional coordinators, high school department chairs, and lead teachers as well as others in teaching or administrative positions at the P-12 level or in higher education. Education will improve only if teaching improves, and individuals in positions to work with teachers need to be highly qualified and well-trained in innovative techniques for instructional improvement.

3. Multicultural/International Studies
   This concentration area reflects the growing importance of multicultural and international studies at all levels of education. The concentration area allows examination of the needs of culturally diverse groups, the relationship between culture and academic achievement,
and the nature of international schooling. Opportunities for engaging in international activities (through travel or the use of technology) are also included.

4. Teacher Leadership

This area is designed for doctoral candidates who want to develop teacher leadership skills and/or aspire to be teacher leaders within their school settings. Courses in this concentration focus on enhancing candidates’ knowledge and skills in research, pedagogy, and teacher leadership. With approval from the candidate’s advisor, courses previously taken for the Ed.S. degree will count toward this concentration area.

5. Teacher Education

This area is designed for doctoral candidates who aspire to teach at the college or university level in a teacher education field. Courses help candidates understand the role of the teacher educator and the teaching, service, and research expectations for higher education faculty. Candidates will develop skill in teaching and supervising preservice and inservice teachers and will have opportunities to teach an undergraduate methods course and/or supervise practicum or student teachers under the mentorship of a faculty member in the Department of Teaching & Learning.

6. Literacy Education

Literacy has been largely conceptualized in the nation’s schools as the acquisition of reading and writing skills. This Emphasis Area moves beyond the utilitarian definition of the term to invoke a larger sphere which integrates diverse aspects of reading, writing, and language which are usually addressed in separate programs. As such, we offer an interdisciplinary approach utilizing a broad definition of literacy as the construction and organization of experience and its articulation through both written and oral forms of communication. The strength of the Emphasis in Literacy Education lies both in its reflection of modern research and perspectives by integrating diverse aspects of language, reading, and writing, traditionally addressed by distinct programmatic organizational patterns; and its targeting of an array of problems endemic to the region.

7. Mathematics/Science/Computing Technology Education

This area is for mathematics and science teachers, curriculum directors, and others with a high degree of interest and aptitude in any of these areas. This Emphasis is not intended as a set of separate inquiries into discrete content areas, but rather as an interdisciplinary program emphasizing the connections between mathematics in science education, science in mathematics education, and computing technologies in both these fields. Students selecting this Emphasis Area will be better equipped to enhance their own instructional practices as well as provide leadership in interdisciplinary applications of mathematics/science/computing technology education within their constituent schools and school systems.

8. Multicultural Education

Originally linked to concerns of racism in schools and schooling, the content of multicultural education has expanded to address inequities based upon gender, class, age, and/or physical ability, as well as wider concerns of cultural diversity. We emphasize both the breadth of analysis inherent in contemporary approaches to multicultural education and the relationship of inquiry to those same analytics. The Emphasis Area will explore new methods for meeting the challenges posed by individual and structural racism, as well as provide for the intense investigation of the needs and problems of the culturally diverse groups found within the region. In addition, this Emphasis facilitates the study of cultural conflicts to determine the roles of family and community in successful multicultural education. Further, the Emphasis Area addresses how schools might be organized to promote creative or non-violent conflict resolution, appreciation of cultural diversity, and the relationship of culture and academic achievement.

9. Cultural Curriculum Studies

This emphasis area reflects current major trends in the field of curriculum studies. It
centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity. The intersections of popular culture on pedagogy and curriculum theory are complex.

Arts Education

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

Grade Average.

To be eligible for graduation, a student must maintain a cumulative 3.5 grade point average. A student will be excluded from the program upon earning grades of “C” or below in two or more courses.

Student Assessment.

Students will be assessed regularly throughout the program at a variety of administrative and curricular checkpoints. The official sequence is as follows.

Admission to the program

11. Course work
12. Candidacy examinations
13. Proposal Preprospectus defense
14. Prospectus defense
15. Dissertation defense

A student will be excluded from the program upon earning grades of “C” or below in two or more courses.

Examinations and Committees.

During their tenure in the program, students with their Advisors, will assemble two separate examination committees. The first is the Candidacy Examination Committee, and the second is the Dissertation Committee. Each committee has a distinct mission in the program of the student and specific membership criteria. At least one Curriculum Studies faculty member must be a member of each of the committees described below. The membership of these committees may or may not be comprised of the same individuals, at the student’s discretion. The following is a description of the mission and membership requirements of each committee.

The Candidacy Examination.

Following the completion of the prescribed minimum course work and before a student is formally admitted to candidacy for the doctoral degree, the Candidacy Examination must be passed. This examination evaluates both the work to date and the student’s qualifications for advanced research. The content of the examination will cover three blocks: the Core, Research, and an Emphasis area. The administration of the examination consists of two parts: written and oral. The format for the written portion can be either take-home or timed. Students, in concert with their committee chair, will determine which format to employ for the individual blocks of the written examination. The oral portion must be completed within four weeks after the written portion is concluded and the entire examination process must be completed within nine weeks. If a student does not pass all sections of the candidacy examination, the committee may grant one additional examination over the failed section/s to be administered under conditions stipulated by the committee members. These conditions might include additional course work at the committee’s discretion. Students may not take the additional examination any earlier than the term following the first examination.

The Candidacy Committee.

The committee will be comprised of three faculty, each responsible for one of the examination blocks (Core, Research, Emphasis Concentration Area). All
committee members must hold Graduate Faculty status. If the committee is larger than three (at the student’s request), there may be only one dissenting vote in order for the candidate to pass. Upon successful completion of the Candidacy Examination, the student is formally admitted to candidacy and will begin work on the dissertation.

The Dissertation Committee. The Preprospectus Defense, Prospectus Defense, and the Dissertation Defense are proctored by at least four members of the Graduate Faculty and conducted in a public forum. The membership is as follows: the Director of the dissertation and three readers, one of whom must be from outside the College of Education. Candidates, in concert with their chair, will choose the individuals of the committee. Three of the four members must approve the dissertation and the final examination in order for the candidate to receive the doctoral degree.

The Proposal Hearing Preprospectus Defense. The dissertation is simultaneously the last requirement in the program and the first research project as a curriculum scholar. There are two check points in the dissertation process, the first being the Proposal Hearing Preprospectus Defense. This is to ensure the committee’s agreement with the project and to elicit any preliminary suggestions and/or redirection of question, context, method, and/or analysis.

The Prospectus Hearing Defense. This is to provide formal feedback on the first three chapters of the dissertation (or the introduction, theoretical framework, literature review and methodology) before the student begins the “data collections” stage of the dissertation.

The Dissertation Defense. The defense will be undertaken once the project is complete. Although there are traditional formats for dissertations in education, the Department requires no template for construction. There are, however, certain tenets of educational research which should be addressed in some manner in the work depending upon the general theoretical structure (quantitative or qualitative), and the methodological approach chosen from within that theoretical paradigm. The role of the dissertation chair is critical in this process and candidates should carefully choose the individual with whom they wish to work.

Distinguished Off-Campus Scholar. Having a highly respected scholar from another institution or research center serving on a doctoral examination committee can be very valuable. Therefore, a person who is a nationally or internationally recognized scholar may serve as a voting member of a dissertation examination committee for an individual doctoral student. Further information and criteria for such an appointment should be obtained from the dissertation chair or the program director.
Program of Study

NOTE: All electives must be approved by committee chair

### Doctoral Core

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 9230</td>
<td>Power and Schooling (3)</td>
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<tr>
<td>OR</td>
<td>EDUF 7233 - School and Society (3)</td>
<td></td>
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<tr>
<td>EDUC 9631</td>
<td>Advanced Seminar in Curriculum Theory (3)</td>
<td></td>
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<tr>
<td>EDUF 8831</td>
<td>Philosophies of Education (3)</td>
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<tr>
<td>EDUC 9131</td>
<td>Ethical Dimensions of Education (3)</td>
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<tr>
<td>EDUF 9132</td>
<td>History of American Curriculum (3) OR EDUF 7234 - History of American Education (3)</td>
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<tr>
<td>EDUC 9234</td>
<td>History of American Education (3)</td>
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</tr>
<tr>
<td>ESED 9131</td>
<td>Inquiry and Development of Educational Practice (3)</td>
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### Research and Inquiry

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<tr>
<td>EDUC 9232</td>
<td>Forms of Curriculum Inquiry (3)</td>
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<tr>
<td>EDUF 9133</td>
<td>Theories of Educational Inquiry (3)</td>
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<tr>
<td>EDUR 8131</td>
<td>Educational Statistics I (3)</td>
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<tr>
<td>EDUR 9231</td>
<td>Qualitative Research (3)</td>
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### Doctoral Core and Research and Inquiry Combined Electives

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<td>Theories of Educational Inquiry (3)</td>
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<tr>
<td>EDUR 9231</td>
<td>Qualitative Research in Education (3)</td>
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### Research and Inquiry Core

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<td>Theories of Educational Inquiry (3)</td>
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<tr>
<td>EDUR 9231</td>
<td>Qualitative Research in Education (3)</td>
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### Doctoral Program Strand #1/Curriculum Studies

#### Specialized Content Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 9130</td>
<td>Contemporary Curriculum Theorists (3) (May be repeated once for emphasis area/elective credit)</td>
<td></td>
</tr>
<tr>
<td>EDUC 9132</td>
<td>Critical Readings in Curriculum (3) (May be repeated once for emphasis area/elective credit)</td>
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#### Additional Research and Inquiry Requirements

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 9232</td>
<td>Forms of Curriculum Inquiry (3)</td>
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<tr>
<td>EDUR 8131</td>
<td>Educational Statistics I (3)</td>
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### Doctoral Program Strand #2/Teaching & Learning

#### Specialized Content Requirements

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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ESED 9631</td>
<td>Advanced Seminar in Teaching and Learning (3)</td>
<td></td>
</tr>
<tr>
<td>ESED 9132</td>
<td>Critical Analysis of Schools and Educational Practices (3)</td>
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<tr>
<td>ITEC 8690</td>
<td>Advanced Seminar in Instructional Technology (3)</td>
<td></td>
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<tr>
<td>EDUC 8230</td>
<td>Curriculum Design &amp; Evaluation (3)</td>
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#### Additional Research and Inquiry Requirements

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<tr>
<th>Course Code</th>
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<tr>
<td>EDUR 9131</td>
<td>Doctoral Research Methods (3)</td>
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<tr>
<td>EDUR 8132</td>
<td>Educational Statistics II (3) OR EDUR 9232 Advanced Qualitative Research</td>
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### Emphasis in Curriculum Theory

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<tr>
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<tbody>
<tr>
<td>EDUC 9130</td>
<td>Contemporary Curriculum Theorists (3) (May be repeated once for elective credit)</td>
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<tr>
<td>EDUC 9132</td>
<td>Critical Reading in Curriculum (3) (May be repeated for elective credit)</td>
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<td>Electives</td>
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#### Emphasis in Instructional Improvement

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 8230</td>
<td>Curriculum Design and Evaluation (3)</td>
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</table>

#### Option A - Learning and Instruction

Select two of the following:

- EDUC 8131 - Theories of Adolescence (3)
- EDUC 8133 - Interaction and Learning (3)
- EDUC 8134 - Models of Motivation (3)
- EDUC 8135 - Thinking and Problem Solving (3)
- EDUC 8136 - Theories of Human Development (3)

| Electives   |                                                   | (6)     |

#### Option B - L5 Leadership Certificate (plus field experience)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDLD 7132</td>
<td>General School Administration (3)</td>
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<tr>
<td>EDLD 7133</td>
<td>School Law (3)</td>
<td></td>
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<tr>
<td>EDLD 7234</td>
<td>Instructional Supervision (3)</td>
<td></td>
</tr>
<tr>
<td>EDLD 7235</td>
<td>School Business Administration (3)</td>
<td></td>
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<tr>
<td>EDLD 7236</td>
<td>School Personnel Administration (3)</td>
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</tbody>
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22
- EDLD 7337 – The Principalship (3), EDLD 7737 – Internship I (3), and EDLD 7738 – Internship II (3) to be completed outside the program.

Emphasis in Literacy Education .................................................................................. 15 Hours
READ 8130 – Advanced Diagnosis and Correction of Reading Difficulties (3)
Electives (12)

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

Emphasis in Multicultural Education .................................................................. 15 Hours
EDUF 7231 – Comparative Educational Thought (3)
EDUF 9632 – Regional Issues in Multicultural Education (3)
Electives (9)

Emphasis in Cultural Curriculum Studies ............................................................... 15 Hours
EDUF 9132 – Critical Readings in Curriculum (3)
EDUF 9631 – Seminar in Cultural Studies (3)
Electives (9)

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

Concentration in Cultural Curriculum Studies .......................................................... 15 Hours
EDUC 9130 - Contemporary Curriculum Theorists (3)
EDUC 9132 - Critical Readings in Curriculum (3)
EDUF 9631 – Seminar in Cultural Studies (3)
Electives (6)

Concentration in Instructional Improvement ............................................................. 15 Hours
Select three of the following:
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)
Electives (6)

Concentration in Multicultural/International Studies ............................................... 15 Hours
EDUF 8231 - Global Education (3)
EDUF 9632 – Regional Issues in Multicultural Education (3)
EDUF 8236/8236S - International Study of Educational Practices
Electives (6)

Concentration in Teacher Leadership .................................................................... 15 Hours
ESED 8130 – Research on Current Trends & Issues (3)
ESED 8131 – Teacher Leadership (3)
ESED 8132 – Curriculum & Instruction (3)
ITEC 8231 – Transforming Learning with Technology (3)
Elective (3)

Concentration in Teacher Education .................................................................... 15 Hours
ESED 9231 – The Teacher Educator (3)
ESED 9232 – Supervision of Teachers (3)
ESED 9233 – The Scholarship of Teaching and Learning (3)
ESED 9799 – Internship in Teaching and Learning (3)
Elective (3)

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

OTHER PROGRAM REQUIREMENTS
Must successfully complete assessments identified at each program transition point.
Program Revision:

Ed.S. in Educational Leadership

Justification:

Wording of the Provisional Admission statement was revised to include the following:

“Applicants may be approved for provisional admission based on the quality of the admission materials presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of graduate course work completed after the effective provisional admission term and meet any other stipulations outlined by the department to be changed to “Regular” admission. Only courses completed at Georgia Southern University may be used to satisfy Provisional admission requirements.”

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revisions:

Advisement information in catalog for BA/BS/BBA students interested in teaching and the MAT

Justification:

Wording was added to the ‘Advisement Information for Those Interested in Teaching’

Addition is as follows:

“REQUIRED COURSES AND TESTS FOR MAT/NONDEGREE ADMISSION:

- GACE Basic Skills…..or 1030 (sum of GRE V plus GRE Q) or higher on the General Graduate Record Examination (GRE).”

MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed.

Program Revision:

MAT – Revised Program
MOTION: Dr. Bob Fernekes made the motion to approve the Program Revision submitted by the College of Education. Dr. Bill Yang provided the second. The motion to approve the Program Revision was passed, subject to rewording of the Provisional Admission Statement of the Ed.S. Educational Leadership Program Revision.

Rewording is as follows:

“Consistent Provisional Admission Statement – Applicants may be approved for provisional admission based on the quality of the admission materials presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of graduate course work completed after the effective provisional admission term and meet any other stipulations outlined by the department to be changed to “Regular” admission. Only courses completed at Georgia Southern University may be used to satisfy Provisional admission requirements.”

vii. College of Liberal Arts & Social Sciences

Program Revision:

Psy.D., Clinical Psychology – Program Page

Justification:

MOTION: The Graduate Committee voted unanimously to approve the Program Revision submitted by the College of Liberal Arts and Social Sciences as written. The motion was passed.

viii. College of Science & Technology

Program Revisions:

Master of Technology – Termination of the Engineering Technology concentration

Justification: This is a request to phase out the Engineering Technology concentration in the Master of Technology Degree. There are no students enrolled in this concentration. It has been dormant for several years. No new students will be admitted under this concentration, effective immediately. (Note: This
concentration was not reflected in the current catalog so there is no need for a catalog revision page.)

Master of Technology – Deactivation of Environmental Studies concentration

Justification: This is a request to deactivate the Environmental Studies concentration in the Master of Technology Degree. The phase-out of this concentration will be completed in 2009 and no new students will be admitted effective immediately. Since the inception of this concentration (1998) there have been only three graduates. There is one student currently enrolled in the concentration who should be able to complete the program within the phase-out period. No courses will be deleted as a direct result of deactivating this option; therefore, the student should not encounter any difficulty in completing the program. Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Graphic Communications Management concentration

Justification: This is a request to deactivate the Graphic Communications Management concentration in the Master of Technology Degree. The Graphic Communications Management program has been administratively moved to CLASS from COST. The phase-out of this concentration will be completed in 2010 or sooner based on the matriculation of currently admitted students through the program. No new students will be admitted under this option, effective Fall 2008. The two students currently enrolled in the concentration should be able to complete the program within the phase-out period. (No courses will be deleted as a direct result of deactivating this concentration; therefore, students should not encounter any difficulty in completing the program.) Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Industrial Safety & Environmental Compliance concentration

Justification: This is a request to deactivate the Industrial Safety & Environmental Compliance concentration in the Master of Technology Degree. The phase-out of this concentration will be completed in 2010 or sooner based on the matriculation of currently admitted students through the program. No new students will be admitted under this option, effective Fall 2008. The three students currently enrolled in the concentration should be able to complete the program within the phase-out period. (No
courses will be deleted as a direct result of deactivating this concentration; therefore, students should not encounter any difficulty in completing the program.) Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Industrial Management/Manufacturing study concentration

Justification: This is a request to deactivate the Industrial Management/Manufacturing concentration in the Master of Technology Degree. The phase-out of this concentration will be completed in 2010 or sooner based on the matriculation of currently admitted students through the program. No new students will be admitted under this option, effective Fall 2008. The three students currently enrolled in the concentration should be able to complete the program within the phase-out period. (No courses will be deleted as a direct result of deactivating this concentration; therefore, students should not encounter any difficulty in completing the program.) Refer to last page of agenda for catalog correction.

Master of Technology – Deactivation of Laser Technology concentration

Justification: This is a request to deactivate the Laser Technology concentration in the Master of Technology Degree. There are no students enrolled in this concentration. The most recently enrolled student and graduate from this concentration was May 2000. No new students will be admitted under this concentration, effective immediately. Refer to last page of agenda for catalog correction.

Master of Technology – Changes in offered concentrations

Justification: From a thorough review of peer, aspiration, and regional programs, by the Graduate Program Review Committee in the METEET Department, it is apparent that capitalizing on faculty expertise, resources, and regional needs Georgia Southern should revise the Master of Technology degree program to offer new concentrations in Mechatronics and Engineering Management. Both concentrations are logical evolutions of the existing Master of Technology options (concentrations) in Industrial Management/Manufacturing, Industrial Safety & Environmental Compliance, and Engineering Technology, and contribute significantly to Georgia Southern’s regional mission. The revised degree should be attractive to both traditional and
non-traditional graduate students. A total of 30-credits should be required for graduation with both thesis and non-thesis (capstone project) tracks offered. There is an identifiable trend across the nation to offer 30 credit hour Masters Degree programs, especially technology related programs and MBA’s. Additionally, current concentrations in Environmental Studies and Laser Technology will be deactivated because they have been dormant for several years. Graphic Communications Management has been administratively moved to the Department of Art in CLASS and the concentration in Graphic Communications Management will be phased-out. The Industrial Management/ Manufacturing and Industrial Safety and Environmental Compliance concentrations will also be phased-out as they evolve into the new concentrations. The total credit hours required for the Information Technology concentration will be reduced to 30 for both the thesis and non-thesis tracks. This has been discussed and approved by CIT.

MOTION: Dr. Hsiang-Jui Kung made a motion to approve the Program Revision submitted by the College of Science and Technology. Dr. Vladan Jovanovic provided the second. The motion was approved.

D. COURSES:

iii. College of Business Administration

Course Revisions:

BUSA 7130
- Title Change to International Business
MGNT 7331 – Managerial Decision Analysis
- Prerequisite Change to eliminate high score on GMAT
ACCT 7130 – Seminar in Financial Accounting
- Prerequisite Change to include accounting prerequisites
ACCT 7330 – Taxation of Corporations and Partnerships
- Prerequisite Change
ACCT 7331 – Taxation of Estates, Gifts, and Trusts
- Prerequisite Change
ACCT 7430 – Seminar in Auditing
- Prerequisite Change
ACCT 7530 – Seminar in Accounting Information Systems
- Prerequisite Change
ACCT 7634 – Fraudulent Financial Reporting
- Prerequisite Change
MOTION: Dr. Bill Yang made a motion to approve the Course Revisions submitted by the College of Business Administration. Dr. Bob Fernekes provided the second. The motion was passed.

iv. College of Education

Selected Topics Announcement:
READ 7090 - Special Topics in Reading: The Role of the Literacy Coach in Today's Schools

New Courses:
ESED 9131 – Inquiry and Development of Educational Practice
ESED 9132 – Critical Analysis of Schools and Educational Practices
ESED 9231 – The Teacher Educator
ESED 9232 – Supervision of Teachers
ESED 9233 – The Scholarship of Teaching and Learning
ESED 9631 – Advanced Seminar in Teaching and Learning
ESED 9799 – Internship in Teacher Education
ITEC 8690 – Advanced Seminar in Instructional Technology
EDUR 9232 – Advanced Qualitative Research

Course Revisions:
EDUF 7231 – Change number (to 8231), title, catalog description
EDUF 7234 – Change number (to 9234)
EDUF 7236 – Change number (to 8234), catalog description
EDUF 7236S – Change number (to 8236S), catalog description
EDUF 9632 – Change prerequisites

MOTION: Dr. Maggie LaMontagne made a motion to approve the New Course Proposals and the Course Revisions submitted by the College of Education. Dr. Bob Fernekes provided the second. The motion to approve was passed subject to revision of the catalog description of EDUR 9232 in accordance with the verbal agreement entered into by the College of Education and the Curriculum sub-committee of the University Graduate Committee.

For Information only:
Franchise Course Prefixes – FREC 7232 and FRMS 7331
Online Delivery of the Ed.S. in Teaching and Learning

v. College of Liberal Arts & Social Sciences

Selected Topics Announcement:
ANTH 5091G – Women and Leadership
WRIT 5030G – Teacher Inquiry on Student Writing
New Course:
PSYC7621 – Seminar in Teaching Psychology

Course Deletions:
PSYC 7330 – Multicultural Psychology

Justification:

Course Revisions:
PSYC 7633 – Psychotherapy Skills III

MOTION: Dr. Vladan Jovanovic made a motion to approve the New Course Proposal, the Course Deletion, and the Course Revision submitted by the College of Liberal Arts and Social Sciences. Dr. Hsiang-Jui Kung provided the second. The motion was passed.

vi. College of Science & Technology

Course Revisions:
BIOL 7521 – Research Computing Skills
➢ Title & catalog description change
TCGT 7230 – Industrial Case Study Analysis
➢ Subject and title change
TCGT 7530 – Research and Technology
➢ Subject & title change
TCGT 7890 – Selected Topics in Technology
➢ Subject, title & catalog description change
TCGT 7891 – Independent Study
➢ Subject & catalog description change
TCGT 7895 – Special Problems in Technology
➢ Subject, title & catalog description change
TCGT 7999 - Thesis
➢ Subject change
TGET 7131 – Advanced Quality Control
➢ Subject & number change
TGET 7132 – Advanced Engineering Economy
➢ Subject & number change
TGET 7133 – Facilities Planning
➢ Subject & number change
TGET 7135 – Manufacturing Systems Analysis
➢ Subject & number change

Course Deletions:
BIOL 7522 – Scientific Presentation
GEOL 6630 – Seminar in Regional Geography

GEOL 6631 – Seminar in Systematic Geography

GEOL 5330G – Natural History and Management Issues

GEOL 6140 – Geology of Georgia

GEOL 6240 – Rocks and Minerals

GEOL 6340 – Principles of Geology

GEOL 6440 – Environmental Geology

GEOL 6540 – Paleontology and Evolution

MATH 5133G – Basic Ideas of Problem Solving

TMFG 5431G – Apparel Manufacturing Production

TCGT 7131 – History of Technology
MOTION: Dr. Hsiang Jui-Kung made a motion to approve the Course Revision and Course Deletions submitted by the College of Science and Technology. Dr. Bill Yang provided the second. The motion was passed.

New Courses:
- TMAE 5131G – Essentials of Applied Mechanical Engineering
- TMAE 5132G – Essentials of Applied Electrical Engineering
- TMAE 7136 – Mechatronics I
- TMAE 7137 – Mechatronics II
- TMAE 5890G – Problems in Applied Engineering
- TMET 5133G – Vibration and Preventive Maintenance
- TMET 5134G – Intro to Finite Element Analysis
- TMET 5136G – Mechanical Controls
- TMET 5137G – Mechanical System Design
- TMET 5234G – HVAC
- TMET 5431G – Mechanical System Design

MOTION: Dr. Vladan Jovanovic made a motion to approve the New Courses submitted by the College of Science and Technology. Dr. Hsiang-Jui Kung provided the second. The motion was passed.

VIII. ROUND TABLE DISCUSSION – There was no round table discussion.

IX. DEAN’S UPDATE – Dr. Mack stated his concern about attendance at the Graduate Committee Meetings. He said that the current meeting schedule will be emailed to all members by Belinda Lucas. Dr. Mack hopes that he will be able to make the Blueprint for Graduate Education available soon. He also reiterated to the members that all departments should be removing those courses from the catalog that have not been taught in the last 5 years (false advertisement). Dr. Mack reviewed the Graduate Enrollment Report: Master’s enrollment Spring 2007 = 1265, Spring 2008 = 1278; EDS enrollment Spring 2007 = 185, Spring 2008 = 161; Doctoral enrollment Spring 2007 = 480, Spring 2008 = 487. He also asked that all departments review and adhere to the protocol for submitting program items to the Graduate Committee. For instance, if a program revision affects enrollment, money, or faculty loads it will be subject to submission protocol. This information is available on the COGS website as well as through each college dean.

VIII. ANNOUNCEMENTS – Dr. Cindi Chance announced that AMI will begin this semester (mid semester) and should increase enrollment. Dr. Bob Fernekes handed out information on library workshop descriptions. He said the library is moving more to “on-demand” technology workshops. Page 2 of the hand out details the subject
specialists in the library; Page 3 indicates the library liaisons for GSU entities. Dr. Lockwood asked that Agenda/Minutes be emailed through VISTA in addition to through regular email. She also asked that if something is posted to VISTA that a notification be sent through regular email so that everyone is aware of the post.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on January 24, 2008 at 10:29 AM.

Respectfully submitted,

Belinda Lucas, Recording Secretary

Minutes were approved on January 29, 2008 by electronic vote of Committee Members

Respectfully submitted,

Belinda Lucas, Recording Secretary

Minutes were approved on November 25, 2007

Undergraduate Committee
Chair: Michael Moore

UNDERGRADUATE COMMITTEE
MINUTES
NOVEMBER 13, 2007
3:15 P.M.

Science & Technology, Room 2122

I. CALL TO ORDER

Present: Dr. Brenda Talley, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Ms. Lisa Yocco, Dr. Michael Reksulak, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Ron Mackinnon, Dr. Swati Raychowdhury, Ms. Caroline James, Ms. Ann Montalvo

Visitors: Ms. Candace Griffith, Dr. Chris Caplinger, Dr. Donnie Richards, Dr. John Murray, Dr. Mary Hazeldine,
Dr. Mohommad Davoud, Dr. Olivia Carr Edenfield, Dr. Shahnam Navaee, Dr. Stephanie Kenney, Dr. Stuart Tedders, Dr. Virginia Richards

Absent:  Dr. Amy Heaston, Dr. Alain Lawo-Sukam, Dr. Alison Scott, Dr. Camille Rogers, Dr. Michael Moore

Dr. Donna Saye called the meeting to order at 3:17 p.m.

II. APPROVAL OF AGENDA
A Saye/Ziegler motion to amend the agenda was passed unanimously.
The amendment was to revisit MUSC 7091 and MUSC 7334 which were tabled at the October 16, 2007 Undergraduate Committee Meeting. These were course revisions changing MUSC 7091 to MUSC 5030 and MUSC 7334 to MUSC 5430. The previous concern was whether these number changes should be course deletions and new courses. Dr. Greg Harwood spoke with the Registrar's Office about the issue. Dr. Harwood presented this information to the committee that these course revisions were simply number changes and not new courses.

A Reksulak/MacKinnon motion to approve these course revisions was passed unanimously.

III. COLLEGE OF EDUCATION
Dr. Stephanie Kenney presented the following agenda items for the College of Education.

Program Revisions
All B.S.Ed. Programs

JUSTIFICATION:
1. We would like to propose a change to undergraduate (TEP) and graduate admission criteria to include the requirement of a criminal background check. For graduate admissions, this requirement would be waived for any student who is already employed by a school system and can produce documentation that a criminal background check recently had been conducted by the employer. This change is needed since it is the expectation of public school systems that their personnel have a criminal background check, including those who enter their schools for any length of time for field experiences, student teaching, and internship purposes. Pat Parsons, Director of Field Experiences and Partnerships, discussed this matter with local school system administrators and confirmed that this is their
expectation. Currently we require that undergraduate students sign a “Misconduct and Criminal History Disclosure” as part of their application for admission into the Teacher Education Program (TEP) which is now considered inadequate.

2. Similarly we propose a change to student teaching and graduate internship criteria to require a recheck of students’ criminal background since these capstone experiences occur approximately two years’ after initial program admission. When students enter intensive, culminating field experiences in schools during the latter part of their preparation program, it is important that schools are notified of any criminal background issues before agreeing to host the semester-long field experience. This would apply to both initial teacher preparation programs as well as any other graduate program where school-based experience is required as part of the program of study. Individual graduate programs would determine when the recheck would be required based on their practica/internship requirements in the programs of study.

3. It is also proposed that graduate program admission require the same disclosures and affirmations that are required for TEP undergraduate and graduate students. That is, all graduate students who apply to enter an M.A.T., M.Ed., Ed.S., Ed.D. or non-degree (TSL) preparation program, must:
   • disclose any previous misconduct;
   • acknowledge that the Georgia Professional Standards Commission’s (PSC) Code of Ethics for Educators has been reviewed and that the applicant will adhere to those standards; and
   • confirm that he/she holds tort liability insurance coverage.

A Mackinnon/Higgins motion to approve these program revisions was passed unanimously.

IV. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Chris Caplinger presented the following agenda items for the Vice President for Academic Affairs.

Course Revision
FROM: GSU 1210 - University Orientation
Designed to help first-year students understand the purpose of a college education, learn about college resources and requirements, explore values and interests, learn to make
decisions and realistic choices, explore career objectives and programs of study, and establish supportive relationships with faculty and staff. Required during the first semester for undergraduates new to the university (except transfer students with thirty or more hours); students may not withdraw. 1 credit hour.

TO: FYE 1220 - First Year Seminar

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw. 2 credit hours.

JUSTIFICATION:
This course change is a recommendation from the Faculty First-Year Experience Task Force. The course combines a 1.5-contact-hour thematic seminar with a one-contact-hour extended orientation lab. The lab covers the current GSU 1210 content. Although the seminar's content is specific to the individual section, the general student learning outcomes for the seminar relate to developing information literacy skills, applying documentation styles and articulating what constitutes plagiarism. The program outcomes for the course include setting a strong academic tone in the first semester of a student's University career and promoting students' cognitive and affective integration into the University community. For more information about the rationale for the course, see: http://academics.georgiasouthern.edu/fye/tf_C-1.doc.

Note: Dr. Chris Caplinger stated that this revision would change all program pages by changing the course for Additional Requirements as well as the total number of hours required for a degree. This information will be presented at the January Undergraduate Committee.

A Ziegler/Smith motion to approve this course revision was passed unanimously.

Course Deletions
GSU 1211 - University Orientation II
JUSTIFICATION:
Course is no longer taught, and there are no longer plans to teach the course.

GSU 1220 - University Orientation and University Orientation II
JUSTIFICATION:
With the proposal to change GSU 1210 to FYE 1220, there is no longer a rationale for a course that combines GSU 1210 and GSU 1211 (which, under separate cover, we're also proposing to delete).

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

V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY
Dr. Shahnam Navaee presented the following agenda items for the Allen E. Paulson College of Science and Technology.

➢ Department of Chemistry
  Course Revision
  FROM: CHEM 2242 - Analytical Chemistry
  Prerequisite: A minimum grade of “C” in CHEM 2031.
  TO: CHEM 2242 - Analytical Chemistry
  Prerequisite: A minimum grade of “C” in CHEM 2031 and CHEM 1146.
  JUSTIFICATION:
  It has been decided that students would still be adequately prepared for CHEM 2242 (Analytical Chemistry) having CHEM 2031 (Research Methods) as a co-requisite (‘concurrent’) or pre-requisite (instead of pre-requisite only). In any event, students must have completed the Principles of Chemistry sequence so CHEM 1146 (Principles of Chemistry II) was added to the pre-requisite list for clarity.

A MacKinnon/Reksulak motion to approve this course revision was passed unanimously.

➢ Department of Geology and Geography
  Course Revision
  FROM: GEOG 3741 - Remote Sensing
  Cross-listing: None.
  TO: GEOG 3741 - Remote Sensing
  Cross-listing: GEOL 3741
  JUSTIFICATION:
  We wish to crosslist GEOG 3741 - Remote Sensing as GEOL 3741 in order to encourage more geology majors to utilize the course as an upper division elective. The course is currently viewed as part of the Geographic Information Science (GIS) minor program, although the course covers concepts that are applicable to all areas of geoscience. Crosslisting the course will help geology majors fulfill their
upper division course requirements and enhance their geologic education. No program revision form is needed because there will be no change to any of the existing programs.

_A MacKinnon/Reksulak motion to approve this course revision was passed unanimously._

**Course Deletions**

**GEOG 4541 - Cartography**

_JUSTIFICATION:_
The Geographic Information Science (GIS) course sequence was revised in 2006 to include cartography in GEOG 3440 – Introduction to GIS and Cartography, and GEOG 4542 – Intermediate GIS, thus eliminating the need for a stand-alone cartography course. GEOG 4541 – Cartography was taught in the fall 2006 semester to allow students in the GIS minor or second discipline at that time to complete their required courses. The course may now be deleted as it is no longer required in any program and will no longer be taught.

**GEOG 4632 - Advanced Cartography**

_JUSTIFICATION:_
The Geographic Information Science (GIS) course sequence was revised in 2006 to include cartography in GEOG 3440 – Introduction to GIS and Cartography, and GEOG 4542 – Intermediate GIS, thus eliminating the need for stand-alone cartography courses. The material covered in GEOG 4632 – Cartography is now incorporated in the GIS courses. The course may now be deleted as it is no longer required in any program and will no longer be taught.

_A Higgins/Reksulak motion to approve these course deletions was passed unanimously._

**New Course**

**GEOL 3741 - Remote Sensing**

This course is an introduction to the concepts, theory, collection, analysis and applications of remotely sensed spatial information. Prerequisite: Permission of instructor. 4 credit hours.

_JUSTIFICATION:_
This course is a cross listing of GEOG 3741 - Remote Sensing. Remote sensing has become an increasingly important area of knowledge for all geoscientists, although
our geology majors have viewed the course mainly as an option in the Geographic Information Science (GIS) minor program. Offering Remote Sensing as a geology course will encourage more geology majors to take the course, and will provide them with an additional option for upper-level electives.

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

Department of Mechanical & Electrical Engineering Technology
Course Revisions

FROM: TEET 2433 - Miocrocontrollers
Study and applications of the 8051 Microcontroller. Course topics include microcontroller architecture, memory, peripheral devices, interfacing, and programming. Prerequisite: TENS 2146. 3 credit hours. 3 lecture/contact hours.

TO: TEET 2443 - Miocrocontrollers
Study and applications of the 8051 Microcontroller. Course topics include microcontroller architecture, memory, peripheral devices, interfacing, and programming. Also includes laboratory activities in support of instruction. Prerequisite: TEET 2441. 4 credit hours. 3 lecture, 2 lab/5 contact hours.

JUSTIFICATION:
EET faculty and Industrial Advisory Board agreed to increase course credit hours to 4 by adding a 2-hour lab component, and changing the prerequisites so that students will have a better background and skills in digital systems. The catalog description is modified to reflect the laboratory component.

FROM: TEET 3341 - Rotating Machines
Corequisite: TEET 3312. 3 lab hours.

TO: TEET 3341 - Electric Machines
Corequisite: None. 2 lab hours.

JUSTIFICATION:
EET faculty and the EET Industrial Advisory Board agreed to change the course title to provide a clearer description of the course content. The course covers electric transformers and other non-rotating electric machines that are not reflected in the course title. The co-requisite (TEET 3312) was removed because the course no longer exists and the correction was never made in the catalog. The lab contact hours were
adjusted to 2 hours from 3 hours to bring it in line with other EET courses.

FROM: TEET 4238 - Industrial Electronics
Industrial applications of electronic devices including SCR's, triac switching circuits, timers, motor controls, and optical devices. Prerequisites: TEET 3135 and TEET 3231. 3 lecture hours.

TO: TEET 4238 - Industrial Electronics
Industrial applications of electronic switching devices including SCR-based converters, inverters, choppers, motor controls, and process control systems. Prerequisites: TEET 3243. 2 lecture hours, 2 lab hours.

JUSTIFICATION:
EET faculty and the EET Industrial Advisory Board agreed to revise TEET 4238 Industrial Electronics to include a laboratory component and adjust the contact hours from 3-hours lecture to 2-hours lecture and 2-hours lab. This eliminates the need for TEET 4219 Industrial Electronics Lab, which is being deleted. The prerequisites were changed to increase background knowledge needed in advanced electronics circuits. The catalog description is modified to reflect the current technologies taught in the course.

FROM: TEET 4245 - Communications Electronics
Prerequisite: A minimum grade of “C” in TEET 3243 or equivalent. Corequisite: None.

TO: TEET 4245 - Electronic Communications Systems
Prerequisite: A minimum grade of “C” in TEET 3241. Corequisite: TEET 3243.

JUSTIFICATION:
EET faculty and Industrial Advisory Board agreed on making TEET 4245 a required course rather than an EET elective to follow the national norm. Typically EET curriculums require a course related to communications electronics course as a basic requirement. The course title was changed to "Electronic Communication Systems" to reflect the systems approach currently taught in the course. The grade of "C" as a prerequisite for the course was removed to bring the curriculum in line with other Engineering Technology programs at the university.

A MacKinnon/Reksulak motion to approve these course revisions was passed unanimously.
Course Deletions
TEET 4212 - Operational Amplifiers Lab
JUSTIFICATION:
EET faculty and Industrial Advisory Board agreed to delete TEET 4212 from the EET curriculum since topics in this course are covered in TEET 3243- Electronics II (4).

TEET 4219 - Industrial Electronics Lab
JUSTIFICATION:
TEET 4219 will be replaced by the 2-hr lab component of the revised TEET 4248- Industrial Electronics (4). This change is consistent with the goal to streamline all EET courses to Lecture-lab types.

TEET 4231 - Operational Amplifiers
JUSTIFICATION:
EET faculty and Industrial Advisory Board have agreed on deleting this course from the curriculum since topics are covered in TEET 3243- Electronics II (4).

TMFG 4434 - Special Problems in Apparel Manufacturing
JUSTIFICATION:
The Apparel Manufacturing Program was terminated several years ago. This course was retained during the phase-out period. Laboratories in support of the program were dismantled and faculty responsible for teaching the course are retired. The course is no longer used as a requirement or elective in any program.

TMFG 5431 - Apparel Manufacturing Production
JUSTIFICATION:
The Apparel Manufacturing Program was terminated several years ago. This course was retained during the phase-out period. Laboratories in support of the program were dismantled and faculty responsible for teaching the course have retired. The course is no longer used as a requirement or elective in any program.

A Higgins/Reksulak motion to approve these course deletions was passed unanimously.

New Courses
ENGR 1732 - Program Design for Engineers
This course will introduce engineering students to applications for engineering problem-solving and object-oriented programming principles in Electrical and Computer
Engineering using standard (ANSI) C and C++. An introduction to interfacing with FORTRAN is also given. Prerequisite: A minimum grade of “C” in ENGR 1731. 3 credit hours.

JUSTIFICATION:
This is a required course needed as part of the Engineering Studies Program for Electrical and Computer Engineering majors in either the Regents Engineering Transfer Program (RETP) or the Georgia Tech Regional Engineering Program (GTREP).

TEET 4340 - Digital Communications
Students are introduced to digital communication principles and common applications of those principles in modern digital systems. Topics include sampling theorem, time division multiplexing, pulse-code modulation, digital modulation techniques including ASK, QPSK, QAM, and noise analysis. Prerequisite: TEET 4245. 4 credit hours.

JUSTIFICATION:
The course is an elective course for Electrical Engineering Technology majors. Following the recommendation of the Industrial Advisory Board and national trends, this course will satisfy a need for additional upper level electives in the EET curriculum. It also provides additional depth for the Communications specialization in Electrical Engineering Technology.

TEET 4541 - Computer System Design
The design of computer systems and components. Processor design, instruction set design, and addressing; control structures and microprogramming; memory management, caches, and memory hierarchies; interrupts, I/O structures, and pipelining. Prerequisites: TEET 2441 or ENGR 2332. 4 credit hours.

JUSTIFICATION:
This course will be an upper level elective course. The course will give students an in-depth understanding of modern computing systems, such as the selection of appropriate benchmarks to identify and compare the performance of alternative design choices in computer system design. Following the recommendation of the Industrial Advisory Board and national trends, this course will satisfy a need for additional upper level electives in the EET curriculum. This course builds on prior knowledge learned in prerequisite and other lower level courses and prepares
students to apply that knowledge through an advanced level design project.

*A MacKinnon/Yocco motion to approve these new courses was passed unanimously.*

Revised Programs

B. S. in Electrical Engineering Technology

**JUSTIFICATION:**
EET faculty and Industrial Advisory Board have agreed (see letter attached) to implement the following changes to the EET curriculum. Other adjustments were made to correct inconsistencies with the catalog information regarding course numbers, number of credits, and suggested chronology.

Engineering Studies Programs (Non-Degree)

**JUSTIFICATION:**
The newly proposed ENGR 1732 (Program Design for Engineers) is a required course needed as part of the Engineering Studies Program for Electrical and Computer Engineering majors in either the Regents Engineering Transfer Program (RETP) or the Georgia Tech Regional Engineering Program (GTREP). This course provides a parallel course to Georgia Tech's curriculum required of all Electrical and Computer Engineering majors. Also note that since the course numbers/titles for the listed BIOL courses were changed in the spring of 2007, these changes also had to be reflected on the program page.

Minor in Manufacturing

**JUSTIFICATION:**
This is a request to deactivate the undergraduate Minor in Manufacturing due to the intention to phase out the B.S. in Manufacturing with a Major in Industrial Management program during the next four years, with final program termination in 2011. As stipulated in the phase-out of the B.S. in Manufacturing program, any students currently seeking a Minor in Manufacturing will be notified of the deactivation and will be permitted to complete the minor within the phase-out period before the termination date. It should be noted that this deactivation request is retroactive to the Fall 2007 term due to the administrative action stipulating that no new students would be accepted into the B.S. in Manufacturing program effective Fall 2007.
**Second Discipline Concentration in Applied Integrated Manufacturing**

**JUSTIFICATION:**

This is a request to deactivate the undergraduate Second Discipline Concentration in Applied Integrated Manufacturing due to the intention to phase out the B.S. in Manufacturing with a Major in Industrial Management program during the next four years, with final program termination in 2011. As stipulated in the phase-out of the B.S. in Manufacturing program, any students currently seeking a Second Discipline Concentration in Applied Integrated Manufacturing will be notified of the deactivation and will be permitted to be completed the Second Discipline Concentration within the phase-out period before the termination date. It should be noted that this deactivation request is retroactive to the Fall 2007 term due to the administrative action stipulating that no new students would be accepted into the B.S. in Manufacturing program effective Fall semester 2007.

*A Higgins/MacKinnon motion to approve these program revisions was passed unanimously.*

**VI. COLLEGE OF HEALTH AND HUMAN SCIENCES**

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

**New Course**

**NTFS 3630 - Sport Nutrition**

This course provides a basic understanding of the importance of nutrition in physical activity and sport performance. Topics will include energy metabolism during exercise, fluid intake and performance, common nutritional deficiencies for athletes/exercisers, and the role of nutritional supplements and ergogenic aids in physical activity.

Prerequisite: A minimum grade of “C” in NTFS 2530, NTFS 2535, or NTFS 3534.

**JUSTIFICATION:**

Currently, there is no Sport Nutrition course at the undergraduate level. This course would serve as an elective for Nutrition and Food Science majors as well as Exercise Science and Athletic Training majors.

*A Higgins/Yocco motion to approve this new course was passed unanimously.*

**Course Revisions**
FROM: NTFS 3534 - Human Nutrition
Prerequisite: CHEM 1140 or permission of instructor.

TO: NTFS 3534 - Human Nutrition
Prerequisite: A minimum grade of “C” in CHEM 1140 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 3535 - Life Cycle Nutrition
Prerequisites: NTFS 2530, NTFS 2535, and NTFS 3534 or permission of instructor.

TO: NTFS 3535 - Life Cycle Nutrition
Prerequisites: A minimum grade of "C" in NTFS 2530, NTFS 2535, and NTFS 3534 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 3536 - Meal Management
Prerequisites: NTFS 2530 or NTFS 2535 or NTFS 3534 and NTFS 2534.

TO: NTFS 3536 - Meal Management
Prerequisites: A minimum grade of "C" in NTFS 2530 or NTFS 2535 or NTFS 3534 and NTFS 2534.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 3537 - Advanced Food Science
Prerequisites: NTFS 2534, NTFS 3534, and CHEM 1140 or permission of instructor.

TO: NTFS 3537 - Advanced Food Science
Prerequisites: A minimum grade of "C" in NTFS 2534, NTFS 3534, and CHEM 1140 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 3730 - Quantity Food Practicum  
Prerequisites: HNRM 2334, NTFS 2534, and BIOL 2240 or permission of instructor.

TO: NTFS 3730 - Quantity Food Practicum  
Prerequisites: A minimum grade of “C” in HNRM 2334, NTFS 2534, and BIOL 2240 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 4534 - Medical Nutrition Therapy I  
Prerequisite: NTFS 4536 or permission of instructor.

TO: NTFS 4534 - Medical Nutrition Therapy I  
Prerequisite: A minimum grade of “C” in NTFS 4536 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 4535 - Community Nutrition  
Prerequisites: NTFS 2530 or NTFS 2535 or NTFS 3534 and NTFS 3535 or permission of instructor.

TO: NTFS 4535 - Community Nutrition  
Prerequisites: A minimum grade of “C” in NTFS 2530 or NTFS 2535 or NTFS 3534 and NTFS 3535 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 4536 - Metabolic Nutrition
Prerequisites: CHEM 2542, KINS 2531, KINS 2511, KINS 2532, KINS 2512, and NTFS 3534 or permission of instructor.

TO: NTFS 4536 - Metabolic Nutrition
Prerequisites: A minimum grade of "C" in CHEM 2542, KINS 2531, KINS 2511, KINS 2532, KINS 2512, and NTFS 3534 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 4537 - Experimental Food Science
Prerequisites: NTFS 3537 and STAT 2231 or permission of instructor.

TO: NTFS 4537 - Experimental Food Science
Prerequisites: A minimum grade of “C” in NTFS 3537 and STAT 2231 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 4538 - Medical Nutrition Therapy II
Prerequisite: NTFS 4534 or permission of instructor.

TO: NTFS 4538 - Medical Nutrition Therapy II
Prerequisite: A minimum grade of “C” in NTFS 4534 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 4539 - Issues & Trends in Food Science
Prerequisite: NTFS 3537 or permission of instructor.

TO: NTFS 4539 - Issues & Trends in Food Science
Prerequisite: A minimum grade of “C” in NTFS 3735 or permission of instructor.

JUSTIFICATION:
All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

FROM: NTFS 4610 - NTFS Senior Seminar  
Prerequisites: NTFS 2514 and NTFS 4536.

TO: NTFS 4610 - NTFS Senior Seminar  
Prerequisites: A minimum grade of “C” in NTFS 2514 and NTFS 4536.

JUSTIFICATION:

All other programs currently in the Department of Health & Kinesiology require students to have a "C" or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

A MacKinnon/Reksulak motion to approve these course revisions was passed unanimously.

Program Revision
B.S. Nutrition and Food Science
JUSTIFICATION:

All other programs currently in the Department of Health and Kinesiology require students to have a 'C' or better in all Area F and major courses to progress and graduate. Also, we believe the students would be better prepared for internships and certification exams.

A Higgins/Talley motion to approve this program revision was passed unanimously upon approval at Enrollment Management Council.

VII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
Dr. Olivia Carr Edenfield presented the following agenda items for the College of Liberal Arts and Sciences.

New Courses
BRCT 3530 - Media Ethics
The study of moral and professional conduct within various mass communication contexts. Provides students with the ability to recognize and confront potential ethical issues as journalists and media consumers. Prerequisites: A
minimum grade of “C” in COMM 2332 and JOUR 2331 or BRCT 3332. 3 credit hours. Cross-listed with JOUR 3530.

JUSTIFICATION:
One of the most critical needs for future media practitioners is that they possess a context and a set of standards through which they can filter decisions they must make on a daily basis regarding ethics. The Department of Communication Arts has attempted to address this area in other courses, but it has become obvious in recent years that a stand-alone course is necessary to prepare students adequately for contemporary ethical challenges in the workplace.

JOUR 3530 - Media Ethics
The study of moral and professional conduct within various mass communication contexts. Provides students with the ability to recognize and confront potential ethical issues as journalists and media consumers. Prerequisites: A minimum grade of “C” in COMM 2332 and JOUR 2331 or BRCT 3332. 3 credit hours. Cross-listed with BRCT 3530.

JUSTIFICATION:
One of the most critical needs for future media practitioners is that they possess a context and a set of standards through which they can filter decisions they must make on a daily basis regarding ethics. The Department of Communication Arts has attempted to address this area in other courses, but it has become obvious in recent years that a stand-alone course is necessary to prepare students adequately for ethical challenges in the workplace.

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

LEAD 2031 - Principles of Leadership
The Principles of Leadership course will prepare students for leadership roles in the community and in their professions. The course will provide students with the knowledge, skills, and foundation in Leadership necessary to be effective in a variety of settings. Students will develop an understanding of the components that make leadership successful. Students will gain both the theoretical and practical skills necessary for success in both their personal and professional lives. It is intended for students who are interested in gaining a foundation in leadership studies and extended coursework in applied aspects of Leadership. Prerequisite: A minimum grade of “C” in ENGL 1101. 3 credit hours.
JUSTIFICATION:
There is a national trend to prepare students for leadership positions on campus, in the community, and in the professional life after college. The University of Maryland houses the National Clearinghouse for Leadership Programs and highlights several universities offering for-credit Leadership courses throughout the country. The Principles of Leadership course at Georgia Southern meets the need to better prepare students for leadership roles in the community and in their professions. The course will provide students with the knowledge, skills, and foundation in Leadership necessary to be effective in a variety of settings. Students will develop an understanding of the components that make leadership successful. Students will gain both the theoretical and practical skills necessary for success in both their personal and professional lives. Skills including interpersonal relations, problem solving, team building, collaboration, motivation, and communication will be addressed to assist in making students more prepared and marketable in the workforce post graduation. It is intended for students who are interested in gaining a foundation in leadership studies and extended coursework in applied aspects of Leadership. This course will be offered as an elective for students, and will serve as the prerequisite for a leadership minor that will be proposed for Spring 2009.

A Wheaton/Higgins motion to approve this new course was passed unanimously.

Dr. Donnie Richards presented the following agenda item for the College of Liberal Arts and Sciences.

SPAN 4635 - Capstone Course for Spanish Majors
In this course, language skills (speaking, listening, writing, reading) are refined as depth and nuance are added to the understanding of Hispanic history, literature, culture and contemporary events. SPAN 4635 is a preparatory course for the exit exam that the Spanish faculty of the Department of Foreign Languages requires its majors to take before graduating from Georgia Southern University. 3 credit hours.

JUSTIFICATION:
Required for the major.

A Reksulak/MacKinnon motion to approve this new course was passed unanimously.
Dr. Patrick Wheaton presented the following agenda items for the College of Liberal Arts and Sciences.

**Course Deletion**

**BRCT 4793 - Broadcast Internship**

**JUSTIFICATION:**

This 9 credit hour version of the Broadcast Internship was employed under a previous program requirement. It is no longer being utilized, and students are no longer permitted to register for this course number.

*A Higgins/Yocco motion to approve this course deletion was passed unanimously.*

**Course Revisions**

**FROM:** BRCT 3339 - Politics and the Media  
**TO:** BRCT 3233 - Politics and the Media

**JUSTIFICATION:**

The Registrar's Office recently discovered that this cross-listed course (with POLS) was using a different number than the POLS course. Therefore, the BRCT course is being re-numbered to become consistent with the POLS course.

*A Higgins/Yocco motion to approve this course revision was passed unanimously.*

Dr. John Murray presented the following agenda item for the College of Liberal Arts and Sciences.

**FROM:** PSYC 4131 - Advanced Psychological Research  
**TO:** PSYC 4131 - Advanced Psychological Statistics

**JUSTIFICATION:**

Proposed course title better reflects the course content

*A MacKinnon/Higgins motion to approve these course revisions was passed unanimously.*

**Selected Topics Announcements** are for information only.

**Selected Topics Announcements**

**BRCT 4030 - Media Ethics**

**JUSTIFICATION:**

The Department of Communication Arts sees a need to offer this course to better prepare students to formulate ethical standards for employment in the media industries. The department has been offering a combination Law-Ethics course, but it has become clear that there is insufficient time during the one semester course to adequately cover both
topics. The department intends to make this a permanent course in another year and is submitting the appropriate proposal to do so. This type of course is offered at many universities around the nation and was offered successfully here several years ago.

Brief Description: To learn a systematic approach to analyzing ethical issues, especially in applying ethical reasoning to specific broadcast problems.

FORL 3030 - The Holocaust in Film
JUSTIFICATION:
The course is a study of Jewish life during the Holocaust as portrayed in films and presents a picture of life during these pivotal times in recent history from a perspective which allows contemporary students to appreciate the lasting imprint of this period on world cultures and society.

IDS 3090 - Interdisciplinary Seminar in Leadership
JUSTIFICATION:
There is a national trend to prepare students for leadership positions on campus, in the community, and in the professional life after college. The University of Maryland houses the National Clearinghouse for Leadership Programs and highlights several universities offering for-credit Leadership courses throughout the country. A survey of Georgia Southern students also indicates there is a desire to study leadership in a curricular setting. The Principles of Leadership course at Georgia Southern has been taught 3 times in the last year, and over 60 students have successfully articulated achievement of stated learning outcomes. These students are looking for the next step in applying this foundational knowledge. The Interdisciplinary Seminar in Leadership will build on the foundation of leadership built from the first course discussions about principles of leadership. This Seminar will serve as the second class for the proposed Leadership Minor for 2009. This course will be a seminar-style course that invites leaders from different sectors of the community, business, and university to engage students in dialogue about the role leadership plays in different careers. Additionally, this course will challenge students to apply their leadership foundation to their career area of interest. The course will explore different facets of society as they relate to leadership throughout the semester including, but not limited to:
Government, Education, Athletics, Law, Religion, and Corporations. Students will interact with leaders in these fields, who will serve as guest lecturers to give perspective on leadership in practice, and how leadership is perceived similarly and differently across different sections of society. Students will continue to build on their philosophy of leadership and will take this philosophy and apply it to their academic area of study.

**JOUR 3030 - Media Ethics**  
**JUSTIFICATION:**  
The Department of Communication Arts sees a need to offer this course to better prepare students to formulate ethical standards for employment in the media industries. The department has been offering a combination Law-Ethics course, but it has become clear that there is insufficient time during the one semester course to adequately cover both topics. The department intends to make this a permanent course in another year and is submitting the appropriate proposal to do so. This type of course is offered at many universities around the nation and was offered successfully several years ago here.

Brief Description: To learn a systematic approach to analyzing ethical issues, especially in applying ethical reasoning to specific broadcast problems.

**PSYC 5030 - Peer Mentoring in Psychology**  
**JUSTIFICATION:**  
This course will be used to guide junior and senior undergraduate peer mentors, as they engage in their tutoring and peer-advisement duties with other undergraduate psychology majors. Students will review course content associated with Statistics (PSYC 2231) and Research Methods (PSYC 3141), as well as learn about the Psychology curriculum. They will take this knowledge and use it as they work in the Department's Peer Mentoring Center.

*Selected Topics Announcements are for information only.*

**New or Revised Programs**  
**B.S. in Psychology**  
**JUSTIFICATION:**  
Program is revised to incorporate revised course title for PSYC 4131.
B.A. in Communication Arts

JUSTIFICATION:
Course number was changed to be consistent with crosslisted course in Political Science.

A MacKinnon/Higgins motion to approve these program revisions was passed unanimously.

B.A. in Spanish

JUSTIFICATION:
The department of Foreign Languages proposes the redesignation of three programs, two of which have very small enrollments, into one degree: B.A. in Modern Languages with concentrations in three different areas. The B.A. in Spanish will be redesignated as the B.A. in Modern Languages, with concentrations in French, German, or Spanish. The B.A. in French and the B.A. in German will be eliminated.

B.A. in French

JUSTIFICATION:
The department of Foreign Languages proposes the redesignation of three programs, two of which have very small enrollments, into one degree: B.A. in Modern Languages with concentrations in three different areas. THIS PROGRAM IS BEING DELETED.

B.A. in German

JUSTIFICATION:
The department of Foreign Languages proposes the redesignation of three programs, two of which have very small enrollments, into one degree: B.A. in Modern Languages with concentrations in three different areas. THIS PROGRAM IS BEING DELETED.

A Reksulak/MacKinnon motion to approve these program revisions was passed unanimously.

VIII. OTHER BUSINESS

- None

IX. ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned at 4:01 p.m.
X. CALL TO ORDER  
Present: Dr. Brenda Talley, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Ms. Lisa Yocco, Dr. Michael Moore, Dr. Michael Reksulak, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Amy Heaston, Ms. Caroline James, Ms. Ann Montalvo  

Visitors: Ms. Candace Griffith, Dr. Art Gowan, Dr. Kevin Elder, Dr. Mohommad Davoud, Dr. Olivia Carr Edenfield, Dr. Shahnam Navaee, Dr. Glen Riecken  

Absent: Dr. Alain Lawo-Sukam, Dr. Alison Scott, Dr. Camille Rogers, Dr. Ron Mackinnon, Dr. Swati Raychowdhury  

Dr. Michael Moore called the meeting to order at 3:20 p.m.  

XI. APPROVAL OF AGENDA  
A Saye/Reksulak motion to approve the agenda was passed unanimously.  

XII. COLLEGE OF INFORMATION TECHNOLOGY  
Dr. Art Gowan presented the following agenda item for the College of Information Technology.  
➢ Department of Information Technology  
New or Revised Programs  
Web Media Interdisciplinary Minor  
JUSTIFICATION:
This minor will provide students, not majoring in Information Technology, with the ability to make multi-media content available through the creation and maintenance of sophisticated web sites and the ability and to critically evaluate the social, legal and ethical impact of the web.

A Saye/Ziegler motion to approve this program revision was passed unanimously.

B.S.I.T. Information Technology
JUSTIFICATION:
To deliver a program with IT orientation and to better prepare students for the jobs in IT field.

A Saye/Smith motion to approve this program revision was passed unanimously.

Multimedia for Information Technology Second Discipline
JUSTIFICATION:
MUSC 3531 is no longer offered and has been replaced by MUSC 5530.

A Yocco/Saye motion to approve this program revision was passed unanimously.

New Course
IT 4131 - Information Technology Capstone Project
This course provides students with the opportunity to develop in-depth knowledge of IT project design and implementation. The course covers the main topics of IT project management including requirements specification, project integration, scope, time, cost, quality, human resources, communications, and risk management. In addition, techniques and methods used in IT project management will be covered. To reinforce the course concepts, students will complete projects related to their specialization and/or second discipline. Prerequisite: A minimum grade of “C” in IT 3234 and senior standing. 3 credit hours.
JUSTIFICATION:
IT systems are continuously being developed and modified. A systematic approach to project management is necessary for the development of successful IT systems. This course will provide students with the basic IT project management knowledge and skills that are necessary to develop and modify IT systems. This capstone course requires students
to integrate knowledge from previous IT courses through the
design and implementation of IT project(s) related to their
specialization and/or second discipline.

A Saye/Ziegler motion to approve this new course was passed
unanimously.

Course Revision

FROM: IT 3131 - Web Application Design and Development
Prerequisites: A minimum grade of “C” in IT 1130, IT 1430,
and CISM 2230. A minimum average GPA of 2.5 for IT 1130
and IT 1430.

TO: IT 3131 - Web Application Design and Development
Prerequisites: A minimum grade of “C” in IT 2333, IT 1430,
and CISM 2230. A minimum average GPA of 2.5 for IT 1130
(or CISM 2530) and IT 1430.

JUSTIFICATION:
To better prepare students for the course.

FROM: IT 3132 - Web Software Tools
Prerequisites: A minimum grade of “C” in IT 1430 and IT
3131.

TO: IT 3132 - Web Software Tools
Prerequisites: A minimum grade of “C” in IT 1430 and junior
standing.

JUSTIFICATION:
Prerequisite of IT1430 and junior standing is sufficient for IT
3132.

FROM: IT 3234 - Software Acquisition, Integration, and
Implementation
Prerequisites: A minimum grade of “C” in CISM 3135, IT
3131, and STAT 2231.

TO: IT 3234 - Software Acquisition, Integration, and
Implementation
Prerequisites: A minimum grade of “C” in IT 3131, IT 3233,
and STAT 2231 or BUSA 3131.

JUSTIFICATION:
CISM 3135 no longer required and to better prepare
students for the course.

FROM: IT 4130 - IT Issues and Management
Prerequisites: A minimum grade of “C” in CISM 3135, IT
3234, and CISM 4135.

TO: IT 4130 - IT Issues and Management
Prerequisite: A minimum grade of “C” in IT 3234.
JUSTIFICATION:
CISM 3135 no longer required and IT 3234 is sufficient.

FROM: IT 4135 - Information Organization and Retrieval
Prerequisite: A minimum grade of "C" in CISM 3135.
TO: IT 4135 - Information Organization and Retrieval
Prerequisites: A minimum grade of "C" in IT 3233 and IT 3131 or permission of instructor.

JUSTIFICATION:
CISM 3135 no longer required and students will be better prepared by taking IT 3131 before IT 4135.

FROM: IT 4136 - Knowledge Discovery and Data Mining
Prerequisites: A minimum grade of "C" in CISM 3135 and STAT 2231.
TO: IT 4136 - Knowledge Discovery and Data Mining
Prerequisites: A minimum grade of "C" in IT 3233 and STAT 2231 or BUSA 3131.

JUSTIFICATION:
CISM 3135 no longer required and to better prepare students for the course.

FROM: IT 4234 - Network Operating Environments
Prerequisite: A minimum grade of "C" in CISM 3134.
TO: IT 4234 - Network Operating Environments
Prerequisites: A minimum grade of "C" in CISM 3134 and IT 2333.

JUSTIFICATION:
To better prepare students for the course.

FROM: IT 5434 - Network Security Fundamentals
Prerequisite: IT 4335.
TO: IT 5434 - Network Security Fundamentals
Prerequisites: A minimum grade of "C" in IT 2333 and CISM 3134.

JUSTIFICATION:
IT 4335 is no longer required and to better prepare students for the course.

A Saye/Wheaton motion to approve these course revisions was passed unanimously.
FROM: WBIT 1100 - Introduction to Information Technology
This course is an introductory course in information technology. Topics include foundation in hardware, software, data and an overview of the information technology in organizations. Additional topics include structured programming techniques, systems development, database design and networking, with an emphasis on appropriate business ethics, interpersonal skills and team building.

TO: WBIT 1100 - Introduction to Information Technology
This course is an introductory course in information technology. Topics include foundation in hardware, software, data and an overview of the information technology in organizations. Additional topics include structured programming techniques, systems development, database design and networking, with an emphasis on appropriate business ethics, interpersonal skills and team building.

JUSTIFICATION:
The third sentence is a duplication of the second sentence.

FROM: WBIT 4030 - Senior Project and Portfolio
A capstone course for BSIT majors that includes completion of a digital portfolio, an electronic resume representing skills acquired and projects completed. The portfolio will be introduced in an earlier course and students will be expected to add to the portfolio selected assignments during their last few semesters. Faculty will include Portfolio comments and students will be expected to record reflections on accomplishments. Finally, in cooperation with the IT industry, students will be expected to secure an internship and document internship hours, objectives and supervisor evaluations in the Portfolio. Prerequisite: Senior standing.

TO: WBIT 4030 - Senior Project
A capstone course for WebBSIT majors. Students will be expected to complete a final team or individual project. The project may be an approved industry internship or a project developed and designed by faculty of the WebBSIT. Students will apply skills and knowledge from previous WebBSIT courses in project management, system design and development, digital media development, eCommerce, database design, and system integration. Prerequisites: Senior standing and program approval.

JUSTIFICATION:
An adjustment due to the refinement of course content.
FROM:  **WBIT 4602 - IT Strategy, Design, and Development**
Students will gain an understanding of the complexities of IT systems development and will demonstrate effective strategies commonly used by IT professionals. The course will include surveys of security issues, Internet technologies, web development software, e-commerce models, purchase and payment systems, interfaces with business systems, legal issues, international issues, and marketing and promotion of information technology systems. Students will develop prototypical systems.

TO:  **WBIT 4602 - IT Seminar**
Students will participate in research and discussion on a topic of current interest. A term paper on the topic (or related subtopic) is required. A designated faculty member from the Consortium will select the topic in advance based on his/her expertise and lead the seminar.

**JUSTIFICATION:**
Redesign of course content. It was determined by the WebBSIT operating board that serving as one of the highest level courses in the program that the content should be more flexible given the fast pace of change in the field.

FROM:  **IT 3333 - IT Infrastructure**
Prerequisite: CISM 3134.

TO:  **IT 2333 - IT Infrastructure**
Prerequisite: A minimum grade of “C” in IT 1130 or CISM 2530.

**JUSTIFICATION:**
IT 1130 replaces CISM 3134 as a prerequisite. This course can be considered as a 2000-level course and be taken at sophomore year.

FROM:  **IT 4235 - Problems in Web Application**
Addresses the issues and problems encountered in the design, development, implementation, and support of commercial web-based system.

TO:  **IT 4235 - Problems in Web Application**
This course provides an introduction and application of human-computer interaction theories to web-based applications. It covers the evaluation of user interfaces using various techniques including heuristic evaluation and user testing.

**JUSTIFICATION:**
Instead of general issues and problems in the design, development, implementation, and support of commercial
web-based system, this course covers human-computer interaction issues and problems.

A Saye/Yocco motion to approve these course revisions was passed unanimously.

- **Department of Computer Science**
  - **Course Revision**
    - **FROM:** CSCI 1302 - Programming Principles II
      - Prerequisite: A minimum grade of “C” in CSCI 1301.
    - **TO:** CSCI 1302 - Programming Principles II
      - Prerequisite: A minimum grade of “C” in CSCI 1301 or CISM 2230.
    - **JUSTIFICATION:**
      - Enable IT students to take the second discipline in computer science.

A Saye/Wheaton motion to approve this course revision was passed unanimously.

- **New or Revised Program**
  - **Computer Science Second Discipline**
    - **JUSTIFICATION:**
      - The second discipline in computer science enables IT students to specialize in computer science and gain deeper and broader knowledge in the field.

A Saye/Wheaton motion to approve this program revision was passed unanimously.

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XIII. COLLEGE OF BUSINESS ADMINISTRATION

Dr. Leslee Higgins presented the following agenda items for the College of Business Administration.

- **Department of Information Systems**
  - **New or Revised Programs**
    - **B.B.A. Information Systems (Emphasis in Business Intelligence)**
      - **JUSTIFICATION:**
        - To make it easier for students to complete emphasis by providing more course options to choose from; to facilitate progress toward graduation.

    - **B.B.A. Information Systems (Emphasis in Electronic Commerce)**
      - **JUSTIFICATION:**
        - To make it easier for students to complete emphasis by providing more course options to choose from; to facilitate progress toward graduation.

JUSTIFICATION:
To make it easier for students to complete emphasis by providing more course options to choose from; to facilitate progress toward graduation.

B.B.A. Information Systems (Emphasis in Enterprise Security)

JUSTIFICATION:
To make it easier for students to complete emphasis by providing more course options to choose from; to facilitate progress toward graduation.

B.B.A. Information Systems (Emphasis in Logistics Information Systems)

JUSTIFICATION:
To make it easier for students to complete emphasis by providing more course options to choose from; to facilitate progress toward graduation.

B.B.A. Information Systems (Emphasis in Technology Entrepreneurship)

JUSTIFICATION:
To make it easier for students to complete emphasis by providing more course options to choose from; to facilitate progress toward graduation.

B.B.A. Information Systems (Emphasis in Business Application Development)

JUSTIFICATION:
To address employer needs for business programmers. Business Application Developer is one of the fastest growing computing occupations.

B.B.A. Information Systems (Emphasis in Human Resources Information Systems)

JUSTIFICATION:
To address employer needs for HRIT professionals who know human resources (HR) processes and possess computing expertise.

B.B.A. Information Systems (Emphasis in Technology Sales and Marketing)

JUSTIFICATION:
To address employer demand for sales personnel and account managers who possess both marketing and computer systems knowledge. Industry surveys indicate that there are more than 150,000 openings for individuals who possess this combination of expertise.

**Minor in Information Systems**

**JUSTIFICATION:**
To address expressed student interest in an IS minor, this minor will complement their existing degree program. This minor is easier to complete than the existing IS/IT minor and is less focused on web development. Structured similarly to minors in management and marketing, this minor should be especially appealing to business majors.

*A Higgins/Saye motion to approve these program revisions was passed unanimously.*

**Course Revisions**

**FROM:** CISM 3134 - Data Communications  
Prerequisites: A minimum grade of "C" in CSCI 1236 and CSCI 1301.

**TO:** CISM 3134 - Data Communications  
Prerequisites: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

**JUSTIFICATION:**
Will enhance progression for COBA students and allow greater access to the course for non-COBA students. This is especially important for non-COBA majors who may pursue the new CISM minor.

**FROM:** CISM 3135 - Systems Analysis and Design  
Prerequisites: A minimum grade of "C" in CSCI 1236 and CSCI 1301.

**TO:** CISM 3135 - Systems Analysis and Design  
Prerequisites: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

**JUSTIFICATION:**
Will enhance progression for COBA students and allow greater access to the course for non-COBA students. This is especially important for non-COBA majors who may pursue the new CISM minor.
FROM: CISM 4130 - Management Information Systems
Prerequisites: A minimum grade of “C” in CISM 2530 and MGNT 3130.

TO: CISM 4130 - Management Information Systems
Prerequisites: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

JUSTIFICATION:
Will enhance progression for COBA students and allow greater access to the course for non-COBA students. This is especially important for non-COBA majors who may pursue the new CISM minor.

FROM: CISM 4135 - Project Management and Development
Prerequisite: A minimum grade of “C” in CISM 3135.

TO: CISM 4135 - Project Management and Development
Prerequisites: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

JUSTIFICATION:
Will enhance progression for COBA students and allow greater access to the course for non-COBA students. This is especially important for non-COBA majors who may pursue the new CISM minor.

A Wheaton/Higgins motion to approve these course revisions was passed unanimously.

➢ School of Accountancy
New Course
ACCT 2101H - Financial Accounting
The theory and application of accounting concepts for reporting financial information to outside users. The course stresses the relationship between the rules by which financial statements are prepared and the use of financial statement information for decision making. Prerequisites: A minimum grade of “C” in BUSA 1105, MATH 1232, CISM 2530, and completion of Area A. 3 credit hours.

JUSTIFICATION:
To provide Honors section of business core courses.
ACCT 2102H - Managerial Accounting
The theory and application of managerial accounting concepts. The course stresses the use of accounting information for decision making and the role of managerial accounting in a business environment. Prerequisite: A minimum grade of “C” in ACCT 2101. 3 credit hours.

JUSTIFICATION:
To provide Honors section of business core courses.

LSTD 2106H - Legal Environment of Business
Business operates in a domestic and global environment shaped by social and economic forces, made to operate on managers through government regulation and incentives. This course presents an introduction to those factors in the environment of business that shape and affirm American capitalism. Prerequisites: A minimum grade of “C” in ENGL 1101 and completion of at least 24 semester hours.

JUSTIFICATION:
To provide Honors section of business core courses.

LSTD 4334 - Workplace Legislative Compliance
An overview of the current issues in the work environment related to the job selection process, equal employment opportunity, and the rights of workers in the market. Prerequisite: A minimum grade of “C” in MGNT 3130.

JUSTIFICATION:
This course will be cross listed with Management 4334, and will cover similar content. The course will be taught by Legal Studies faculty.

A Wheaton/Higgins motion to approve these new courses was passed unanimously.

Course Revisions
FROM: ACCT 2101 - Financial Accounting
Cross Listing: None.
TO: ACCT 2101 - Financial Accounting
Cross Listing: ACCT 2101H.

JUSTIFICATION:
An Honors section of this course has been created, requiring a revision to recognize the cross listing.

FROM: ACCT 2102 - Managerial Accounting
Cross Listing: None.
TO: ACCT 2102 - Managerial Accounting
Cross Listing: ACCT 2102H.

JUSTIFICATION:
An Honors section of this course has been created, requiring a revision to recognize the cross listing.

A Wheaton/Higgins motion to approve these course revisions was passed unanimously.

FROM: ACCT 4131 - International Accounting
Prerequisite: A minimum grade of “C” in ACCT 3131.

TO: ACCT 4131 - International Accounting
Prerequisite: A minimum grade of “C” in ACCT 3132.

JUSTIFICATION:
This course includes a broad spectrum of accounting material. The new prerequisite will limit students from enrolling until they have a better background in accounting.

FROM: ACCT 5633 - Forensic Interviews and Interrogations
Prerequisite: A minimum grade of “C” in ACCT 4631.

TO: ACCT 5633 - Forensic Interviews and Interrogations
Prerequisite: Completion of a minimum of 55 semester hours.

JUSTIFICATION:
The previous prerequisite was an accounting course, however this course does not focus on accounting content. The new prerequisite is consistent with the prerequisites of other courses in the Fraud Investigation Minor.

A Yocco/Saye motion to approve these course revisions was passed unanimously.

FROM: LSTD 2106 - Legal Environment of Business
Cross Listing: LSTD 2106S.

TO: LSTD 2106 - Legal Environment of Business
Cross Listing: LSTD 2106S and LSTD 2106H.

JUSTIFICATION:
An Honors section of this course has been created, requiring a revision to indicate a cross listing of courses.

A Wheaton/Higgins motion to approve this course revision was passed unanimously.
Department of Marketing, Management, & Logistics
New or Revised Programs
B.B.A. Logistics
JUSTIFICATION:
This is to:
(1) add two more elective courses to the approved list of major electives. These are now existing courses that appear in the newest catalog.
(2) change one major elective from CISM 4890 (Directed Study devoted to ERP systems) to CISM 4334 which is a new course, already approved, that replaces the 4890 course.

B.B.A. Management (General)
JUSTIFICATION:
To specify a policy that has actually been followed for several years but does not appear in the catalog. The major electives must be taken within COBA.

B.B.A. Management (Entrepreneurship/Small Business)
JUSTIFICATION:
To specify a policy that has actually been followed for several years but does not appear in the catalog. The major elective must be a COBA course.

B.B.A. Management (Human Resource Management)
JUSTIFICATION:
To cross list an existing management course (MGNT 4334) with a proposed LSTD course to avoid duplication of courses and to delete an error that appeared in the current catalog.

A Higgins/Wheaton motion to approve these program revisions was passed unanimously.

Course Revision
FROM: MGNT 4334 - Workplace Legislative Compliance
Cross Listing: MGNT 4334S.
TO: MGNT 4334 - Workplace Legislative Compliance
Cross Listing: LSTD 4334 and MGNT 4334S.
JUSTIFICATION:
Course is being cross-listed with LSTD 4334, a newly proposed course.

A Wheaton/Higgins motion to approve this course revision was passed unanimously.
Dr. Shahnam Navaee presented the following agenda item for the Allen E. Paulson College of Science and Technology.

- **Department of Biology**
  - **Course Revision**
    - **FROM**: BIOL 2131H - Cellular Biology
    - **TO**: BIOL 2107H - Principles of Biology I
    - **JUSTIFICATION**: Number and title changed to meet University System guidelines. Some sections will have a recitation period, resulting in 4 rather than 3 contact hours.

    This change was already approved for BIOL 2131 to BIOL 2107; we neglected to turn in a parallel change for the honor's section, BIOL 2131H to BIOL 2107H.

    **A Ziegler/Saye motion to approve this course revision was passed unanimously.**

- **Department of Construction Management & Civil Engineering Technology**
  - **Course Revisions**
    - **FROM**: TCM 4540 - Senior Project
      - Prerequisite: None.
    - **TO**: TCM 4540 - Senior Project
      - Prerequisites: A minimum grade of “C” in TCM 4430, TCM 4431, TCM 4432, and TCM 4433.

      **JUSTIFICATION**: The knowledge of the topics covered in TCM 4430, TCM 4431, TCM 4432 and TCM 4433 is required for the completion of the TCM 4540 course. No program page is needed because, only prerequisite changes were made.

    - **FROM**: TCM 4740 - Internship
      - Prerequisite: None.
    - **TO**: TCM 4740 - Internship
      - Prerequisites: A minimum grade of “C” in TCM 4430, TCM 4431, TCM 4432, and TCM 4433.

      **JUSTIFICATION**: The knowledge of the topics covered in TCM 4430, TCM 4431, TCM 4432 and TCM 4433 is required for the
completion of the TCM 4740 course. No program page is needed because, only prerequisite changes were made.

_A Yocco/Smith motion to approve these course revisions was passed unanimously._

**Department of Geology and Geography**

**Course Deletions**

**GEOG 4742 - Advanced Remote Sensing**

**JUSTIFICATION:**

GEOG 4742-Advanced Remote Sensing was originally created as part of the Geographic Information Science curriculum, but the course has never been taught. The Department of Geology and Geography feels that it is unlikely the course will be taught in the future and should thus be deleted.

**GEOL 2330 - Photogeology**

**JUSTIFICATION:**

This course is no longer taught, and the course content is now included in GEOG/GEOL 3741 - Remote Sensing.

**GEOL 5330 - Natural History and Management Issues**

**JUSTIFICATION:**

This was an old distance learning course that is no longer taught. Faculty of the Department of Geology and Geography agree that the course should be deleted.

_A Higgins/Wheaton motion to approve these course deletions was passed unanimously._

**Department of Mathematical Sciences**

**Course Revision**

**FROM:** MATH 3032 - Mathematics for K-8 Teachers II

Prerequisite: A minimum grade of “C” in MATH 2031.

**TO:** MATH 3032 - Foundations of Data Analysis and Geometry

Prerequisite: A minimum grade of “C” in MATH 2008.

**JUSTIFICATION:**

The Board of Regents mandated a change for our old MATH 2031-Mathematics for K-8 Teachers I. The new course is now called MATH 2008-Foundations of Numbers and Operations. However, our current MATH 3032 course title is no longer appropriate given the name change for Math 2008. This name change is more descriptive of the continuity of the two courses. Also, the previous course of MATH 2031 was
listed as the pre-requisite and that needs to be changed to MATH 2008.

A Saye/Yocco motion to approve this course revision was passed unanimously.

Course Deletion
MATH 5133 - Basic Ideas of Problem Solving
JUSTIFICATION:
This course has not been offered since semester conversion and will not be offered in the future. It is not part of any current degree program.

A Saye/Wheaton motion to approve this course deletion was passed unanimously.

New Course
MATH 2010 - Problem Solving for K-8 Teachers
Students will learn, integrate and apply a variety of problem solving strategies to a range of mathematical problems from algebra, geometry and other areas of mathematics appropriate to the middle grades curriculum. Students will learn, integrate and apply appropriate technology as a tool in the problem solving process. For early childhood and middle grade majors only. Prerequisite: A minimum grade of “C” in MATH 3032. 3 credit hours.

JUSTIFICATION:
The Board of Regents has mandated that Middle Grades Education majors have an additional course at the 2000 level in their Program of Study.

A Higgins/Saye motion to approve this new course was passed unanimously upon clarification on targeted group and program of study.

Department of Mechanical & Electrical Engineering Technology Course Revisions
FROM: TENS 2121 - Digital Computation
A introduction to problem solving using the computer. Interactive hands on use of a programming language, spreadsheet, and other computer based tools to solve a variety of engineering technology problems. Exploration of a range of problems that are suitable for computer solution and the software tools which provide the best fit for the
problems to be solved. Prerequisite: Experience with personal computers. 2 credit hours.

**TO:** **TENS 2138 - Digital Computation**

An introduction to engineering technology problem solving using the computer. Emphasis is placed on the application of advanced software, programming logic/structure, and programming languages. Exploration of a range of problems that are suitable to be solved using computers and the software tools which provide the best fit for these problems. Prerequisite: None. 3 credit hours.

**JUSTIFICATION:**

Following the review of courses at peer institutions, a review of the desired content for the course, and responding to comments by the Engineering Technology accrediting agency (TAC of ABET) it was determined that the course should be modified. One additional credit hour of lecture was added to adequately cover the planned content of this course. Increasing the total credits hours from 2 to 3 also better facilitates the transfer of equivalent courses at other institutions. The catalog description is being changed to reflect the course modifications.

**FROM:** **TMET 4137 - Mechanical System Design**

A capstone design course requiring that students call upon all of their academic preparations in the solution of mechanical system problems.

**TO:** **TMET 5137 - Mechanical System Design**

A capstone design course requiring that students call upon all of their academic preparations in the solution of mechanical system problems. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete.

**JUSTIFICATION:**

Both MET and EET senior electives will be offered with a graduate component and with dual-numbering. This is a result of revising the Master of Technology Program. The course number was changed to permit the offering of this course at both the senior and graduate levels. Expectations and activities for graduate students will be above and beyond those for the undergraduates in the course. The catalog description was changed to reflect the course modifications.

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

TO: TMET 5234 - HVAC
Introductory course in Heating, Ventilating, and Air Conditioning (HVAC) systems. HVAC processes are analyzed and load calculations are performed in accordance with ASHRAE practices. Design projects are included. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisites: TMET 3232 and TMET 3233; Permission of instructor for graduate students. 3 credit hours.

JUSTIFICATION:
A MET faculty committee conducted an extensive review of the curriculum, it was concluded that the relationship between lecture and/or laboratory credit and content hours had become unbalanced in several senior elective courses and a more uniform structure should be adopted. Modifications were made to balance the courses by adopting a 3 credit hour model. Both MET and EET senior electives will be offered with a graduate component and with dual-numbering. This is a result of revising the Master of Technology Program. Not only will the courses be more sound in terms of curriculum, this change will better align courses with the proposed graduate curriculum. Expectations and activities for graduate students will be above and beyond those for the undergraduates in the course. The prerequisite of TMET 3233 (Thermodynamics II) was added to better prepare the students to take this course. The catalog description was changed to reflect the course modifications.

FROM: TMET 4441 - Automation and CIMS
A capstone course in materials science and processing. Fundamental manufacturing, automation, and topics in production and related control systems are covered. Numerical control, computer integrated manufacturing, and flexible manufacturing systems are included. Laboratory includes work with a Mini-CIM system. Prerequisites: ENGR 1133, CSCI 1232, and TMET 3343. 4 credit hours.

TO: TMET 5431 - Automation and CIMS
A capstone course in materials science and processing. Fundamental manufacturing, automation, and topics in
production and related control systems are covered. Numerical control, computer integrated manufacturing, and flexible manufacturing systems are included. Laboratory includes work with a Mini-CIM system. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisites: ENGR 1133, CSCI 1232, and TMET 3343 or permission of the instructor. 3 credit hours.

JUSTIFICATION:
A MET faculty committee conducted an extensive review of the curriculum, it was concluded that the relationship between lecture and/or laboratory credit and content hours had become unbalanced in several senior elective courses and a more uniform structure should be adopted. Modifications were made to balance the courses by adopting a 3 credit hour model. Both MET and EET senior electives will be offered with a graduate component and with dual-numbering. This is a result of revising the Master of Technology Program. Not only will the courses be more sound in terms of curriculum, this change will better align courses with the proposed graduate curriculum. Expectations and activities for graduate students will be above and beyond those for the undergraduates in the course. Prerequisites changed due to the revision of the undergraduate course TENS 2121 to TENS 2138 which is accepted in the MET program as an alternative to CSCI 1232. The catalog description was changed to reflect the course modifications.

A Saye/Yocco motion to approve these course revisions was passed unanimously.

New Courses
TMAE 5131 - Essentials of Applied Mechanical Engineering
This is a course for students with no mechanical engineering experience. The principles of engineering mechanics are developed from a work/energy point of view. Survey topics include a review of the fundamentals of mechanics, elastic behavior of materials, stress-strain relationships and measurements, elasticity theory, stability, dynamics, and vibration theory. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: Permission of instructor. Should
not be taken by graduate students with a BS in Mechanical Engineering. 3 credit hours.

JUSTIFICATION:
This is an undergraduate/graduate course primarily for students pursuing a specialization or concentration in mechatronics. At the undergraduate level, this elective course will service students pursuing multi-disciplinary degrees and minors in Engineering Technology who do not have adequate preparation in mechanical engineering. At the graduate level, this is a required course in the revised Master of Technology with a concentration in Mechatronics for students who are not a graduate of a Mechanical Engineering or Mechanical Engineering Technology programs. Mechatronics is the fusion of different fields including mechanical engineering and electrical engineering. Many graduate students will most likely have undergraduate degrees in only one of these areas. This course is designed to survey essential topics in mechanical engineering. It will be taken by graduate students who do not have an undergraduate degree in mechanical engineering.

TMAE 5132 - Essentials of Applied Electrical Engineering
This is a course for students with no electrical engineering experience. Survey topics include electrical energy sources, DC circuits, resistive networks, network theorems, inductance, capacitance, natural and step responses of RL, RC, and RLC circuit, sinusoidal steady state analysis, Three-phase circuits, computer circuit analysis, non-linear, active components such as diodes, transistors (both bipolar and MOSFET), and operational amplifiers. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: Permission of instructor. Should not be taken by graduate students with a BS in Electrical Engineering. 3 credit hours.

JUSTIFICATION:
This is an undergraduate/graduate course primarily for students pursuing a specialization or concentration in mechatronics. At the undergraduate level, this elective course will service students pursuing multi-disciplinary degrees and minors in Engineering Technology who do not have adequate preparation in electrical engineering. At the graduate level, this is a required course in the revised Master of Technology with a concentration in Mechatronics for students who are not a graduate of an Electrical Engineering or Electrical Engineering Technology programs.
Mechatronics is the fusion of different fields including mechanical engineering and electrical engineering. Many graduate students will most likely have undergraduate degrees in only one of these areas. This course is designed to survey essential topics in electrical engineering. It will be taken by graduate students who do not have an undergraduate degree in electrical engineering.

**TMAE 5890 - Selected Topics in Applied Engineering**

This course is scheduled on an infrequent basis to explore special areas in applied engineering. Graduate students will be required to complete a case study, or research project not required of undergraduate students. Prerequisite: Permission of the instructor. 1 - 3 credit hours.

**JUSTIFICATION:**

This course will serve for provisional offerings or occasional offerings of a current selected topic at the 5000-level. The course will be an elective in the undergraduate and graduate Master of Technology curriculum. This course is considered essential to offer flexibility to curriculum management, and meeting the needs of future students.

**TMET 5133 - Vibration and Preventive Maintenance**

An introduction to mechanical vibrations and preventive maintenance. Emphasis is placed on: undamped and damped free vibration of single degree of freedom systems, vibration analysis of system with multiple degrees of freedom, and forced vibration analysis with different excitations. Students will engage in hands-on experimental studies and develop analysis technique using vibration data. Preventive maintenance topics will also be studied. Graduate students will be required to complete additional laboratory and research assignments. Prerequisites: TMET 3135, TMET 2521, and TMET 3130 or permission of the instructor. 3 credit hours.

**JUSTIFICATION:**

This course is a dual numbered technical elective to be used as a senior-level technical elective in the undergraduate MET curriculum and at the graduate level as a technical elective in the revised Master of Technology Program. This course has been successfully offered previously as a senior-level elective as Selected Topics under the TMET 4090 number in mechanical engineering technology. This course is essential in order to provide an adequate offering of upper
level technical electives for both the undergraduate and graduate programs.

**TMET 5134 - Introduction to Finite Element Analysis**
An introduction to the fundamentals of Finite Element Analysis. Students will develop a working knowledge of a commercial FEA software package. Students will model and analyze mechanical and thermal engineering problems using a commercial FEA package. Students will develop an ability and competence in interpretation and analysis of FEA results. Graduate students will be required to complete additional laboratory and research assignments.
Prerequisites: TMET 3136, TMET 3233, and TMET 2128 or permission of the instructor. 3 credit hours.

**JUSTIFICATION:**
This course is a dual numbered technical elective to be used as a senior-level technical elective in the undergraduate MET curriculum and at the graduate level as a technical elective in the revised Master of Technology Program. This course has been successfully offered previously as a senior-level elective as Selected Topics under the TMET 4090 number in mechanical engineering technology. This course is essential in order to provide an adequate offering of upper level technical electives for both the undergraduate and graduate programs. This course will be one of six senior-level electives. Annually, four of the six are offered, and three are required of each student in the program to graduate.

**TMET 5136 - Mechanical Controls**
An understanding of the elements of classical control theory will be developed. Students will be introduced to the concept of feedback and its properties; the concept of stability and stability margins; and the different tools that can be used to analyze these properties. Students will also develop a working knowledge of the basics of linear control techniques. Graduate students will be required to complete additional laboratory and research assignments.
Prerequisites: TMET 2128 and TMET 3130 or permission of the instructor. 3 credit hours.

**JUSTIFICATION:**
This course is a dual numbered technical elective to be used as a senior-level technical elective in the undergraduate MET curriculum and at the graduate level as a technical elective in the revised Master of Technology Program. This course has been successfully offered previously as a senior-
level elective as Selected Topics under the TMET 4090 number in mechanical engineering technology. This course is essential in order to provide an adequate offering of upper level technical electives for both the undergraduate and graduate programs. This course will be one of six senior-level electives. Annually, four of the six are offered, and three are required of each student in the program to graduate.

A Saye/Yocco motion to approve these new courses was passed unanimously.

Revised Program
B.S. Mechanical Engineering Technology
JUSTIFICATION:
A decision was made to change CHEM 1145 to CHEM 1147 however this change was never reflected on the catalog page. Secondly, CSCI 1230 is being replaced by the recently revised TENS 2138 course which better meets the needs of Mechanical Engineering Technology students to be successful in subsequent higher level MET courses. PHYS 1111 and Phys 1112 are being deleted as alternatives at the recommendation of the Physics Department because PHYS 2211 and PHYS 2212 better meets the needs of Mechanical Engineering Technology students.

A Saye/Yocco motion to approve this program revision was passed unanimously.

XV. OTHER BUSINESS
None

XVI. ADJOURNMENT
There being no further business to come before the committee, a Saye/Wheaton motion to adjourn the meeting at 4:11 p.m. was pass unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary
Summary of the Academic Advisory Council  
Chair: Linda Bleicken  

Academic Advisory Council Meeting  

Michael Moore  
Senate Librarian  

Academic Advisory Council Meeting  

Minutes  

December 4, 2007  

College of Education, Room 1100-J  
9:00 AM-10:00 AM  

1. Susan Davies provided us with a Recruitment Event update, Southern Scholars Showcase update and an Application Report. Generally, her news was positive with an increase in acceptances and new applications over last year.  
2. Mike Deal also provided us an update on enrollment and discussed plans for graduation this week.  
3. Jane Perkins Brown provided us with a retention/progression report. Retention efforts have resulted in improvement.  
5. Alan Altany reported on the recent conference and provided plans for the March 2009 planned conference on SoTL.  
6. Virginia Samiratedu thanked everyone for getting the summer schedule up a month early, which allows her area to market student degree planning more effectively.  
7. Amy Heaston provided us with a Transfer Update Report Summary.  
8. There were no additional announcements and the meeting adjourned at 9:45 AM.  

Michael Moore  
Senate Librarian  

Academic Advisory Council Meeting  

Minutes  

January 29, 2008  

College of Education, Room 1100-J  
9:00 AM-10:30 AM
1. Susan Davies and Christian Flathman provided us with a Crane marketing update. They presented a thirty-minute marketing power point based on 10 key Crane concepts.
2. Susan Davies provided us with an Admissions update.
3. Jayne Perkins-Brown updated us on NSSE and FSSE Surveys
4. There were no additional announcements and the meeting adjourned at 10:30 AM.

Michael Moore
Senate Librarian
Faculty Senate Librarian’s Report March 26, 2008

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

Academic Standards Committee
Chair: Brenda Talley
No report

Elections Committee
Chair: Michael Moore
No report

Faculty Welfare Committee
Chair: Jean Paul Carton

Senate Faculty Welfare Committee Meeting
February 21, 2008
COBA 3311
7:45am-9:00am
Minutes


The first and second orders of business were to approve the agenda of the meeting and the minutes from the previous meeting, respectively. Both were unanimously approved. Next the SFWC talked with representatives from the Office of the Dean of Students and two faculty members (visitors to the meeting). The visitors provided input into the Senate Executive Committee’s charge to the SFWC: examining student behavior policies and procedures. The specific purpose of the discussion was to clarify the process of the Office of Judicial Affairs in handling cases of disruptive student behavior. The visiting faculty members talked about a couple of recent incidents involving faculty and students in which they were personally involved. The role of Judicial Affairs was analyzed in light of both of these cases. This discussion took the remaining time of the SFWC meeting. SFWC members agreed to continue the discussion at the next meeting, scheduled for March 5, 2008. Other items on the February 21 agenda will also be addressed at this meeting. The meeting was then adjourned.

Library Committee
Chair: Tim Giles

Library Committee meeting, February 29, 2008

Attending: Bede Mitchell (ex officio), Tim Giles (chair, CLASS), Greg Chamblee (COE), John Hatem (COBA), Patrick Novotny (CLASS), Debra Skinner, LIB
Pursuant to the DRU Conversation which Provost Linda Bleicken has initiated this semester, the Library Committee discussed the desirability of taking a position regarding the need to increase Henderson Library funding in order to meet the instructional and scholarly requirements of faculty and students. Toward that end, the committee wanted to see comparative data on library funding at Georgia Southern University and at selected USG and peer institutions. Dean Bede Mitchell provided comparative data from the National Center for Education Statistics (NCES) compilation for FY06, the most recent compilation that has been made available online. The data show Georgia Southern is significantly below such institutions as Valdosta State University, Georgia College and State University, Appalachian State University, James Madison University, and East Tennessee State University in the amount of funding allocated to the library per FTE enrolled student, and with regard to the number of librarians and library staff per FTE enrolled student. It was noted the summary of department conversations that took place January 25 shows several departments expressed concerns about whether Georgia Southern has the resources to support the kind of academic and scholarly programs normally associated with DRU status. This seems especially true in the case of library funding. It was resolved the Library Committee will discuss with Faculty Senate moderator Marc Cyr the possibility of a Faculty Senate resolution supporting funding Henderson Library at a level more suitable for and typical of a DRU institution.

Tim Giles reported on his inquiries to colleagues about what would be desirable features of the Library's new learning commons. Since the student survey showed interest in writing assistance, Tim spoke with Michael Pemberton, director of the Writing Center, and Dr. Pemberton expressed interest in an office or other public space in the Library that could be used for providing writing assistance to students. Dean Mitchell doubted it would be possible to allocate permanent space to the Writing Center, but indicated there are locations which could be staffed by Writing Center personnel using a set weekly schedule. Dean Mitchell will explore the options with Dr. Pemberton and other interested parties, such as the Academic Success Center.

The next meeting will be set via e-mail. Committee members are encouraged to forward agenda topic suggestions to Tim Giles or Bede Mitchell.

Faculty Development Committee
Chair: Clara Krug

Minutes of the Meeting of the Faculty Development Committee
February 14, 2008
12:30-1:25 p.m.

All eight members of the Faculty Development Committee attended this meeting. Prior to the meeting, they had read 79 proposals related to funding for
professional travel and had submitted their ratings electronically. One faculty member had withdrawn his application. All members had received copies of the electronic ratings. Chairperson Krug requested that each member identify the top 25 applications according to his/her personal ratings. Ken Clark (COE) suggested that, since there were so many applications, committee members proceed in numerical order to determine which proposals had the most “top 25” ratings.

Applicants had requested a total of $90,103.81 in funds. The committee awarded a total of $26,460.27* (29% of the total request) to fund 25 proposals. In terms of the unfunded proposals, committee members noted that one applicant had identified herself in the proposal and that two others had identified a colleague who would benefit from funding. They also noticed that some applicants did not specify how the travel would benefit the courses taught or their department and that some did not provide a justification for expenses.

- After this meeting, Patricia Hendrix, the CET Administrative Secretary, found that, at the meeting, committee members had made an error in calculating the total award because they had inadvertently included the total budgets of two proposals, rather than the total requested from the Faculty Development Committee. The total allocation in this report is correct. The committee has a balance of $334.39.

Meeting of the Faculty Development Committee
March 6, 2008
12:30-1:20 p.m.

Seven members of the Faculty Development Committee attended this meeting. Prior to the meeting, all eight members had read eleven applications for the two Awards for Excellence in Contributions to Instruction and had submitted their ratings electronically. All members had received copies of the electronic ratings. Committee members identified the nominees who had received the most first-place rankings. They selected two of these nominees as recipients of this award.

After the February 14 meeting, Chairperson Krug had sent to all members an e-mail message from a recipient of funding for professional travel. The recipient had accepted an invitation to a different professional meeting, would not be able to attend the meeting for which he had received funding, and was requesting that the Faculty Development Committee approve the substitution. Members decided that the purpose of the professional meeting that the faculty member will attend is focused uniquely on research, while the original meeting and subsequent field visits had included a significant faculty development/course enhancement component. Members voted 6-1 not to fund the research travel.
This meant that a balance of $2,834.39 remained in the current budget. Krug asked committee members to review remaining proposals to identify any that might receive funds. Members identified three proposals. They voted (6-1) to fund two of them completely and one partially. As a result, no balance remains in the current budget.

Alan Altany (Director of the CET) told committee members that the Office of the Provost has not yet responded to our request for clarification of the date on which the Faculty Development Committee will cease to review applications for educational leave.

**Faculty Service Committee**
Chair: Jerry Wilson

Faculty Service Committee  
Spring Awards & Grant Cycle

Date: March 10, 2008

From: Jerry W. Wilson, COBA, Chair  
Cheryl Aasheim, CIT  
Cynthia Frost, LIB  
Amy Heaston, Associate Provost (ex officio)  
Russell Kent, COBA  
Jerri Kropp, CHHS  
Judith Repman, COE  
Jorge Suazo, CLASS  
Stuart Tedders, COPH  
Lisa Yocco, COST

Service Committee minutes:

The Faculty Service Committee met on Monday, February 11th and reviewed all of the application packets for the Award for Excellence in Service. The committee selected two of the applicants to receive this award for 2007-2008.

The Committee reconvened on Friday, February 29th and reviewed sixteen service grant applications for the Spring cycle. Two of the applications were not funded due to the timing of expenditures in the requests.

Funds available for allocation in this cycle totaled $20,286. The remaining fourteen applications were either fully or partially funded. The total amount awarded for the cycle is $20,286.00.
I. Call to Order, Chair at 12:30 PM
II. Membership Roll Call

Members Present: Norman Schmidt, chair
• Kari Beth Fitzmorris, JPHCOPH
• June Alberto, CHHS
• Ardian Greca, CIT
• Vernon Egger, CLASS
• Stephen Jenkins, COE
• Tom Noland, COBA
• Rebecca Ziegler, LIB
• Eleanor Haynes, ORSSP

III. Agenda unanimously approved

IV. Minutes unanimously approved as read

V. Excellence in Research Awards
   a. Review of Eligibility Guidelines – full guidelines will be posted to the ORSSP website on the Monday following this meeting. Nomination deadlines will be posted on the University email digest.
   b. Discussion – the committee considered a motion to limit the number of times one individual could win the Award for Excellence in Research. Discussion points included the committee’s desire to honor a variety of candidates and an understanding that individuals will produce varying work during different career periods. Awards are determined based upon the most recent 5 year history.
   c. Decision – by consensus, faculty members will be eligible for the award one time in each 5 year period.
   d. Deadlines – all nominations will be due to ORSSP, on or before 5 PM on November 1, 2007. Nomination applications will be due to ORSSP
on or before 5 PM on January 9, 2007. The committee will review applications in January with the intent of scheduling a meeting to select 2 award winners in February. Confidential nominations will be sent to the Provost on or before March 5th.

VI. Faculty Research Awards Guideline Review  
a. Review of Eligibility, Award Guidelines and Evaluation Criteria. – full guidelines and criteria will be posted to the ORSSP website on Monday following this meeting.  
b. Discussion – the chair presented a plan for streamlining the award evaluation process. The committee agreed by consensus to accept the plan.  
   i. Meet in late January to divide proposals upon submission and assign primary and secondary readers.  
   ii. Meet in early February. Primary and Secondary readers will provide the committee with a basic understanding of the proposal.  
   iii. All will read each proposal and rank (1-10) by merit in accordance with the funding guidelines.  
   iv. Meet in early April to score individual rankings and come to consensus on funding of FY09 awards.  
c. Deadlines – Grant award applications will be due to ORSSP no later than 5 PM on January 16, 2008.  
d. Committee awards will be communicated to the Provost’s office on or about May 1, 2008.  

VII. Supplemental Funding Allocation  
a. Committee Process  
   i. Based upon a supplemental award to the Faculty Research Committee funded through the Provost’s office, the committee was able to offer a funding opportunity to faculty who participated in the FY07 award competition and received only partial funding or no funding. $11000 was made available in this award competition. 13 faculty members made application for funding for a total of $48637 in requests.  
   ii. The committee members independently reviewed the supplemental requests, ranking the requests in order of funding merit.  
   iii. Steve Jenkins, representative from the College of Education, excused himself from the remainder of the meeting to eliminate a potential conflict of interest in evaluation of his submission as co-PI on one of the supplemental funding requests.  
   iv. Committee member individual rankings were entered into an excel spread sheet. Funding was awarded based upon total cumulative score to the limit of available funds.
v. 6 projects were provided supplemental funding in the amount of $10,946. The remaining $54 was assigned to the Faculty Publication Fund for future distribution.
vi. The Chair, through ORSSP, will notify applicants of the outcome and update award agreements.

VIII. Adjournment at 2:45 PM.

Faculty Research Committee
Meeting Minutes
January 31, 2008

I. Call to Order, Chair at 1:05 PM
II. Membership Roll Call

Members Present: Members Absent:
Norman Schmidt, chair
• Kari Beth Fitzmorris, JPHCOPH
• June Alberto, CHHS
• Ardian Greca, CIT (Detained, Arrived at 2:00 PM)
• Vernon Egger, CLASS
• Stephen Jenkins, COE
• Tom Noland, COBA
• Rebecca Ziegler, LIB
• Eleanor Haynes, ORSSP

III. Agenda unanimously approved as read -
a. The committee will address all agenda items but will adjust the order.

IV. Minutes unanimously approved as read

IX. Excellence in Research Awards
a. The committee individually reviewed 11 submitted application packages based upon nomination between January 9th and January 25. Each committee member submitted subjective reviews based upon a review guide built on a Likert type scale, including a category for overall impression and a numeric rank order (1-11). The committee chair reviewed and presented individual and combined scores for each applicant in Excel spreadsheet format.
b. The committee used the trends identified Excel spreadsheet as a basis for beginning discussion to narrow the applicant field. Following vigorous discussion, the committee selected 2 award winners by consensus. Consensus was followed by a formal unanimous vote.
c. Committee award winners will be communicated to the Provost’s office by confidential memo signed by the Chair on Monday.
X. Discussion of the Award Process

a. The committee considered a motion to limit the number of times one individual could win the Award for Excellence in Research. It was noted that no other award category had repeat winners.
   i. Discussion points included the committee’s desire to honor a variety of candidates and an understanding that individuals will produce varying work during different career periods.
   ii. Ele will research guidelines for the teaching and service awards to determine what limitations are written in their guidelines.

b. The committee discussed the value of letters of support from external sources versus internal sources
   i. The committee agreed by consensus to encourage applicants to seek at least one letter from a source outside of Georgia Southern University that could speak to the significance of the work in the researchers area of expertise.
   ii. The researcher’s application should describe the significance of the research in the field.
   iii. Ele will word the suggestion in the guideline document for review at the final FY08 committee meeting.

c. Understanding the difficulty in comparing merit between established researchers and beginning research effort, the committee considered dividing the awards into 2 categories:
   i. one aimed at honoring recent (5 year) work of a full Professor in context of career work
   ii. one to honor a junior researcher (Associate or Assistant) becoming established in the field.
   iii. The committee tabled the discussion until the final FY08 meeting.

d. The committee discussed the difficulty of evaluating the scholarship of faculty members of varying disciplines.
   i. The committee acknowledges some basic differences between science and humanity research styles.
      1. publication style – books versus journal articles
      2. authorship – single versus collaborative
      3. multi-authorship values
         a. Percent effort may not be indicated by author order on the finished product. Variables include alphabetic order, individual responsible for funding, stature in field, etc.
         b. Committee will discuss mechanism for applicant to indicate percent effort in multi author piece in the final FY08 meeting.
   ii. The committee discussed the need to distinguish between an active researcher and a significant researcher.
   iii. The committee will consider methods of increasing understanding of research styles between the disciplines of the
colleges in an effort to allow informed evaluation of all researcher efforts.
e. The applications each described a body of impressive research. The guidelines should be amended to clarify that the nominee must make their case for the significance of their work in their application.

XI. Research Funding Report
a. Report: Final application deadline was January 16th. 26 applications were received. All applications have been assigned to a primary and secondary reviewer. Applications were assigned on a first come basis to volunteer reviewers. The chair agreed to choose last. All assignments were made and a complete copy of each application delivered to the committee members January 18th.
b. Our next meeting will be held on February 14th at 1:30 PM. At the next meeting the primary reviewer, supported by the secondary reviewer should be prepared to:
   i. Describe the project in simple concise terms
   ii. Provide a brief explanation of the budget
   iii. Identify projects that do not meet the requirements of the guidelines or can not be completed within the July 1 – May 30 fundable time frame.
      1. Each report should be no more than 5 minutes to allow for 26 reports in the allotted meeting time.
      2. Reviewers may use outside sources to gain an understanding of the project. (Keeping in mind that the applicant is responsible to make the project understandable to reviewers outside of their field of expertise.)
   iv. All committee members will read all applications with the benefit of the preview for the funding meeting.
c. Two committee members have a conflict with the scheduled date for the funding meeting (March 6). We will look at moving the meeting date up one week to 2-28 or back one week to 3-13. Ele will email the committee with the two dates. Please confirm your schedule by reply.

XII. Dr. Patterson was detained and unable to come to the meeting. He will be introduced at a later meeting.

VII. Adjournment at 3:45 PM

Graduate Committee
Chair: Jill Lockwood

GRADUATE COMMITTEE MINUTES
Chair: Dr. Jill Lockwood

Graduate Committee Meeting Date – February 21, 2008
Present: Dr. Cindi Chance, Dean COE; Dr. Jill Lockwood, COBA; Dr. Lixin Li, CIT; Ms. Debra Skinner, Library; Dr. Diana Sturges, CHHS; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Yan Wu, COST; Dr. Robert Vogel, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Mary Hadley, CLASS; Dr. Bill Yang, COBA; Dr. Maggie LaMontagne, COE; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Ms. Belinda Lucas, COGS; Dr. Timothy Mack, Dean COGS;

Absent with Notification: Dr. Kari Fitzmorris, JPHCOPH
Absent without Notification: Dr. Barry Balleck, CLASS; Dr. Kenneth Clark, COE
Guests: Mr. Wayne Smith, Registrar; Ms. Candace Griffith, VPAA; Ms. Dawn Lipker, Admissions

I. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, February 21, 2008 at 9:00 AM.

II. APPROVAL OF AGENDA
The agenda was approved as written.

III. GRADUATE COMMITTEE CHAIR REMARKS – DR. JILL LOCKWOOD
Dr. Lockwood made an announcement thanking Dr. Richard Flynn for his participation in presenting her report in the Faculty Senate Meeting, which she was unable to attend. She then thanked Dr. Mack for posting Agenda/Minutes on VISTA.

IV. A. OLD BUSINESS – No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES:

i. Academic Standards & Policies Committee – Dr. Robert Fernekes stated that the subcommittee received the draft of the New Graduate Student Handbook from Dr. Mack and discussed it via email exchanges. He asked Dr. Mack when COGS would like the Handbook to be completed, and Dr. Mack said August 2008. Dr. Fernekes explained that the subcommittee did make some changes to the Handbook and presented some comments for discussion. Dr. Mack stated that he hoped the handbook would provide basic information to new students and also describe how the expectations of a graduate student differ from that of an undergraduate student. The subcommittee will continue to work on the Handbook and present a revised version at an upcoming meeting.

ii. Curriculum Committee – The subcommittee had no news to report. Dr. Dick Diebolt stated if there were changes in curriculum
items noted in minutes then those changes need to be made by
the departments. Once the corrections have been made they
need to be sent to COGS so that the Registrar’s Office can post
an amended agenda. The committee agreed with this statement.

iii. **Program Review, Assessment & Strategic Planning
Committee** – The subcommittee had no news to report.

**C. BLUEPRINT DISCUSSION** - Dr. Mack began by distributing copies
of the latest draft of the blueprint to the committee and briefly
discussed it with the committee. He stressed that the blueprint is a
draft and hopes to receive feedback from the members within the
next several meetings. Dr. Mack asked that emails be sent to him
regarding this draft.

**V. NEW BUSINESS** – There was no new business discussion.

**VI. ROUND TABLE DISCUSSION** – There was no round table discussion.

**VII. DEAN’S UPDATE** – Dr. Mack discussed the concept of an annual review
of graduate students. This would be a written document that would be
filled out by the student’s advisor and then shown to the department chairs
for review. In doing this, it will ensure that the students are progressing in
a timely manner. It was suggested that not all students would fall under
this annual review process, such as students that are already formally
reviewed. Dr. Mack explained that each department would need to design
their own form. The Academic Standards & Policies subcommittee will
begin examining this proposed review and will report back in an upcoming
meeting.

The next item discussed involved the graduate enrollment. Dr. Mack
stated that, currently, there is no standard report that is being distributed
to the Deans showing the number of inquiries, applications, and
completed applications by graduate degree program. It was agreed within
the committee that this would be a useful report.

Dr. Mack also asked the Academic Standards Subcommittee to work with
COGS in surveying current graduate students to determine an optimal
time for submission of graduate assistantship applications. COGS
currently has one submittal date- March 1\textsuperscript{st}. It is possible that two
submittal dates might be needed, such as one in the fall and one in the
spring. He also mentioned that the needs of the graduate students,
Admissions, and the academic departments should be considered when
such a date is set.

**VIII. ANNOUNCEMENTS** – There were no announcements discussed.

**IX. ADJOURNMENT**

There being no further business, the meeting was adjourned on February
21, 2008 at 10:20 AM.
I. CALL TO ORDER
Present: Dr. Brenda Talley, Dr. Donna Saye, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Ron MacKinnon, Ms. Caroline James, Mr. Wayne Smith

Visitors: Ms. Candace Griffith, Dr. Mark Richardson, Mr. Eric Nelson, Dr. Virginia Richards, Dr. Gregory Harwood, Dr. Stephanie Kenney

Absent: Dr. Alain Lawo-Sukam, Dr. Alison Scott, Dr. Amy Heaston, Ms. Ann Montalvo, Dr. Camille Rogers, Dr. Kathy Thornton, Ms. Lisa Yocco, Dr. Michael Reksulak, Dr. Swati Raychowdhury, Mr. Tedrick Kelly

Dr. Michael Moore called the meeting to order at 3:16 p.m.

II. APPROVAL OF AGENDA
A MacKinnon/Ziegler motion to approve the agenda was passed unanimously.

III. COLLEGE OF HEALTH AND HUMAN SCIENCES
Dr. Virginia Richards presented the following agenda item for the College of Health and Human Sciences.

New Course
CHFD 4090 - Selected Topics in Child and Family Development
Scheduled on an infrequent basis to explore new research and emerging knowledge in Child and Family Development. This course will carry a subtitle. 1-3 credit hours.

JUSTIFICATION:
Currently, there is no special topics course number for CHFD. This course will permit faculty to teach special topics courses as needed.

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

IV. VICE PRESIDENT FOR ACADEMIC AFFAIRS
Dr. Donna Saye presented the following agenda items for the Vice President for Academic Affairs.

➢ Department of First Year Experience
Course Revisions

FROM: FYE 1220 - First-Year Seminar
1 Lab Contact Hour, 2.5 Total Contact Hours.

TO: FYE 1220 - First-Year Seminar
.5 Lab Contact Hour, 2 Total Contact Hours.

JUSTIFICATION:
Based on the feedback from the pilot stages of the course in Fall 2007, FYE seeks to change the contact hours of the course from 2.5 hours to 2 hours. The reduction comes in the "lab" or "extended orientation" portion of the course from one seminar contact hour to .5 lab contact hour. Other than bringing credit and contact hours into congruence, the motivation for this change is to increase the percentage of the course devoted to the academic seminar portion of the course (which will now constitute 75 percent of the course, rather than 60 percent).

A Ziegler/Higgins motion to approve this course revision was passed unanimously.

FROM: GSU 2212 - Teaching Internship in GSU 1210
Provides selected sophomore, junior and senior students an opportunity to develop leadership and mentoring skills through their involvement with GSU 1210: University Orientation. Includes training in counseling, communication, problem solving, classroom management, and conflict resolution skills. Peer leaders assist faculty in leading classroom discussions and activities, assessing student work, and serving as an additional resource for first year students in the orientation course.

TO: FYE 2212 - Teaching Internship in First-Year Experience
Provides selected sophomore, junior and senior students an opportunity to develop leadership and mentoring skills through their involvement with FYE 1220: First-Year Seminar. Includes training in counseling, communication, problem solving, classroom management, and conflict resolution skills. Under the supervision of the First-Year Experience program and the faculty member teaching the FYE 1220 course, students in FYE 2212 lead classroom discussions and activities, assess student work, and serve as a resource for first-year students.

**JUSTIFICATION:**
Because GSU 1210 will no longer exist beginning in Fall 2008, the internship course that includes a reference to GSU 1210 in its title must also change. The students who take this course will serve as lab assistants in the extended orientation portion of FYE 1220. They will receive training and direction from First-Year Experience and the faculty member teaching the FYE 1220 course.

*A Saye/Higgins motion to approve this course revision was passed unanimously.*

**Core Curriculum Revision**
Change the University Requirements section of each degree program from GSU 1210 to FYE 1220

**JUSTIFICATION:**
This change will bring individual program pages into compliance with the action of the Undergraduate Committee's November 13, 2007 meeting. Caroline James indicated that this form could be used to precipitate the change of individual program pages without submitting individual requests for each undergraduate program.

*A Saye/Smith motion to approve this core curriculum revision was passed unanimously.*

V. **COLLEGE OF INFORMATION TECHNOLOGY**
*Dr. Ron MacKinnon presented the following agenda item for the College of Information Technology.*

**Revised Program**
**Computer Science Second Discipline**

**JUSTIFICATION:**
CSCI 3231 - Logic Circuits and Microprocessors is not appropriate for IT students. A 5000-level CSCI course will provide more flexibility.
A MacKinnon/Saye motion to approve this program revision was passed unanimously.

VI. COLLEGE OF EDUCATION
Dr. Michael Moore presented the following agenda item for the College of Education.

New Course
COED 3610H - Honors Research Seminar in Education
A seminar course to prepare undergraduate teacher education students to conduct research projects in education. Reserved for teacher education students in the University Honors Program or others seeking educational research experience as an undergraduate. Prerequisites: A minimum grade of “C” in EDUC 2110, EDUC 2120, and EDUC 2130; or permission of instructor. 1 credit hour.

JUSTIFICATION:
This course will be required for all undergraduates participating in the Georgia Southern University College of Education Honors Program. The COE Honors Program seeks to retain and graduate young educators who have a passion for teaching and learning, a critical sense of inquiry, a global perspective on education, and an ethic of responsibility to their students, their school, their community, and the world.

A hallmark of this program is an emphasis upon undergraduate research about teaching. As the first step in developing undergraduate educational researchers, this course will assist first-semester junior students in clarifying their research interests and support them as they develop a research proposal and literature review. These products will guide their research project during the subsequent three semesters, culminating in the completion of their COE Honors Thesis during their student teaching semester.

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

Course Revision
FROM: COED 2110 - PPB Practicum
This Pre-Professional Block Practicum is designed to assist students to integrate and apply knowledge gained through class activities in each of the following Area F Pre-Professional Block courses: EDUC 2110, Investigating Critical and Contemporary Issues in Education; EDUC 2120, Exploring Socio-Cultural Perspectives on Diversity in
Educational Contexts; EDUC 2130, Exploring Learning and Teaching. This practicum requires the completion of a variety of field-based assignments from each course. Successful completion of this practicum may be used to complete one of the requirements for admission to the Teacher Education Program. This course is needed only if student does not successfully complete the field component of the Area F Pre-Professional Block courses. Prerequisite: Sophomore Standing. 1 credit hour.

**TO:** EDUC 2090 - PPB Practicum

This Pre-Professional Block Practicum is designed to assist students to integrate and apply knowledge gained through class activities in each of the following Area F Pre-Professional Block courses: EDUC 2110, Investigating Critical and Contemporary Issues in Education; EDUC 2120, Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts; EDUC 2130, Exploring Learning and Teaching. This practicum requires the completion of a variety of field-based assignments from each course. Successful completion of this practicum may be used to complete one of the requirements for admission to the Teacher Education Program. This 0-credit course will be completed as part of the Area F Pre-Professional Block. One-credit hour registration is needed only if student does not successfully complete the PPB Practicum course on the first attempt. Prerequisite: None. 0-1 credit hour.

**JUSTIFICATION:**

The Area F Professional Education courses (EDUC 2110, EDUC 2120, and EDUC 2130) courses require a field component but do not allow for extra credit hours to be assessed to meet this requirement. This course is being changed to a variable credit course to allow practicum field time to be blocked out in student schedules without adding student credit hours. Students will register for the 0 credit sections on their first attempt at this course. Subsequent attempts will require registration for the 1-credit hour course so appropriate fees can be assessed for supervision of the practicum. The course prefix is being changed to reflect the housing of this course in the CFR department. The number is being changed because variable credit courses must include “9” as the third digit.

*A Smith/MacKinnon motion to approve this course revision was passed unanimously.*

**Revised Programs**
B.S.Ed. Early Childhood Education
JUSTIFICATION:
The Department of Mathematical Sciences is changing the course title for a mathematics course required in the B.S.Ed. in Early Childhood Education.

B.S.Ed. Middle Grades Education
JUSTIFICATION:
The Department of Mathematical Sciences is changing course titles and numbers for two mathematics courses required in the B.S.Ed. in Middle Grades Education.

B.S.Ed. Special Education
JUSTIFICATION:
The Department of Mathematical Sciences is changing course titles and numbers for two mathematics courses required in the B.S.Ed. in Special Education.

A MacKinnon/Saye motion to approve these program revisions was passed unanimously.

Information Only
Advisement for BA/BS/BBA students interested in Teaching and MAT
JUSTIFICATION:
Updating advisement information in the catalog, for BA/BS/BBA students interested in teaching. During their undergraduate study, students may choose to use their electives to complete prerequisite courses for the MAT or non-degree certification.

VII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
Dr. Patrick Wheaton, Mr. Eric Nelson, Dr. Mark Richardson, and Dr. Gregory Harwood presented the following agenda items for the College of Liberal Arts and Social Sciences. Selected Topics Announcements are for information only.

New Courses
AAST 4133 - Gullah and Geechee Language and Culture
This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences.
Prerequisite: A minimum grade of “C” in ENGL 1102. 3 credit hours.
JUSTIFICATION:
This will be an elective course for Writing and Linguistics majors and minors and for students in Africana Studies and Anthropology. It contributes to the University's mission by providing students with an opportunity and experience of transcultural study and by furthering the understanding of the region and its people.

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

**AMST 4133 - Gullah and Geechee Language and Culture**
This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences.
Prerequisite: A minimum grade of “C” in ENGL 1102. 3 credit hours.

**JUSTIFICATION:**
This will be an elective course for Writing and Linguistics majors and minors and for students in Africana Studies and Anthropology. It contributes to the University's mission by providing students with an opportunity and experience of transcultural study and by furthering the understanding of the region and its people.

**ANTH 4133 - Gullah and Geechee Language and Culture**
This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences.
Prerequisite: A minimum grade of “C” in ENGL 1102. 3 credit hours.

**JUSTIFICATION:**
This will be an elective course for Writing and Linguistics majors and minors and for students in Africana Studies and Anthropology. It contributes to the University's mission by providing students with an opportunity and experience of transcultural study and by furthering the understanding of the region and its people.

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

**BRCT 3434 - Introduction to Digital Filmmaking**
This course introduces students to the aesthetics and production of narrative short film using digital cameras. Composition, shooting, lighting, sound recording, and non-
linear editing will be covered. Students will make three short films in the course. Prerequisites: A minimum grade of “C” in FILM 2331 or ENGL 2432 or BRCT 3332. 3 credit hours.

JUSTIFICATION:
This course will address the increasing desire by students to gain experience in narrative digital filmmaking. The Broadcasting Production Track currently focuses solely on Television and Documentary Production. This will provide an elective in the Production Track addressing state of the art narrative filmmaking given the current transition in film conversion to digital.

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

FILM 3335 - Introduction to Screenwriting
This course introduces students to creative process of scriptwriting for film and television through workshops, screenings, and examination of screenplays. Plot, character development, writing for visual media, and other elements of screenwriting will be covered. Students will develop a minimum of two short film scripts and one television dramatic or comedy script (spec script). Prerequisites: A minimum grade of “C” in ENGL 1102; and FILM 2331 or ENGL 2432; or permission of instructor.

JUSTIFICATION:
This course has been offered by the Department of Communication Arts as FILM 3030 with great success and interest by students. Course will be offered as a much-needed elective for the film studies minor, broadcasting production emphasis, and writing. It will fill a void in both the Broadcasting and Film Studies areas and expand on options available to creative writing students by focusing solely on the screenplay.

A Wheaton/Ziegler motion to approve this new course was passed unanimously.

FILM 3434 - Introduction to Digital Filmmaking
This course introduces students to the aesthetics and production of narrative short film using digital cameras. Composition, shooting, lighting, sound recording, and non-linear editing will be covered. Students will make three short films in the course. Prerequisites: A minimum grade of “C” in FILM 2331 or ENGL 2432 or BRCT 3332. 3 credit hours.

JUSTIFICATION:
This course will address the increasing desire by students to gain experience in narrative digital filmmaking. The Broadcasting Production Track currently focuses solely on Television and Documentary Production. This will provide an elective in the Production Track addressing state of the art narrative filmmaking given the current transition in film conversion to digital.

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

FILM 4131 - Advanced Screenwriting
Within a workshop and critique setting, students will work through the various stages of the screenwriting process, building on the basic knowledge acquired in Screenwriting FILM 3335. Students also will collaborate in the production of one short film script to demonstrate translation from script to visual medium. Students will complete one feature-length script and one short film with the completion of the course.

Prerequisite: A minimum grade of “C” in FILM 3335 or WRIT 3335 or permission of instructor. 3 credit hours.

JUSTIFICATION:
Screenwriting has already been offered as a FILM 3030 very successfully. Given the success of that course and the growing interest of students in narrative film, this course will build on the newly proposed FILM 3335/WRIT 3335 course, Screenwriting. The course will be offered as an upper-division elective for students in the Film Studies minor and Broadcast major.

A Higgins/Wheaton motion to approve this new course was passed unanimously.

HIST 2630H - Historical Methods (Honors)
In this course, students will examine the methodologies and techniques of historical research and writing, be introduced to the nature and expectations of the historical profession, and develop the skills necessary to conceive and complete the honors senior thesis. 3 credit hours.

JUSTIFICATION:
This new designation is for a course titled Historical Methods, which will be reserved for Honors History majors.

HIST 3111H - History Honors Thesis Seminar I
In this course Honors History majors will begin the research component of the Honors Program in History by selecting a
research topic and writing a research proposal. Prerequisite: A minimum grade of “C” in HIST 2630. 1 credit hour.

**JUSTIFICATION:**
This course is the first in a 4-part sequence proposed as the research component of the Honors Program for the History major, culminating in the Senior Honors Thesis.

**HIST 3112H - History Honors Thesis Seminar II**
In this course Honors History majors will continue the research component of the Honors Program in History through a review of the historiographical literature, compilation of an annotated bibliography, and outline of their Senior Honors Thesis project. Prerequisite: A minimum grade of “C” in HIST 3111H. 1 credit hour.

**JUSTIFICATION:**
This course is the second in a 4-part sequence proposed as the research component of the Honors Program for the History major, culminating in the Senior Honors Thesis.

**HIST 4111H - History Honors Thesis Seminar III**
In this course Honors History majors will progress through the research component of the Honors Program in History by completing a first draft of their Senior Thesis project. Prerequisites: A minimum grade of “C” in HIST 3111H and HIST 3112H. 1 credit hour.

**JUSTIFICATION:**
This course is the third in a 4-part sequence proposed as the research component of the Honors Program for the History major, culminating in the Senior Honors Thesis.

**HIST 4112H - History Honors Thesis Seminar IV**
In this course Honors History majors will progress through the research component of the Honors Program in History by completing the final version of their Senior Honors Thesis project and presenting their findings at the Undergraduate Research Symposium. Prerequisites: A minimum grade of “C” in HIST 3111H, HIST 3112H, and HIST 4111H. 1 credit hour.

**JUSTIFICATION:**
This course is the last in a 4-part sequence proposed as the research component of the Honors Program for the History major, culminating in the Senior Honors Thesis.

*A MacKinnon/Higgins motion to approve these new courses was passed unanimously.*

**JOUR 4336 - Online Journalism**
In this course, students will examine the emerging forms of news delivery over the World Wide Web. They will practice real time reporting and writing on the Internet by utilizing 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 news on an Internet-based news outlet.

Prerequisite: A minimum grade of “C” in JOUR 3331. 3 credit hours.

**JUSTIFICATION:**

The elective course Online Journalism prepares and instructs aspiring journalists to use the Internet to research and deliver news. The field of journalism is in a transitional period that is being shaped by technological innovation. Traditional print publications face receding markets, while more and more members of society turn to the Internet for information and news. The Department of Communication Arts has attempted to address this area through other courses, but it has become obvious in recent years that a stand-alone course is necessary to prepare students adequately for the evolving scope of the field of journalism.

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

**LING 4133 - Gullah and Geechee Language and Culture**

This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences.

Prerequisite: A minimum grade of “C” in ENGL 1102. 3 credit hours.

**JUSTIFICATION:**

This will be an elective course for Writing and Linguistics majors and minors and for students in Africana Studies and Anthropology. It contributes to the University's mission by providing students with an opportunity and experience of transcultural study and by furthering the understanding of the region and its people.

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

**WRIT 3335 - Introduction to Screenwriting**

This course introduces students to creative process of scriptwriting for film and television through workshops, screenings, and examination of screenplays. Plot, character
development, writing for visual media, and other elements of screenwriting will be covered. Students will develop a minimum of two short film scripts and one television dramatic or comedy script (spec script). Prerequisites: A minimum grade of "C" in ENGL 1102; and FILM 2331 or ENGL 2432; or permission of instructor.

JUSTIFICATION:
This course has been offered by the Department of Communication Arts as FILM 3030 with great success and interest by students. Course will be offered as a much-needed elective for the film studies minor, broadcasting production emphasis, and writing. It will fill a void in both the Broadcasting and Film Studies areas and expand on options available to creative writing students by focusing solely on the screenplay.

A Wheaton/Ziegler motion to approve this new course was passed unanimously.

Course Revision
FROM: COMS 3332 - Discussion
Considers the philosophy and techniques involved in democratic oral decision making with emphasis on the reflective pattern. Designed to produce effective discussion leaders and participants.

TO: COMS 3332 - Small Group Communication
This course examines the increasing importance of communication in small group situations. Communication in group roles, relationships, leadership, conflict, group discussion and reflective decision making, will be highlighted.

JUSTIFICATION:
Name and description changes requested to better reflect current course content, and current communication studies research and philosophy.

A MacKinnon/Wheaton motion to approve this course revision was passed unanimously.

Selected Topics Announcements
ANTH 5091 - Women and Leadership

JUSTIFICATION:
This course broadens the scope of traditional leadership studies to incorporate female and feminist perspectives. It reviews concepts and theories of leadership in terms of their relevance to the varied contexts of leadership within which
women operate and offers practical experiences to learn about women in leadership first-hand and to develop leadership skills.

*The department requested that this item be removed from the agenda.*

**FILM 3030 - Introduction to Digital Filmmaking**

**JUSTIFICATION:**

This course will address the increasing desire by students to gain experience in narrative digital filmmaking. The Broadcasting Production Track currently focuses solely on Television and Documentary Production and the film minor does not address the interest in film production as opposed to, or in addition to, analysis. This will provide students with an elective in either the Production Emphasis in Broadcasting or Film Studies Minor.

**JOUR 3030 - Online Journalism**

**JUSTIFICATION:**

In this course, students will examine the emerging forms of news delivery over the World Wide Web. They will practice real time reporting and writing on the Internet by utilizing 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 news on an Internet-based news outlet. Students will learn the basics of multimedia production and presentation on the Internet. They will gain practical experience in the production of an electronic information product.

Only students who already have basic skills as a journalist will be enrolled in this course. JOUR 2331 (Introduction to Journalism) and JOUR 3331 (News Reporting and Writing) are the prerequisites for this course. They will learn to use their already acquired news reporting and writing skills in the hypertext-based media. The class will have as many as 20 students.

This is a 3 credit hours course. Students will learn basic web page design (such as how to use Dreamweaver), create hyperlinks, colors and images, tables, audio-video, etc. At other times, they will work independently, collecting information, interviewing sources and writing. They will gather information, write news stories and post them on a news site specially set up for this class project.
Part of the course will also involve reading materials on the trends in online journalism as well as reviewing news websites.

**WGST 3090 - Women and Leadership**

*JUSTIFICATION:*

This course broadens the scope of traditional leadership studies to incorporate female and feminist perspectives. It reviews concepts and theories of leadership in terms of their relevance to the varied contexts of leadership within which women operate and offers practical experiences to learn about women in leadership first-hand and to develop leadership skills.

*The department requested that this item be removed from the agenda.*

**New or Revised Programs**

**All Music Programs**

*JUSTIFICATION:*

Some music students have had a difficult time focusing on timely progression through the major requirements, which include many sequential and tightly interlocking courses. Some students find themselves retaking courses many times, in part through lack of focus or commitment. Almost always, these students linger for six, seven, or more years and never complete the degree. This statement, modeled after a similar statement currently used for the B.S in Nursing degree, creates a clear progression requirement that music majors will need to meet and outlines a path for them to receive immediate help when they do not pass a course. It will enable students who are not suited to the rigor of the music program to more quickly exit into another program to which they will be better adapted.

*A MacKinnon/Higgins motion to approve this program revision was passed unanimously.*

**B.A. Writing and Linguistics, Concentration in Creative Writing**

*JUSTIFICATION:*

To bring Writing and Linguistics in line with other CLASS Units. Majors should be able to meet minimum competency or "C" requirements in all major course work.

**B.A. Writing and Linguistics, Concentration in Linguistics**

*JUSTIFICATION:*
To bring Writing and Linguistics in line with other CLASS Units. Majors should be able to meet minimum competency or “C” requirements in all major course work. Also to add LING 4133 as a new course.

B.A. Writing and Linguistics, Concentration in Professional and Technical Writing  
**JUSTIFICATION:**  
To bring Writing and Linguistics in line with other CLASS Units. Majors should be able to meet minimum competency or “C” requirements in all major course work.

B.A. Writing and Linguistics, Concentration in Writing and Culture  
**JUSTIFICATION:**  
To bring Writing and Linguistics in line with other CLASS Units. Majors should be able to meet minimum competency or “C” requirements in all major course work.

A MacKinnon/Ziegler motion to approve these program revisions was passed unanimously.

B.S. Communication Studies  
**JUSTIFICATION:**  
Revision changes course title for COMS 3332 from “Discussion” to “Small Group Communication” to reflect course content more clearly.

A Wheaton/Bye motion to approve this program revision was passed unanimously.

Multimedia for Information Technology Second Discipline  
**JUSTIFICATION:**  
1. Migration of GCM Program, which administers this second discipline, from COST to CLASS requires the deletion of reference to former department “Mechanical and Electrical Engineering Technology” to Department of Art;  
2. MUSC 3531 course was deleted in March 2007 and should be removed from second discipline course options.

A MacKinnon/Ziegler motion to approve this program revision was passed unanimously.

African Studies Interdisciplinary Minor  
**JUSTIFICATION:**  
To add AAST/AMST/ANTH/LING 4133 Gullah and Geechee Language and Culture as a new course.
American Studies Interdisciplinary Minor
JUSTIFICATION:
To add AMST/AAST/ANTH/LING 4133 Gullah and Geechee Language and Culture as a new course.

Linguistics Minor
JUSTIFICATION:
To add LING 4133 as a new course.

Linguistics Interdisciplinary Minor
JUSTIFICATION:
To add LING/AMST/AAST/ANTH 4133 Gullah and Geechee Language and Culture as a new course.

B.A. Anthropology
JUSTIFICATION:
To add ANTH 4133 Gullah and Geechee Language and Culture as a new course.

A Higgins/Saye motion to approve these program revisions was passed unanimously.

VIII. OTHER BUSINESS
• Dr. Michael Moore stated that the B.A. Spanish, B.A. French, and B.A. German programs that were approved at the November 13, 2007 Undergraduate Committee meeting were tabled at the February 14, 2008 Faculty Senate meeting. There was concern about the clarification/justification of these programs. Faculty Senate requested clarification/justification for this information. That request had not been met at the time of the February 19, 2008 Undergraduate Committee meeting.

IX. ADJOURNMENT
There being no further business to come before the committee, a MacKinnon/Wheaton motion to adjourn the meeting at 3:48 p.m. was passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary
Summary of the Academic Advisory Council
Chair: Linda Bleicken
No report
Faculty Senate Librarian’s Report April 21, 2008
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

Academic Standards Committee
Chair: Brenda Talley
No report

Elections Committee
Chair: Michael Moore
ELECTION RESULTS: Senate and Committees

Faculty Welfare Committee
Chair: Jean Paul Carton
Senate Faculty Welfare Committee Meeting
March 27, 2008
COBA 3311
7:45am-9:00am
Minutes
The Senate Faculty Welfare Committee (SFWC) met on March 27, 2008. Members in attendance included J. Braselton, P. Humphrey, T. Diamanduros, K. Fitzmorris, J. Wilson, M. Yanochik, L. Li, J-P Carton, K. Coleman, A. Heaston, S. Franks, and L. Gunn.

The first and second orders of business were to approve the agenda of the meeting and the minutes from the previous meeting, respectively. Both were unanimously approved. The committee discussed the Request for Information given by Clara Krug, “The Procedure for Granting Tenure.” This dialogue was a continuation of last meeting’s discussion on the practice of granting tenure to incoming administrators and faculty members. A motion was made to amend the section on probationary credit in the Faculty Handbook (p. 33) in order to clarify the tenure guidelines. The motion was approved.

The SFWC continued the previous meeting’s discussion (March 6, 2008) on the SEC charge: Student Behavior Policies and Procedures. The suggestion was made to introduce a new brochure that outlines the policies and procedures of the Office of Judicial Affairs. An additional suggestion was made that this publication should be more substantial, taking the form of a booklet, not just a pamphlet. The subcommittee charged with handling this issue will schedule a meeting with members of the Office of Judicial Affairs.

There was no old business or new business. The FSWC agreed to meet again on April 10, 2008. The meeting was then adjourned.
Submitted by Mark Yanochik.

Library Committee
Chair: Tim Giles

Faculty Development Committee
Chair: Clara Krug

Meeting of the Faculty Development Committee
March 25, 2008
12:30-1:35 p.m.

Seven members of the Faculty Development Committee attended this meeting. Prior to the meeting, all eight committee members had read the 49 proposals for Summer Stipends and had submitted their ratings electronically. All members had received copies of the electronic ratings. Chairperson Krug had identified the proposals that had the most “top ten” ratings. One had received eight such ratings; one had received six; one had received five; and five had received four. Seven proposals had received three “top ten” ratings.
Committee members voted unanimously to fund the three proposals that had received five, six, or eight “top ten” ratings. Then they discussed those that had received four such ratings. They voted to fund only two of the five proposals. Then they discussed the proposals that had received three “top ten” ratings. They voted to find five of those seven proposals. The committee voted to fund a total of ten proposals (approximately 20% of the total). Members awarded a total of $28,128, approximately 19% of the $148,912.90 requested. The amount awarded included 16.93% in fringe benefits for all salary requests. So the amount awarded for each $3,000 salary request is actually $3,507.90.

Two recipients of travel awards had had to change their plans and requested that the committee allow them to use funding to subsidize this revised travel. Members voted to allow one recipient to use funding for his revised travel plans. However, they voted not to allow the other recipient to use funding for her revised plans. As a result, a balance of $1,000 remains in the current budget. Since there are no additional funding cycles this fiscal year, this balance cannot be used.

Several members suggested that the amount of the summer stipend be increased. Members will discuss this suggestion at their next meeting.

Clara Krug
Chair

Faculty Service Committee
Chair: Jerry Wilson

Faculty Research Committee
Chair: Norman Schmidt

Graduate Committee
Chair: Jill Lockwood

GRADUATE COMMITTEE MINUTES
Chair: Dr. Jill Lockwood

Graduate Committee Meeting Date – March 13, 2008

Present: Dr. Jill Lockwood, COBA; Ms. Debra Skinner, Library; Dr. Diana Sturges, CHHS; Dr. Jonathan Metzler, CHHS; Dr. Yan Wu, COST; Dr. Robert Fernekes, Library; Dr. Mary Hadley, CLASS; Dr. Bill Yang, COBA; Dr. Maggie LaMontagne, COE; Dr. Kari Fitzmorris, JPHCOPH; James Stephens, JPHCOPH; Dr. Hisang- Jui Kung, CIT; Dr. Bede Mitchell, Library; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Dr. Timothy Mack, Dean COGS

Absent with Notification: Dr. Robert Vogel, JPHCOPH; Dr. Cindi Chance, Dean COE, [Academic Affairs]; Dr. Vladan Jovanovic, CIT

Absent without Notification: Dr. Lixin Li, CIT; Dr. Barry Balleck, CLASS; Dr. Kenneth Clark, COE

Guests: Mr. Wayne Smith, Registrar; Ms. Candace Griffith, VPAA; Ms. Dawn Lipker, Admissions; Dr. Mohammad Davoud, COST; Dr. Shahnam Navaee, COST
I. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, March 13, 2008 at 9:00 AM.

II. APPROVAL OF AGENDA
The agenda was approved as written.

III. GRADUATE COMMITTEE CHAIR REMARKS – DR. JILL LOCKWOOD
Dr. Lockwood made an announcement stating that she will be out of town for the Faculty Senate Meeting on March 26, 2008. She said that Dr. Mary Hadley has agreed to attend this meeting and present her report. She then stated that she will not be teaching short term in May 2008, and asked the committee members if anyone would be available to stand in as Chair in the May Graduate Committee Meeting.

IV. NEW BUSINESS –
A. PROGRAMS:
i. College of Science & Technology
New/Revised Programs:
GRADUATE CERTIFICATE IN ENGINEERING AND MANUFACTURING MANAGEMENT

Justification: Georgia Southern University, through the Master of Technology (MT) program, has served the region by preparing advanced level technical-management personnel for business, education, industry, and government positions by conferring master’s degrees in a variety of areas of specialization. It is clear that there are increasing demands for academic institutions to provide structured programs of study leading to graduate certificates that enhance the academic training of individuals through a set of specialized courses on a topic. In an effort to address that need, this proposal sets forth to establish a graduate level certificate specifically in Engineering and Manufacturing Management.

The findings of a limited study of other schools in the University System of Georgia, the Southeast, and Georgia Southern’s peer and aspirational institutions showed there are no institutions or programs that offer Masters degrees or study options in Engineering & Manufacturing Management. A graduate certificate in Technology Management was found at the University of South Florida. The certificate requires a total of 15 hours and includes electives in the human resources and finance areas. Jacksonville State University (Alabama) offers an online master’s degree in Manufacturing Systems Technology but no graduate certificates.
A review of Georgia Department of Labor occupational outlook information found that the projection for new or replacement personal, for the period 2002-2012, was estimated at 550 positions annually for Industrial Production Managers, Engineering Managers, and Industrial Engineers. These positions traditionally include responsibility for managing engineering and manufacturing operations in the public and private sectors. A related degree or post-secondary and/or graduate academic preparation and/or industrial experience in these areas are highly desirable or required.

A graduate certificate allows the non-traditional and traditional student alike to take courses in an area of specialization, reaching a reasonable milestone with appropriate recognition. With time students may build upon their graduate certificate, completing the remaining courses within the curriculum of a master’s degree.

Graduate Certificates are awarded to demonstrate proficiency in a focused concentration of courses, while not completing all degree requirements. Typically, certificates are awarded for 9-12 credits of related or topical study. Traditionally, there have been two types of certificates. The first type is awarded by Colleges of Continuing Education while the second type is awarded by
Colleges of Graduate Study. This proposal seeks a certificate program to be awarded by the College of Graduate Studies.

The proposed method of course delivery and instruction will be structured to meet the needs of the region's non-traditional students. This includes offering evening courses with extended sessions (meeting only once a week) and utilizing technology appropriate to on-line and distance learning. On-line graduate certificate courses have the possibility of significantly extending Georgia Southern's regional influence, and if properly advertised could make in-roads into the Atlanta market and beyond.

All courses offered for the certificate program by the Department of Mechanical and Electrical Engineering Technology will be available for online study. Other academic units that offer courses used as electives in the graduate certificate are encouraged to convert their courses to online delivery in order to meet the needs of students pursuing certificates. Thus, the regional impact of Georgia Southern will be greatly increased.

NOTE: The program page for this graduate certificate program is submitted separately.

GRADUATE CERTIFICATE IN OCCUPATIONAL SAFETY AND ENVIRONMENTAL COMPLIANCE

Justification: Georgia Southern University, through the Master of Technology (MT) program, has served the region by preparing advanced level technical-management personnel for business, education, industry, and government positions by conferring master's degrees in a variety of areas of specialization. It is clear that there are increasing demands for academic institutions to provide structured programs of study leading to graduate certificates that enhance the academic training of individuals through a set of specialized courses on a topic. In an effort to address that need, this proposal sets forth to establish a graduate level certificate specifically in Occupational Safety and Environmental Compliance.

The findings of a limited study of schools in the University System of Georgia, the Southeast, and Georgia Southern's peer and aspirational institutions showed there are no institutions or programs that offer Masters degrees or study options in Occupational Safety & Environmental Compliance. One graduate certificate program in Safety Management was found at the University of South Florida. This certificate required 14 total hours and is focused on the management and administration of safety/health programs and does not specifically address environmental compliance issues.

A review of Georgia Department of Labor occupational outlook information found that the projection for new or replacement personnel, for the period 2002-2012, was estimated at 630 positions annually for Industrial Production Managers, Engineering Managers, Health and Safety Engineers, Environmental Engineers, and Industrial Engineers. These positions traditionally include responsibility for occupational safety and environmental compliance in the public and private sectors. Although a degree in safety or environmental compliance is not typically required in such positions, post-secondary and/or graduate academic preparation and/or industrial experience in these areas is highly desirable or required.

A graduate certificate allows the non-traditional and traditional student alike to take courses in an area of specialization, reaching a reasonable milestone with appropriate recognition. With time students may build upon their graduate certificate, completing the remaining courses within the curriculum of a master's degree.

Graduate Certificates are awarded to demonstrate proficiency in a focused concentration of courses, while not completing all degree requirements.
Typically, certificates are awarded for 9-12 credits of related or topical study. Traditionally, there have been two types of certificates. The first type is awarded by Colleges of Continuing Education while the second type is awarded by Colleges of Graduate Study. This proposal seeks a certificate program to be awarded by the College of Graduate Studies.

The proposed method of course delivery and instruction will be structured to meet the needs of the region’s non-traditional students. This includes offering evening courses with extended sessions (meeting only once a week) and utilizing technology appropriate to on-line and distance learning. On-line graduate certificate courses have the possibility of significantly extending Georgia Southern’s regional influence, and if properly advertised could make in-roads into the Atlanta market and beyond.

All courses offered for the certificate program by the Department of Mechanical and Electrical Engineering Technology will be available for online study. Other academic units that offer courses used as electives in the graduate certificate are encouraged to convert their courses to online delivery in order to meet the needs of students pursuing certificates. Thus, the regional impact of Georgia Southern will be greatly increased.

NOTE: The program page for this graduate certificate program is submitted separately.

MASTER OF SCIENCE TECHNOLOGY (PROGRAM NAME CHANGE)

Justification: A comprehensive review of the Master of Technology degree program, which included a study of peer, aspiration, and regional programs, was conducted by a committee within the Department of Mechanical and Electrical Engineering Technology. The committee concluded that the current program title, Master of Technology, had become colloquial. It was determined that the title Master of Science in Applied Engineering would better represent the true nature of the program and help to identify the curriculum offered. The program currently offers concentrations in Mechatronics and Engineering Management. These concentrations capitalize on faculty expertise, resources, and regional needs. The new program name signifies a renewed commitment to provide a graduate program that will make a significant contribution to Georgia Southern’s regional mission and aligns the program with the recent reclassification of Georgia Southern as a Doctoral Research University. (A full report by the Graduate Committee regarding background findings is available for review.)

B. COURSES:
   i. College of Science & Technology
      New Courses:
      BIOL 5549G – Deep Sea Environments
      TMAE 5133G – Production Planning and Facilities Design
      TMAE 5134G – World Class Manufacturing

MOTION: Dr. Yan Wu made the motion to approve the Program Revisions and New Courses submitted by the College of Science and Technology. Dr. Mary Hadley provided the second. The motion to approve the Programs and Courses was passed.

Course Revisions:
BIOL 7895 – Research (grade mode change)
Selected Topics Announcements:
BIOL 5099G – Chemical Ecology
BIOL 5099G – Natural History Collections
GEOL 5090G – Discovering the Evolutionary History of Dolphins and Porpoises
MOTION: Dr. Shahnam Navaee stated that GEOL 5090G will not be offered as a graduate course and requested that the course be withdrawn from the list of Selected Topics Announcements. Dr. Yan Wu made a motion to approve the Course Revisions submitted by the College of Science and Technology. Dr. Mary Hadley provided the second. The motion was passed.

V. OLD BUSINESS – No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES:

i. Academic Standards & Policies Committee – Dr. Robert Fernekes made an announcement that the subcommittee will still meet over the Spring Break holiday to discuss the New Graduate Student Handbook. He then stated that the subcommittee hopes to have the Handbook completed in time to be presented again in the April Meeting.

ii. Curriculum Committee – The subcommittee had no news to report.

iii. Program Review, Assessment & Strategic Planning Committee – The subcommittee had no news to report.

C. BLUEPRINT DISCUSSION – Dr. Mack began by discussing some feedback he had received from some of the members after the last meeting. One committee member indicated that he was very supportive of the concept of new Career Services position for graduate students, which is listed in the Blueprint. Dr. Mack again asked for emails to be sent to him regarding recommendations for improvement to the Blueprint.

VI. NEW BUSINESS –

i. College of Health & Human Sciences
   New Courses:
   HLTH 5195S – International Studies Abroad in Health and Kinesiology

MOTION: Dr. Diana Sturges made a motion to postpone consideration of the HLTH 5195S until the April Meeting, since a department representative was not at the meeting to discuss the course proposal. Dr. Fernekes provided the second. The motion was passed to postpone the submitted Course due to not having enough information about the course.

ii. College of Business Administration
   Information Only:
   Master of Science in Applied Economics

This is an announcement that the delivery of this program will be online.

VII. ROUND TABLE DISCUSSION – Dr. Lockwood stated in order to have a discussion and vote properly on an issue people must provide the committee with adequate information. She also said if a College submits an item to be put on the Agenda then there should be someone present at the meeting to give further explanation if needed.

VIII. DEAN’S UPDATE – Dr. Mack stated that after his meeting with the Graduate Program Directors he withdrew the proposed Annual Review of Graduate Students process. He then discussed the report he received from the Registrar’s Office regarding the number of courses still in the catalog that had not been taught in the previous five years. There
were 282 such courses. He would like within the next nine to twelve months for each department to begin assessing whether or not these courses should be deleted. The number of transferable credits for a graduate student from another institution was also discussed. Dr. Mack asked if the committee would begin to think about the number of credits a new graduate student could transfer in for graduate credit. The current number is six credits, which is low compared with peer Graduate Schools across the country. Some Graduate Schools allow up to 50% of graduate credits to be transferred from elsewhere, and SACS accreditation also allows this. Some discussion ensued. A question was raised about how many students transfer credits and Dr. Diebolt indicated that this was a common practice. Dr. Mack indicated that if we change this rule that it could be changed to enable departments to make the decision regarding how many credits a student could transfer into a program, up to a maximum amount. Dr. Mack indicated that this was a discussion that would likely continue until the fall. The final issue addressed was the dates for the next Academic Year Graduate Committee Meetings. It was agreed within the committee that the second Thursday of every month would continue to be the date of the Meetings.

IX. ANNOUNCEMENTS – There were no announcements discussed.

X. ADJOURNMENT

There being no further business, the meeting was adjourned on March 13, 2008 at 10:11 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved on March 25, 2008 by electronic vote of Committee Members

Undergraduate Committee

Minutes were approved on November 25, 2007

MARCH 25, 2008
3:15 P.M.

Science & Technology, Room 2120

I. CALL TO ORDER

Present: Dr. Brenda Talley, Dr. Donna Saye, Dr. Hsiang-Jui Kung, Dr. Leslee Higgins, Dr. Lili Li, Ms. Lisa Yocco, Dr. Michael Moore, Dr. Michael Reksulak, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Amy Heaston, Ms. Caroline James, Ms. Ann Montalvo,

Visitors: Ms. Candace Griffith, Dr. Brian Moore, Dr. Kathy Albertson, Dr. Mohommad Davoud, Dr. Stephen Vives, Dr. Steve Engel

Absent: Dr. Alain Lawo-Sukam, Dr. Alison Scott, Dr. Camille Rogers, Dr. Kathy Thornton, Ms. Lisa Smith, Dr. Ron MacKinnon, Dr. Swati Raychowdhury, Mr. Tedrick Kelly

Dr. Michael Moore called the meeting to order at 3:20 p.m.
II. APPROVAL OF AGENDA
A Higgins/Saye motion to approve the agenda was passed unanimously.

III. ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY
Dr. Brian Moore, Dr. Donna Saye, Dr. Mohommad Davoud, and Dr. Stephen Vives
presented the following agenda item for the Allen E. Paulson College of Science and
Technology.

- Department of Biology
  - New Course
    - BIOL 5432 - Deep Sea Environments
      This course examines the current knowledge about hydrothermal systems in terms of their deep-sea environment and their geological and chemical makeup. Emphasis is placed on studying symbiotic relationships, reproductive biology, larval dispersal, thermal tolerances, sulfide and sensory adaptations by organisms found in non-vent, vent, and cold seep environments. Prerequisites: BIOL 2107 and BIOL 2108. 3 credit hours.

JUSTIFICATION:
There is a need for 3 hour lecture classes (i.e., no lab component) in the Department of Biology because of the demand for such courses by biology majors. In addition, Georgia Southern is close to the coast and both graduate and undergraduate students have shown considerable interest in the marine sciences. With the exception of Marine Ecology there are no other marine-related courses. The deep sea environment is a rapidly growing field of study. This course provides a unique perspective on biology because it integrates concepts from several other disciplines (zoology, microbiology, physiology, biochemistry, ecology, and geology). This course has been successfully taught as a BIOL 5099 Selected Topics course during Spring 2004, 2005, 2006 and 2007.

A Saye/Ziegler motion to approve this new course was passed unanimously.

Course Revision
FROM: BIOL 2107 - Principles of Biology I
Prerequisite: Prior or concurrent enrollment in CHEM 1145 enforced at registration. Corequisite: None.

TO: BIOL 2107 - Principles of Biology I
Prerequisite: Prior or concurrent enrollment in CHEM 1145 not enforced at registration. Corequisite: BIOL 2107L.

JUSTIFICATION:
Corequisite lab was inadvertently left off the initial submission for this course in Spring 2007. Additionally, the CHEM 1145 prerequisite should not be enforced at registration.

A Saye/Yocco motion to approve this course revision was passed unanimously.

Selected Topics Announcements
BIOL 5099 - Chemical Ecology
JUSTIFICATION:
This is a course for undergraduate and graduate students. Chemical ecology emphasizes chemical communication between and within species. The topic incorporates behavior, evolution, ecology, molecular biology, neurobiology and chemistry. The course emphasizes the behavior of animals with some discussion on plants, the concept of semiochemicals, the identification of chemical signals, the mechanisms
by which such signals act and the functions of chemical signals. Material is presented through lectures, class discussions, demonstrations, student projects and presentations. Reading of the primary literature will be included. The lecture-laboratory combined teaching format will permit students to integrate their experiential learning in chemical ecology with principles new to them that are presented through reading and discussion. The theoretical framework, methodologies and applications of research in chemical ecology will be explored. Chemical Ecology is an expanding area of the biological sciences with its own journals and professional society. Students will be exposed to the broad arena of organisms, research approaches, theoretical constructs and applications in this dynamic field. Learning outcomes include 1) explain the major concepts of chemical ecology; 2) recognize the role of research and reading the primary literature in understanding chemical ecology, which by its nature is a cross-disciplinary field; 3) discuss and write critically about scientific concepts in the realm of chemical ecology; 4) formulate scientific questions and develop research approaches in chemical ecology; 5) evaluate methods to study the behavioral aspects of chemical ecology; and 6) evaluate the research ideas, findings and interpretations of their peers.

Note: Chemical Ecology has been offered as a 3-credit lecture course for two semesters. This proposal is to add a laboratory to the course before suggesting it as a permanent offering in the Department of Biology for undergraduate majors and graduate students.

BIOL 5099 - Natural History Collections

JUSTIFICATION:

In the proposed, upper-level, elective course, students will receive intensive training in field data and specimen collection and the cataloging and curation of these data and specimens in the newest available software. The course will make use of our extensive specimen collections. Students need this course, and the skills taught within it, if they plan to gain employment in any area of natural history (e.g. GA Department of Natural Resources, U.S. Fish & Wildlife Service, National Parks Service, environmental consulting, etc.).

No department on campus offers any course that covers collections management and curation in any type of collection (art, history, anthropology, or biology). Minor overlap may occur among selected topics in Field Biology (BIOL 3440), Herpetology (BIOL 5445), Ichthyology (BIOL 5444), Mammalogy (BIOL 5448), Ornithology (BIOL 5446), or Field Botany (BIOL 4340). However, the goals and outline for the proposed course are very different than these courses because emphasis is placed on both how to collect natural history data, and more importantly how to properly store and manage these data in a collection. The other courses have labs of which a component is the identification of members of specific taxonomic group. This will not be a focal point of the proposed course. Instead the focus will be to acquire skills in data and specimen collection and management. These students will learn how to care for the information and specimens that they collect in the field and apply this type of data to research and conservation questions (e.g. distribution, monitoring, etc.). Thus skills obtained by any students who might have taken these other courses, would be dramatically improved because they would be expected to apply any overlapping knowledge to this new set of skills. Thus, the proposed course builds
upon the knowledge that student are expected to be gaining in our existing curriculum yet broadens it significantly because they will be acquiring new skills that are very likely to help them gain employment.

List of topics to be covered:
- value and use of natural history collections to the general public
- application of natural history data to research in conservation, ecology, & evolution
- application of collections to research in conservation, ecology, & evolution
- collections management (e.g. law, accessions, loans, records, etc.)
- field equipment in natural history collections
- natural history data collection (e.g. field notes, recordings, GPS, photography)
- specimen preparation (field & lab) and long term care
- report preparation and public presentation of natural history data and material

Several methodologies will be used to deliver the material. Some lecture will be given, but student directed learning and group projects (application) will be stressed. A major group project will be assigned to the class in which students will complete individual tasks as well as a common goal. Thus reading assignments, writing assignments and exams will be given in addition to the preparation of a final report and presentation by each student.

Most of the course will consist of supplementary materials and excerpts from the texts listed below.
- Herpetological Collecting and Collections Management - JE Simmons. Society for the Study of Amphibians and Reptiles
- The New Museum Registration Methods - RA Buck and J Allman. American Association of Museums
- Caring for Collections: Strategies for Conservation, Maintenance, and Documentation - Anon. American Association of Museums
- Specify Biodiversity Collections Software - University of Kansas
- Conserve-o-Gram Technical Leaflet Series - National Parks Service

Department of Construction Management and Civil Engineering Technology Course Revision
TCM - Various Courses
- Prerequisite
  A minimum grade of "C" is requested for all the prerequisites of all TCM courses and should be enforced at registration.

JUSTIFICATION:
The change is strongly recommended based on the logic that a student cannot graduate with a grade of “D” in a TCM course, as already established on the published 2007-2008 university catalog. The student should also be prohibited from progressing to higher level TCM courses with any grade less than a “C” to ensure their success in the courses.

A Wheaton/Higgins motion to approve this course revision was passed unanimously.
Department of Geology and Geography
Selected Topics Announcements
GEOL 5090 - Discovering the Evolutionary History of Dolphins and Porpoises
JUSTIFICATION:
This course is part of a National Science Foundation grant awarded to Georgia Southern University (PI is Jonathan Geisler, Associate Professor of Geology). The primary goal of the course is to take students through the process of doing scientific research, in this case studying the evolution of dolphins and porpoises using actual fossil specimens and museum-quality casts in the Paleontology collections of the Georgia Southern Museum. Casts of skulls, calipers, and digital cameras are being purchased with funds provided by the National Science Foundation. Anatomical data and DNA sequence data, which have been collected by collaborators at the University of California Riverside, will be analyzed in the recently renovated Earth Science Computer Applications Laboratory (ESCAL) in the Herty Building. Lectures will provide information needed to successfully conduct the research projects and will feature in-class exercises in preparation for research done during lab times. Student research papers and images will be posted on the website for the NSF project. Graduate students will engage in more complex analyses of the data collected, and they will be required to submit a more comprehensive research paper. The course is modeled after one developed and implemented by Sarah Elgin of Washington University in St. Louis, which led to a multi-student authored publication in a peer-reviewed journal. It is hoped that some of the research that students complete will be publishable as well. Regardless, this will be an important opportunity for students to engage in the process of scientific discovery and fits well within the research-based education that is described as part of the mission of the College of Science and Technology.

Department of Mathematical Sciences
Course Revision
FROM: MATH 1234 - Technical Calculus
An introduction to the fundamental elements of calculus with applications of technology. Topics include a brief review of algebraic principles, and a study of function, graphs, limits, derivatives and integrals. Designed primarily for Industrial Technology majors. Credit may not be received for both MATH 1232 and MATH 1234. Prerequisite: MATH 1113.

TO: MATH 1234 - Mathematical Applications
A study of systems of equations, linear programming, probability, statistics and differential calculus. A brief review of algebraic principles is also included. Prerequisites: A minimum grade of “C” in MATH 1111 and CISM 2530.

JUSTIFICATION:
The College of Business Administration requested that the content of MATH 1232 (Survey of Calculus) be revised to better serve the needs of their majors in subsequent courses. The Department of Mathematical Sciences consulted with faculty members in COBA to develop the course content in the revised course and proposed this content through the course revision of MATH 1234. Students majoring in Information Technology will continue to take MATH 1232.
A Saye/Ziegler motion to approve this course revision was passed unanimously.

Department of Mechanical and Electrical Engineering Technology
Course Revisions

FROM: TMFG 4134 - World Class Manufacturing
A comprehensive study of world class manufacturing percepts of Just-In-Time production, Total Quality Control, Total Productive Maintenance and Total Employee Involvement. Manufacturing systems are developed, and trial runs are conducted and evaluated. Prerequisite: TMFG 2131.

TO: TMAE 5134 - World Class Manufacturing
A comprehensive study of world class manufacturing. Topics include Just-In-Time production, Total Quality Control, Total Productive Maintenance, and Total Employee Involvement. Manufacturing systems are designed and developed and trial runs are conducted and evaluated. Students will be required to conduct an analysis of a real world case relevant to the course. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: None.

JUSTIFICATION:
As part of a revision of the Master of Technology program, including the proposed name change to a Master of Science in Applied Engineering, existing courses in graduate engineering technology, general technology, and manufacturing are being converted to the subject code of applied engineering (TMAE) and being assigned a new number consistent with a planned numbering scheme. The course description is also modified to reflect this change.

FROM: TMFG 4533 - Production Planning
The methods used to plan and control the efficient and effective use of equipment, tooling, people, materials, and other resources to manufacture products. MS Excel will be used to solve problems. Prerequisite: TMFG 2131.

TO: TMAE 5133 - Production Planning and Facilities Design
The methods used to plan and control the efficient and effective use of equipment, tooling, people, materials, and other resources to manufacture products. This will lead to the examination of the fundamental theories, practices, and methods for the design of manufacturing and service facilities to enable productive flow of goods and services. Emphasis is placed on applied exercises utilizing spreadsheet and CAD software that culminates in a semester project. Graduate students will be required to complete a case study, or research project not required of undergraduate students. Prerequisite: None.

JUSTIFICATION:
As part of a revision of the Master of Technology program to a MS in Applied Engineering, existing courses in graduate engineering technology, general technology, and manufacturing are being converted to the subject code of applied engineering (TMAE) and being assigned a new number consistent with a planned numbering scheme. The course title was changed to reflect the combining of the two courses and prerequisites were changed due to the phase-out of the undergraduate Manufacturing Program.

A Reksulak/Saye motion to approve these course revisions was passed unanimously.
IV. COLLEGE OF HEALTH AND HUMAN SCIENCES

New Course

HLTH 5195S - International Studies Abroad in Health and Kinesiology
This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad. Classroom instruction will be combined with on-site experiences to provide a realistic learning experience. Prerequisite: Junior or senior status. 3-9 credit hours.

JUSTIFICATION:
Consistent with the mission of Georgia Southern University, HLTH 5195S: International Studies Abroad in Health and Kinesiology will serve as an elective within the Department of Health and Kinesiology to provide undergraduate students with "transcultural experiences". In particular, this course will serve as an option for students in BS programs both within and outside of the department (exs.- Nutrition and Food Science, Hotel and Restaurant Management, Recreation and Sport Management) to obtain the Significant International Content course required for graduation (pending annual International Studies Committee approval of each individual Study Abroad program.)

A Ziegler/Saye motion to approve this new course was passed unanimously.

Course Revision

FROM: NTFS 4534 - Medical Nutrition Therapy I
Prerequisite: A minimum grade of “C” in NTFS 4536. Corequisite: None.

TO: NTFS 4534 - Medical Nutrition Therapy I
Prerequisite: None. Corequisite: NTFS 4536.

JUSTIFICATION:
Courses are offered only in Fall, Senior year only. Impossible for students to do prerequisites and graduate in timely manner. Must be taken as corequisites.

A Higgins/Wheaton motion to approve this course revision was passed unanimously.

- Department of Hospitality, Tourism and Family and Consumer Sciences
  Selected Topics Announcements
  SMGT 4090 - Sport Fan Behavior
  JUSTIFICATION:
  Experimental course to be used as a guided elective and taught in the summer.

RECR 4830 - Facilitating Experiential Activities for Children and Adults
JUSTIFICATION:
Opportunity to deliver new and updated model to students in experimental course.

FACS 4090 - Facilitating Experiential Activities for Children and Adults
JUSTIFICATION:
Opportunity to deliver new and updated model to students in experimental course.

V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
Dr. Kathy Albertson and Dr. Steve Engel presented the following agenda item for the College of Liberal Arts and Sciences.

**New Courses**

**CRJU 3111H - Honors Thesis Seminar I**
In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. 
Prerequisite: Minimum junior standing. 1 credit hour.

**JUSTIFICATION:**
This is the first in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

**CRJU 3112H - Honors Thesis Seminar II**
In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to construction of a comprehensive literature review and research design. Prerequisite: A minimum grade of “C” in CRJU 3111H and minimum junior standing. 1 credit hour.

**JUSTIFICATION:**
This is the second in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

**CRJU 4111H - Honors Thesis Seminar III**
In a seminar setting, students will continue writing and revising their thesis. Prerequisite: A minimum grade of “C” in CRJU 3112H and minimum senior standing. 1 credit hour.

**JUSTIFICATION:**
This is the third in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

**CRJU 4112H - Honors Thesis Seminar IV**
Students will complete the final honors thesis and present their findings at a research symposium. Prerequisite: A minimum grade of “C” in CRJU 4111H and minimum senior standing. 1 credit hour.

**JUSTIFICATION:**
This is the final course in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.
A Wheaton/Ziegler motion to approve these new courses was passed unanimously.

INTS 4238 - International Conflict
Examines the causes of international and civil war, including theories about alliances, power, bargaining, arms races, conventional and nuclear deterrence, nuclear weapon proliferation, and ethnicity.

JUSTIFICATION:
This course adds to the options for the International Relations course requirement for Political Science majors. There are two subfields in International Relations - International Security and International Political Economy (IPE). Currently in the department, we teach International Political Economy, International Law & Diplomacy, and International Organizations, all of which are in the second subfield, IPE. The only course taught in International Security is the course International Terrorism. The proposed course, International Conflict, will broaden the offerings in this subfield extensively. The course has already been offered three times in the department as a special topics class and was a popular course each time.

A Ziegler/Saye motion to approve this new course was passed unanimously.

POLS 3111H - Honors Thesis Seminar I
In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. Prerequisite: Minimum junior standing. 1 credit hour.

JUSTIFICATION:
This is the first in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

POLS 3112H - Honors Thesis Seminar II
In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to construction of a comprehensive literature review and research design. Prerequisite: A minimum grade of “C” in POLS 3111H and minimum junior standing. 1 credit hour.

JUSTIFICATION:
This is the second in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

POLS 4111H - Honors Thesis Seminar III
In a seminar setting, students will continue writing and revising their thesis. Prerequisite: A minimum grade of “C” in POLS 3112H and minimum senior standing. 1 credit hour.

JUSTIFICATION:
This is the third in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

**POLS 4112H - Honors Thesis Seminar IV**

Students will complete the final honors thesis and present their findings at a research symposium. Prerequisite: A minimum grade of “C” in POLS 4111H and minimum senior standing. 1 credit hour.

**JUSTIFICATION:**

This is the final course in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

A Higgins/Ziegler motion to approve these new courses was passed unanimously.

**POLS 4238 - International Conflict**

Examines the causes of international and civil war, including theories about alliances, power, bargaining, arms races, conventional and nuclear deterrence, nuclear weapon proliferation, and ethnicity.

**JUSTIFICATION:**

This course adds to the options for the International Relations course requirement for Political Science majors. There are two subfields in International Relations - International Security and International Political Economy (IPE). Currently in the department, we teach International Political Economy, International Law & Diplomacy, and International Organizations, all of which are in the second subfield, IPE. The only course taught in International Security is the course International Terrorism. The proposed course, International Conflict, will broaden the offerings in this subfield extensively. The course has already been offered three times in the department as a special topics class and was a popular course each time.

A Ziegler/Saye motion to approve this new course was passed unanimously.

**Course Reactivation**

**POLS 3134 - Middle East Politics**

Examines political change and economic development of the Middle East in the last century, focusing on colonialism, radical Islam, oil politics, Arab nationalism, the Arab-Israeli conflict, and the U.S. role in the Middle East. 3 credit hours.

**JUSTIFICATION:**

This course adds to the options for the Comparative Politics course requirement for Political Science majors. Currently, only African Politics and Latin American Politics are offered as regular courses. There was a Middle East Politics course offered for many years in the department, but it was dropped due to the departure of the faculty teaching the course. Since 2005, the course has been offered as a special topics course.
during three semesters. The last two times it was taught, the course was filled to capacity.

A Ziegler/Yocco motion to approve this course reactivation was passed unanimously.

Selected Topics Announcements

HIST 3030B - The U.S. West

JUSTIFICATION:
This course covers the history of that part of North America that became the U.S. West, from European Contact through the late 20th century, with focus on the 19th and 20th centuries. It focuses on several key themes: the U.S. Federal government and its role in the conquest, economic development, and administration of the West; the legacy of that conquest for native and immigrant peoples; the formation of communities in the West, however defined; contests within and amongst those communities for access to natural resources, wealth, and the right to call themselves Americans and westerners; and the role of the mythic West in American popular culture.

HIST 3030C - Chinese Business and Economic History

JUSTIFICATION:
While economists are amazed by China’s recent rapid growth, some historians are still searching for explanations for “China’s tardy industrialization.” Rather than trying to judge China’s economic performance, this interdisciplinary course will trace China’s economic development since the nineteenth century. Particular emphasis will be placed on markets and enterprises, where the lives of individuals have shaped and been shaped by these economic changes.

HIST 3030D - History of the U.S.-Mexico Borderlands

JUSTIFICATION:
This is an upper-division course that introduces students to the history of the present-day United States-Mexico border region. This course will emphasize a number of central themes, including the influence of competition and cooperation between different cultures for resources, particularly water, and the challenges scarce water resources posed to urbanization. We will explore Spanish, Mexican, and U.S. colonialism and influence on native peoples in the region, as well as competition between these different cultural and political powers. We will examine the events and legacies of the U.S.-Mexico War, particularly on native peoples and Mexican communities who found themselves in the United States after 1848 and 1853. Finally, the class will provide a systematic exploration of migration and urbanization in the region in order to understand its cultural and political significance at the local level and to the United States and Mexico as a whole.

PSYC 5030 - Psychology of Beliefs

JUSTIFICATION:
This is a course about beliefs; how people come to have particular beliefs, how/why they maintain them, and how to evaluate beliefs (critical thinking). The objectives (goals) for this course are:

1) to allow students the opportunity to broaden their perspective on behavior and beliefs by
exploration and discussion of topics not examined in standard courses
2) to allow students to gain a better understanding of individual differences by examining why individuals hold the beliefs they do (and in the process gain a better understanding of themselves)
3) to encourage students to use the principles and concepts gained from this course as a basis for critically evaluating, and gaining a better understanding of, beliefs and behavior.

WRIT 3030 - Minority Rhetorics
JUSTIFICATION:
This course is designed to introduce students to a variety of ways of speaking, writing, and communicating from several, complex perspectives. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through several genres. We will investigate discourses of race, class, gender, and sexual identity and also investigate discourses of space, exile, genocide, disaster, nationalism, and activism. We will use documentary film, websites, autobiographies, blogs, academic essays, fiction, journalism, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us. We will experience and analyze these methods, as well as elucidate and produce our own rhetorical strategies in a creative, multimodal final project that makes some aspect of minority rhetorics visible.

WRIT 3030 - Writing Argument
JUSTIFICATION:
Explores the centrality of rhetoric to writing effective arguments on a range of controversial topics with emphasis on local, contingent contexts and on persuasive writing strategies. (3 credit hours)

New/Revised Program
B.A. Writing and Linguistics, Writing and Culture
JUSTIFICATION:
We are asking to change the name of our Department's area concentrations in "Writing and Culture" to "Writing Studies." The new name "Writing Studies" more accurately reflects the scope and content of this area concentration and it brings our naming in line with the direction that university writing programs across the country are taking.

A Saye/Yocco motion to approve this program revision was passed unanimously.

VI. VICE PRESIDENT FOR ACADEMIC AFFAIRS
Dr. Steve Engel presented the following agenda item for the Vice President for Academic Affairs:

New Courses
UHON 3111 - Honors Thesis Seminar I
In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. Prerequisite: Honors student standing. 1 credit hour.

JUSTIFICATION:
This is the first in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

UHON 3112 - Honors Thesis Seminar II
In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to construction of a comprehensive literature review and research design. Prerequisite: Honors student standing. 1 credit hour.

JUSTIFICATION:
This is the second in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

UHON 4111 - Honors Thesis Seminar III
In a seminar setting, students will continue writing and revising their thesis. Prerequisite: Honors student standing. 1 credit hour.

JUSTIFICATION:
This is the third in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

UHON 4112 - Honors Thesis Seminar IV
Students will complete the final honors thesis and present their findings at a research symposium. Prerequisite: Honors student standing. 1 credit hour.

JUSTIFICATION:
This is the final course in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

A Higgins/Saye motion to approve these new courses was passed unanimously.

Course Deletion
UHON 1190 - Freshman Honors Seminar I
JUSTIFICATION:
With the development of the FYE 1220 course, there is no longer a need for a first semester freshman seminar peculiar to honors students.

A Saye/Ziegler motion to approve this course deletion was passed unanimously.

Course Revision
FROM: UHON 1191 - Freshman Honors Seminar II
The 1906 Scholars will build upon their service activities from UHON 1190 together with their coursework. Students will reflect on the role that leadership plays in service, citizenship, and social change. Students will read discuss, and write about different leadership styles as they explore their own leadership abilities in their service experience. Students will synthesize their coursework and their service to write a term paper. The course is linked with GSU 1211. Corequisite: GSU 1211.

TO: UHON 1191 - Freshman Honors Seminar
Students will reflect on the role that leadership plays in service, citizenship, and social change. Students will read discuss, and write about different leadership styles as they explore their own leadership abilities in their service experience. Students will synthesize their coursework and their service to write a term paper. Corequisite: None.

JUSTIFICATION:
With the elimination of GSU 1211 and UHON 1190 (as a result of the addition of FYE 1220), the course co-requisite and catalog description needed to be changed.

A Ziegler/Saye motion to approve this course revision was passed unanimously.

VII. OTHER BUSINESS
• The tentative 2008-2009 Undergraduate Committee Schedule of Meetings was handed out. Registrar’s Office will post this on the web. This will be put on the April UGC Agenda for approval at that meeting.
• Dr. Michael Moore stated that the B.A. Spanish, B.A. French, and B.A. German programs that were approved at the November 13, 2007 Undergraduate Committee meeting and were tabled at the February 14, 2008 Faculty Senate meeting will be untabled at the March 26, 2008 Faculty Senate Meeting. The clarification/justification was discussed and Dr. Clara Krug approved for this to be untabled.

VIII. ADJOURNMENT
There being no further business to come before the committee, a Wheaton/Saye motion to adjourn the meeting at 3:45 was passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary
Summary of the Academic Advisory Council
Chair: Linda Bleicken

Academic Advisory Council Meeting
Minutes
March 25, 2008
College of Education, Room 1100-J
9:00 AM-10:00 AM

1. We heard a report and reviewed a brochure from Judicial Affairs centering on classroom disruptions that outlined a process for reporting such.
2. Susan Davies and Mike Deal provided us an update on enrollment and discussed scholarship awards.
3. Steve Burrell briefed us on the phone conversion status
4. There were no additional announcements and the meeting adjourned at 9:45 AM.

Michael Moore
Senate Librarian
Faculty Senate Librarian’s Report June 24, 2008
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

Academic Standards Committee
Chair: Brenda Talley
The Academic Standards Committee met on May 15, 2008 to consider appeals for readmission.

Present at the May 15th meeting were Mark Yanochik (COBA), Brenda Talley (CHHS), Bill Levernier (COBA), Rose Mary Gee (CHHS), Sharon Tracy (CLASS), Wayne Smith (Registrar’s Office).

Not present at the May 15th meeting were Onyile Onyile (CLASS), Scott Beck (COE), David Rostal (COST), Jim Whitworth (CIT), Jerry Ledlow (JPHCOPH), Bob Fernekes (LIB), Denise Weems (COE), Marvin Goss (LIB), Aimao Zhang (CIT), Anthony Parrillo (JPHCOPH), Connie Murphey (Financial Aid).

On May 15 there were thirty-nine appeals. Seventeen appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Sixteen appeals were denied by the committee. Eight of the denied appeals were sent to the deans of the students’ respective colleges. All eight of these appeals were approved.

The ASC met again on May 19, 2008 to consider appeals for readmission.

Present at the May 19th meeting were Onyile Onyile (CLASS), Mark Yanochik (COBA), Rose Mary Gee (CHHS), Sharon Tracy (CLASS), Wayne Smith (Registrar’s Office) Connie Murphey (Financial Aid). Chris Caplinger (First Year Experience)

Not present at the May 19th meeting were Scott Beck (COE), David Rostal (COST), Brenda Talley (CHHS), Jim Whitworth (CIT), Jerry Ledlow (JPHCOPH), Bob Fernekes (LIB), Bill Levernier (COBA), Denise Weems (COE), Marvin Goss (LIB), Aimao Zhang (CIT), Anthony Parrillo (JPHCOPH),

On May 19 there were forty-five appeals. Thirty-one appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Twelve appeals were denied by the committee. Six of the denied appeals were sent to the deans of the students’ respective colleges. Five of these appeals were approved and one was denied.

During the May 19 meeting the committee members, along with Chris Caplinger, discussed the university’s student withdrawal policy. Afterwards, the committee voted unanimously to recommend that the current policy be changed to limit student withdrawals to five (during the student’s entire tenure at Georgia
Southern), given certain exceptions. The committee believes this new withdrawal policy can be implemented Fall Semester 2009.

As an addition to this report, data from the April 4, 2008 ASC meeting are included. Present at the April 4th meeting were Onyile Onyile (CLASS), Mark Yanochik (COBA), Brenda Talley (CHHS), Jim Whitworth (CIT), Marvin Goss (LIB), Anthony Parrillo (JPHCOPH), Wayne Smith (Registrar’s Office).

Not present at the January 9th meeting were Scott Beck (COE), David Rostal (COST), Jerry Ledlow (JPHCOPH), Bob Fernekes (LIB), Bill Levernier (COBA), Denise Weems (COE), Rose Mary Gee (CHHS), Aima Zhang (CIT), Sharon Tracy (CLASS), Connie Murphey (Financial Aid).

At this meeting there were eight appeals. One appeal was either approved at the meeting or was pre-approved before the meeting based on criteria previously established by the committee. Five appeals were denied by the committee. One of the denied appeals was sent to the dean of the student’s respective college. This appeal was denied.

**Elections Committee**
Chair: Michael Moore
No report

**Faculty Welfare Committee**
Chair: Jean Paul Carton
Senate Faculty Welfare Committee Meeting

**Faculty Senate Welfare Committee**

The subcommittee on disruptive behavior (Jerry Wilson, Kim Coleman, and Patricia Humphrey) met with Georj Lewis and Patrice Buckner on April 28 about a disruptive behavior policy. The group decided on the following:

1. The student handbook will be revised to include more information on disruptive behavior in class to include examples (but being clear that this is not an exhaustive list) and possible consequences

2. SOAR and FYE should make the issue clear to students (Georj will Follow up with Chris Caplinger)

3. We will draft a guide for faculty along the lines of the Virginia Tech one (link to it at [www.hr.vt.edu/downloads/DSmanual.pdf](http://www.hr.vt.edu/downloads/DSmanual.pdf)). Kim will contact VT for permission to do this.
4. New Faculty orientation needs to cover the issue. Continuing Faculty should be periodically reminded of how to deal with this type of behavior.

5. Judicial Affairs needs to revamp to a) make sure all involved in any JA issue are kept informed and b) try to expedite handling of matters.

When we have a draft of a faculty guide, we'll invite Amy Heaston and Ken Brown (at minimum) to provide input.

Submitted by Patricia Humphrey

**Library Committee**
Chair: Tim Giles
*No report*

**Faculty Development Committee**
Chair: Clara Krug

*Meeting of the Faculty Development Committee*
*April 17, 2008*
*12:30-1:30 p.m.*

All eight members attended the meeting. Prior to the meeting, all eight members had read the 19 proposals for Summer Travel before July 1, 2008 and had submitted their ratings electronically. All members had received copies of the electronic ratings. Chairperson Krug identified the eight proposals that had received the highest ratings. Three had received seven such ratings; three others had received six; one had received five; and one had received four.

Committee members voted unanimously to fund the six proposals that had received six or seven top ratings. They voted also to fund the proposal that had received five top ratings. Of the 19 requests ($28,580.77), seven received funding ($10,711.37).

Members then considered a request from a recipient of a summer stipend to revise his funded proposal. The committee voted to approve the request. Members then reviewed a travel proposal that had received partial funding. They voted unanimously to use part of the $1000 balance (cf. the minutes of the March 25, 2008 meeting) to increase funding for that travel by $860.40. As a result, it appears that the Faculty Development Committee has a balance of $139.60 in its budget of $115,500.

Members then considered the matter of summer stipends. They agreed that $3000, plus fringe benefits, is insufficient. They proposed several alternatives:

- 9% of the faculty member's salary
or

- Whatever the college identifies as salary for a 3-credit-hour course
- Reimbursement for travel, supplies, and equipment included in the proposal.

All members agreed that the current level of $3000 is too low. They voted unanimously to ask the Faculty Senate to recommend an increase in the stipend.

Finally, members voted unanimously to ask that Alan Altany (Administrative Liaison) request that, once more, Provost Linda Bleicken increase the Faculty Development Committee’s budget by $10,500 to $115,500. Of the total budget, $9,356 is earmarked for two “excellence” awards. They cited the increase in the number of proposals to fund professional travel related to international travel. In addition, they cited the level of requests ($428,925) in all categories during the 2007-2008 academic year.

Clara Krug
Chair

Faculty Service Committee
Chair: Jerry Wilson
No report

Faculty Research Committee
Chair: Norman Schmidt
No report

Graduate Committee
Chair: Jill Lockwood

Graduate Committee Meeting Date – April 10, 2008

Present: Dr. Cindi Chance, Dean COE, [Academic Affairs]; Dr. Jill Lockwood, COBA; Dr. Lixin Li, CIT; Ms. Debra Skinner, Library; Dr. Diana Sturges, CHHS; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. James Stephens, JPHCOPH; Dr. Robert Vogel, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Mary Hadley, CLASS; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Dr. Timothy Mack, Dean COGS;

Absent with Notification: Dr. Kari Fitzmorris, JPHCOPH; Dr. Yan Wu, COST

Absent without Notification: Dr. Barry Balleck, CLASS; Dr. Maggie LaMontagne, COE; Dr. Bill Yang, COBA; Dr. Kenneth Clark, COE
I. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, April 10, 2008 at 9:02 AM.

II. APPROVAL OF AGENDA
The agenda was approved as written.

III. GRADUATE COMMITTEE CHAIR’S REMARKS – DR. JILL LOCKWOOD
Dr. Lockwood announced that she will not be teaching short term in May 2008 and asked if a committee member would volunteer to stand in as Chair in the May Graduate Committee Meeting. Dr. Jonathan Metzler agreed to stand in as Chair.

IV. A. OLD BUSINESS – No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES:

i. Academic Standards & Policies Committee
a. New Graduate Student Handbook - Dr. Robert Fernekes began by distributing the third revision of the New Graduate Student Handbook. He explained that the subcommittee attempted to structure a document that would give the reader specific information, which in some cases is already available on GSU web pages. The subcommittee wanted to present a one page web page with different links for the committee’s approval. Some changes were discussed as to the format of the document. A discussion of plagiarism was brought up by one committee member. The concern was if an item should be added to the Handbook focusing on plagiarism in Thesis writing. It was decided that the current Academic Dishonesty Policy should be reviewed and edits could be suggested if needed. A motion to approve the plan was passed, with the understanding that other changes would be made to the Handbook and then presented at a later meeting for the committee’s approval.

ii. Curriculum Committee – Dr. Robert Vogel reported that the committee met ‘virtually’ and discussed the program and course proposal items. He announced that the committee found the College of Health and Human Science items to be acceptable.
iii. Program Review, Assessment & Strategic Planning Committee – The subcommittee had no news to report.

C. RESIDENCE REQUIREMENTS FOR MASTER’S STUDENTS- Dr. Mack passed out two handouts to the committee members. One was the proposed definition of Residency and the other was Residency Requirements. The committee discussed changes in the wording of the Requirements. It was decided that a committee should be formed to edit this document and recommendations presented to the Graduate Committee for consideration. This committee would consist of Dr. Lockwood, Mr. Wayne Smith, Dr. Dick Diebolt, Dean Cindi Chance, Dr. Mack and possibly some faculty members from different Colleges. A motion to postpone wording on Residency Requirements was passed.

D. SCHEDULE FOR 2008-2009 GRADUATE COMMITTEE MEETINGS- Dr. Mack distributed the schedule for the 2008-2009 Academic Year Graduate Committee Meetings. A number of committee members had concerns regarding the May 2009 Meeting, which would take place when some members would not be on campus. There was a motion to eliminate the May 2009 Meeting and add an August 2008 Meeting to the schedule. The motion was passed, with the understanding that the August Meeting would be to elect a new Chair and subcommittee as well as any unfinished business from the May 2008 Meeting.

V. NEW BUSINESS –

A. PROGRAMS:
   i. College of Health & Human Sciences
      Program Revisions:
      M.S. Kinesiology Physical Education Concentration

      Curriculum Subcommittee Recommendation: Dr. Robert Vogel stated that the Curriculum Committee discussed the proposals via electronic communication and recommended approval. He stated, however, that the Program of Study in the M.S. Kinesiology Physical Education Concentration shows that HLTH 8430 will be removed from the program but no course deletion curriculum amendment form had been submitted. Dr. Dan Czech assured the committee that if the modified program was passed then the appropriate paperwork would be submitted at the next meeting to delete HLTH 8430. Dr. Vogel offered a friendly amendment in which he moved that the MS Kinesiology Physical Education concentration proposal be approved contingent upon the department submitting a curriculum amendment to delete
HLTH 8430 to be reviewed at the May 2008 Graduate Committee meeting. The motion to approve the program of study change and the new course HLTH 7130 was passed.

B. COURSES:

i. College of Health & Human Sciences

New Courses:
HLTH 5195S - International Studies Abroad in Health and Kinesiology
HLTH 7130 - Issues and Trends in School Health

Curriculum Subcommittee Recommendation: Move to approve HLTH 5195S. Dr. Dan Czech reported that graduate students would be required to do extra work to receive graduate credit for HLTH 5195S. He stated that this could be some kind of research, but it will be up to the instructor to decide what the extra workload would be for the students. The motion to approve the course was passed, with the understanding that the instructor would submit the extra work requirement to the Graduate Committee at the next meeting.

VI. ROUND TABLE DISCUSSION – Dr. Lockwood began a discussion of online programs within different Colleges. She stated the importance of keeping up with other Universities with the variety of online programs available to Graduate Students. A concern among the committee members was the security of testing in these programs. Different ideas were discussed as to how faculty would monitor if the student signed up for the course is really the one taking the test. Another concern was the University’s technology. A committee member mentioned that Information Technology Services was not as responsive as desired. When a site was down they tried calling IT Help Desk and could not speak with anyone. The voice mail did not give adequate information of when someone would be available to assist callers with web problems. It was agreed within the committee that this issue is a priority when dealing with online programs.

VII. DEAN’S UPDATE – Dr. Mack announced that Graduate Appreciation Week will be April 22nd through April 25th. He invited the committee members to attend any part of the week that they would like, and encouraged them to tell faculty members and graduate students within their departments. He explained that the Keynote Speaker, Marc Prensky, is an internationally known and very engaging speaker who is an expert on K-12 learning and educational technology. He then stated that there have been 69 presentations submitted for the Graduate Research Symposium on Wednesday April 23rd. He explained that the furniture request for the Conference Room was not approved as a year-end item, but indicated that this could be submitted again next year. He then
opened the floor for discussion on the committee’s opinion of the Blueprint. Dr. Skinner stated that there was nothing mentioned about the Library. She then distributed a handout with information about the current level of funding for the Library.

VIII. ANNOUNCEMENTS – There were no announcements discussed.

IX. ADJOURNMENT
There being no further business, the meeting was adjourned on April 10, 2008 at 10:35 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved on April 21, 2008 by electronic vote of Committee Members

GRADUATE COMMITTEE MINUTES
Chair: Dr. Jill Lockwood

Graduate Committee Meeting Date – May 22, 2008

Present: Dr. Jill Lockwood, COBA; Ms. Debra Skinner, Library; Dr. Diana Sturges, CHHS; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Kari Fitzmorris, JPHCOPH; Dr. Yan Wu, COST; Dr. Robert Vogel, JPHCOPH; Dr. Kenneth Clark, COE; Dr. Charles Hardy, Dean JPHCOPH; Dr. Bede Mitchell, Dean Library; Mrs. Audie Graham, COGS; Dr. Timothy Mack, Dean COGS

Absent with Notification: Dr. Cindi Chance, Dean COE, [Academic Affairs]; Ms. Candace Griffith, VPAA; Dr. Robert Fernekes, Library; Dr. Mary Hadley, CLASS; Dr. Dick Diebolt, COGS

Absent without Notification: Dr. Lixin Li, CIT; Dr. Barry Balleck, CLASS; Dr. Maggie LaMontagne, COE; Dr. Bill Yang, COBA

Guests: Mr. Wayne Smith, Registrar; Ms. Dawn Lipker, Admissions; Dr. Brenda Talley, CHHS; Dr. Shahnam Navaee, COST; Dr. Randy Carlson, COE

I. CALL TO ORDER
Dr. Jonathan Metzler called the meeting to order on Thursday, May 22, 2008 at 9:02 AM.

II. APPROVAL OF AGENDA
The agenda was approved as written.
III. GRADUATE COMMITTEE CHAIR’S REMARKS – DR. JILL LOCKWOOD (Dr. Jonathan Metzler- Stand in Chair)
Dr. Metzler stated that he had no remarks. He then turned the floor over to Dr. Lockwood, who was on the conference call, for further remarks. She began by thanking Dr. Metzler for agreeing to be the Stand in Chair and then thanked everyone for attending the meeting.

IV. A. OLD BUSINESS – No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES:

iv. Academic Standards & Policies Committee
New Graduate Student Handbook- Dean Bede Mitchell reported that the subcommittee reviewed the American Association of University Professors (AAUP) Statement on Graduate Students. Dean Mitchell made a motion to approve the AAUP guidelines for the treatment of graduate students as written. Dr. Debra Skinner provided the second. The motion to approve the AAUP Statement was passed.

v. Curriculum Committee – Dr. Vladan Jovanovic reported that the subcommittee reviewed the program and course proposal items. He announced that the subcommittee would like to propose a new format for the Graduate Committee Agendas. The current Agenda lists the programs and courses in two different areas. The subcommittee proposed that programs and related courses be discussed together. Dr. Jovanovic made a motion to approve the new format of the Agenda. Dr. Kari Fitzmorris made the second. The motion to approve the new format was passed. The upcoming Agendas will reflect the change.

vi. Program Review, Assessment & Strategic Planning Committee – The subcommittee had no news to report.

VI. NEW BUSINESS –

A. PROGRAMS:
ii. Jiann-Ping Hsu College of Public Health
New/Revised Program Concentrations:
MPH- Biostatistics
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings and to more appropriately position us to meet the Council on Education for Public Health - CEPH - Accreditation Criteria.

MPH- Environmental Health Sciences
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

MPH- Health Policy and Management
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings and to more appropriately position us to meet the Council on Education for Public Health - CEPH - Accreditation Criteria.

MPH- Community Health Education
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

MPH- Epidemiology
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

Revised Programs:
DRPH- Biostatistics
Justification: Curriculum Revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

DRPH- Public Health Leadership
Justification: Curriculum Revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

DRPH- Community Health Behavior and Education
Justification: Curriculum Revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

MOTION: Dr. Jovanovic stated that the Curriculum Committee approved the New and Revised Programs submitted by Jiann-Ping Hsu College of Public Health, and moved that the Graduate Committee accept them. Dr. Yan Wu provided the second. The motion to approve the New and Revised Programs was passed.

iii. College of Education
Program Revisions:
M.Ed. in Instructional Technology (Georgia ONmyLINE-students seeking certification)
Justification: Add this Georgia ONmyLINE (GOML) Program of Study in Catalog. It mirrors the standing ITEC program (non-franchise for students seeking certification) but with the following modifications:

Program faculty have determined that students no longer need to demonstrate competencies from ITEC 7530 so this has been removed as a program pre-requisite. Students entering this online program possess the basic technology skills needed for success.

For students who do not possess a T-4, the program of study also includes a statement about meeting additional program requirements. This includes meeting the special Georgia requirement for certification (special education class). The requirement to complete a curriculum course was determined by program faculty. Instead of listing specific courses (as we did on the non-franchise programs of study) we've identified courses to allow students to identify appropriate courses within the Georgia OnMyLine portal.

The modification of statements in the admissions section matches admissions criteria agreed upon as part of the GOML franchise.

Changes in course prefixes were needed for the courses to be part of the Georgia OnMyLine course inventory.

**M.Ed. in Instructional Technology (Georgia ONmyLINE - students not seeking certification)**

Justification: Add this Georgia ONmyLINE (GOML) Program of Study in Catalog. It mirrors the standing ITEC program (non-franchise for students not seeking certification) but with the following modifications:

Program faculty have determined that students no longer need to demonstrate competencies from ITEC 7530 so this has been removed as a program pre-requisite. Students entering this online program possess the basic technology skills needed for success.

The modification of statements in the admissions section matches admissions criteria agreed upon as part of the GOML franchise.

Changes in course prefixes were needed for the courses to be part of the Georgia OnMyLine course inventory.

**M.A.T. Concentration Three: Special Education - Change course sequence**
Justification: Change in course sequence for program of study is due to revised Key Assessments for Special Education MEd Program. Key Assessments are required by accreditation.

**M.Ed. in Teaching and Learning with Concentration in Special Education – Change course sequence**
Justification: Change in course sequence for program of study is due to revised Key Assessments for Special Education MEd Program. Key Assessments are required by accreditation.

**Admission for USG Franchise Programs- clarify test score requirements**
Justification: This proposal is to clarify catalog copy regarding the admissions criteria for acceptable GRE/MAT/GACE/PRAXIS test scores for USG Franchise programs. The revision clarifies that franchise program applicants “may” use GRE or MAT scores. Also, the acceptable GACE or PRAXIS scores are “passing Georgia scores” on those “content” exams.

(This wording was approved by COE’s Curriculum Committee on 9/25/07, but an earlier version was included on Graduate Committee’s agenda and approved 10/11/07. This proposal is to update 08/09 catalog copy, Item 4, in the COE section for graduate programs.)

**MOTION:** Dr. Jovanovic stated that the Curriculum Committee discussed the Program Revisions submitted by the College of Education and recommended approval. Dean Charles Hardy provided the second. The motion to approve the Program Revisions was passed.

**Program Deletions:**

**M.Ed. in Music Education**
Justification: The College of Education submitted the appropriate forms to the various curriculum committees in 1998 to delete the M.Ed. in Music Education. The committees approved the deletion. The last time the M.Ed. in Music Education was included in the Georgia Southern catalogue was in 1997-1998. The program was not deleted from the Board of Regents listing of degree offerings. There have not been students enrolled in the program since 1997-1998. The College of Education is submitting this form again in order to have the M.Ed. in Music Education removed from the Board of Regents listing of degree programs.

**MOTION:** Dr. Jovanovic stated that the Curriculum Committee approved the Program Deletion submitted by the College of Education. Dr. Diana
Sturges provided the second. The motion to approve the Program Deletion was passed.

iv. College of Health and Human Science

Program Revisions:

Admission Requirement changes for MSN
Justification: Change in admission criteria to reflect national recommendations.

Admission Requirement changes for DNP
Justification: To clarify admission criteria for DNP program.

Wording in the Doctor of Nursing Practice Program page was changed to be more clearly stated. Rewording is as follows: “The DNP builds upon the foundation of the Advanced Practice Registered Nurse (APRN) role.”

MOTION: The committee expressed concern that the first paragraph of the DNP program needed to be improved. Dr. Brenda Talley stated the first sentence could be altered and the rest of the paragraph could stay the same. Dr. Jovanovic offered a friendly amendment in which he moved that the Program Revisions submitted by the College of Health and Human Science be approved with the understanding that the rewording of the DNP Program be made. Dr. Sturges provided the second. The motion to approve the Program Revisions was passed. Revised section of the first page is as follows:

“Post-MSN Doctor of Nursing Practice Admission Requirements Criteria
The post-MSN DNP builds upon the foundation of the Advanced Practice Registered Nurse (APRN) role. The DNP program is directed toward Family Nurse Practitioners (FNP) and Community Health Clinical Nurse Specialists (CHCNS), closely associated specialty areas (i.e. Adult NP, Adult CNS, Public Health MSN preparation). Other specialty areas will be reviewed on an individual basis. All applicants’ prior course work (including documented academic clinical hours and post-graduate practice experience) will be reviewed, and individual DNP programs of study will be developed. A DNP Admission Committee will review DNP portfolios and applications.”

iv. College of Science and Technology

New/Revised Programs:
M.S. Biology (inclusion of BIOL 7521 - Research Methods & BIOL 7530 – Biometry in the core requirements)
Justification: This revision is consistent with the request of biology faculty and graduate students that our curriculum have a more
formal structure for providing writing and analytical skills. Both courses (Biometry and Research Methods) are already offered and are taken by most of our students. The revision simply formalizes the role these courses play as part of our core curriculum. No additional resources are needed; there is no overall change in credit hours. This has been approved by the department curriculum committee and faculty.

**MOTION:** Dr. Jovanovic stated that the Curriculum Committee approved the New/Revised Program submitted by the College of Science and Technology. Dr. Wu provided the second. The motion to approve the New/Revised Program was passed.

v. **College of Business Administration**

Information Only:
Preliminary Proposal- Doctor of Philosophy (PhD)-Logistics/Supply Chain Management
Formal Program Proposal- Doctor of Philosophy- Logistics/Supply Chain Management

B. **COURSES:**

i. **Jiann-Ping Hsu College of Public Health**

New Courses:
- PUBH 6534 Health Policy and Management
- PUBH 6535 Social and Behavioral Science and Public Health
- PUBH 8130 Advanced Topics in Biostatistics
- PUBH 8136 Theoretical Perspectives of the Social and Behavioral Sciences in Public Health
- PUBH 9130 Professional Seminar in Biostatistics
- PUBH 9132 Community-Based Research in Public Health
- COHE 7233 Ecologically Focused Program Evaluation
- COHE 7238 Communication for Change
- CHBE 9132 Ecological Determinants of Public Health
- CHBE 9235 Communication and Advocacy
- CHBE 9335 Global Health and Preparedness
- CHBE 9630 Doctoral Seminar in Community Health
- ENVH 7231 Air Quality
- ENVH 7237 Risk Assessment and Communication
- ENVH 7238 Environment, Ethics and Equity
- EPID 7134 Epidemiologic Research Methods II
- EPID 7230 Social Epidemiology and Health Equity
- EPID 7233 Principles of Public Health Surveillance
- HSPM 7232 Public Health Finance
- HSPM 7235 Health Law
- HSPM 7236 Health Informatics
PHLD 9334  Financial Management of Public Health Organizations and Programs

Course Revisions:
PUBH 5110G  Introduction to Public Health to PUBH 5520G
  ➢  Number, Credit Hour, Catalog Description
PUBH 6131  Biostatistics to PUBH 6541
  ➢  Number, Credit Hour, Catalog Description
PUBH 6132  Environmental Health to PUBH 6532
  ➢  Number, Catalog Description
PUBH 6133  Epidemiology to PUBH 6533
  ➢  Number, Catalog Description
PUBH 7829  Public Health Capstone Research Project to PUBH 7939
  ➢  Number, Credit Hour
PUBH 8133  Epidemiological Methods to PUBH 8133 Epidemiologic Methods
  ➢  Title
PUBH 9133  Community-Based Public Health Program Planning and Evaluation to CHBE 9230  Community-Based Public Health Program Planning and Evaluation
  ➢  Subject, Number
BIOS 6135  Topics of Inference in Biostatistics
  ➢  Catalog Description
BIOS 6331  Regression Analysis in Biostatistics
  ➢  Catalog Description
BIOS 6332  Experimental Design in Biostatistics
  ➢  Catalog Description
BIOS 6531  Categorical Data Analysis
  ➢  Catalog Description
BIOS 7231  Clinical Trials Methodology
  ➢  Catalog Description, Prerequisites
BIOS 7534  Data Management for Biostatistics
  ➢  Catalog Description, Prerequisites
BIOS 9131  Advanced Statistical Inference for Biostatisticians- I to BIOS 9131 Advanced Statistical Inference for Biostatistics - I
  ➢  Title
BIOS 9133  Advanced Statistical Inference for Biostatisticians- II to BIOS 9133 Advanced Statistical Inference for Biostatistics - II
  ➢  Title
COHE 7232  Health Promotion Planning and Evaluation to COHE 7232 Health Promotion Planning
  ➢  Title, Catalog Description
ENVH 7232  Fundamental of Air and Water Quality to ENVH 7232 Water Quality
  ➢  Title, Catalog Description
ENVH 7233 Environmental Impact Assessment to ENVH 7233 Environmental Exposure and Impact Analysis
   
ENVH 7235 Environmental Sampling to ENVH 7235 Field Methods in Environmental Health
   
EPID 7133 Epidemiological Research Methods to EPID 7133 Epidemiologic Research Methods I
   
EPID 7131 Epidemiology of Chronic Disease
   
EPID 7135 Epidemiology of Infectious Disease
   
HSPM 7133 Health Policy, Issues and Ethics to HSPM 7133 Public Health Policy and Ethics

HSPM 7135 Health Policy Design, Implementation, and Evaluation to HSPM 7135 Public Health Policy Development and Evaluation

HSPM 7230 Health Services Leadership and Strategic Planning to HSPM 7230 Health Leadership and Strategic Planning

PHLD 9130 Health Services and Policy Research Methods to PHLD 9130 Public Health Research Methods

PHLD 9331 Health Services Policy Regulation, Ethics, and Advocacy to PHLD 9331 Health Policy, Regulation and Ethics

MOTION: Dr. Jovanovic stated that the Curriculum Committee discussed the New and Revised Courses submitted by Jiann-Ping Hsu College of Public Health and recommended approval. Dr. Kenneth Clark provided the second. The motion to approve the Courses was passed.

ii. College of Education

New Courses:
   ESPY 8135 Crisis Intervention and Prevention

Selected Topics Announcements:
   ECED 7090 Writing Instruction for Young Children
   ESED 7090 Standards-Based Physical Science for High School Teachers
   ESED 7090 Trends and Issues in Mathematics Instruction
   ESED 7090 Using Literature to Teach Social Studies
   FRIT 7090 The Internet in the Classroom
   ITEC 7090 The Internet in the Classroom
MOTION: Dr. Jovanovic stated that the Curriculum Committee approved the New Course submitted by the College of Education. Dean Hardy provided the second. The motion to approve the New Course was passed.

iii. College of Health and Human Science
New Course:
HLTH 5195G – Clarification of Graduate assignments

MOTION: Dr. Jovanovic stated that the Curriculum Committee discussed and recommended approval for the New Course submitted by the College of Health and Human Science. Dr. Fitzmorris provided the second. The motion to approve the New Course was passed.

Course Deletion:
HLTH 8430

Justification: A new course has been substituted for this course in the M.S. in Kinesiology.

MOTION: Dr. Jovanovic stated that the Curriculum Committee approved the Course Deletion submitted by the College of Health and Human Science. Dr. Sturges provided the second. The motion to approve the Course Deletion was passed.

iv. College of Science and Technology
New Courses:
MATH 5433G – Differential Geometry of Curves and Surfaces
MATH 7235 – Analytic Number Theory
MATH 7237 – Mathematical Control Theory
MATH 7333 – Complex Analysis
MATH 7334 – Approximation Theory
MATH 7432 – Differential Geometry of Manifolds
MATH 7435 – Elements of Algebraic Topology
TEET 5531 G - Programmable Logic Controllers
TMAE 7237 – Mathematical Control Theory (cross-listed with MATH 7237- Mathematical Control Theory)

MOTION: Dr. Jovanovic stated the Curriculum Committee approved the New Courses submitted by the College of Science and Technology. Dr. Clark provided the second. The motion was passed.

Course Revisions:
MATH 7234 – Advanced Applied Linear Algebra (title, catalog description, and prerequisite changes)
MATH 7330 – Advanced Applied Analysis (title, catalog description, and prerequisite changes)
MATH 7610 – Graduate Seminar (catalog description and prerequisite changes)
Revisions to prerequisites for MATH courses

MOTION: Dr. Jovanovic stated that the Curriculum Committee discussed and approved the Course Revisions submitted by the College of Science and Technology. Dean Hardy provided the second. The motion was passed.

IX. ROUND TABLE DISCUSSION – There was no round table discussion

X. DEAN’S UPDATE – Dean Mack announced that he has been working with the Deans to get an estimate of Fall Enrollment of Graduate Students. In Fall 2007 the enrollment was 1,987. As of now it is predicted that there will be an increase to about 2,056 in Fall 2008. He then stated that he has been working with Mr. Wayne Smith to strike the word “Residency” from the catalog. As discussed in the April 2008 Graduate Committee Meeting there are two different definitions of residency-one of which is a legal definition of residence within the state of Georgia, and the other refers to academic residency. COGS worked with Mr. Smith and the Graduate Program Directors to provide acceptable alternate wording for the academic residency statements in the Catalog. He asked if everyone would review their own recruiting materials and make appropriate changes. There was also a discussion of the Electronic Thesis and Dissertation Program and its transition to D-Space.

XI. ANNOUNCEMENTS – There were no announcements discussed.

IX. ADJOURNMENT
There being no further business, the meeting was adjourned on May 22, 2008 at 10:05 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Undergraduate Committee

Minutes were approved on November 25, 2007

MINUTES
April 15, 2008
3:15 P.M.

COMMITTEE

Minutes were approved on June 3, 2008 by electronic vote of Committee Members
I. CALL TO ORDER

Present: Dr. Brenda Talley, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Michael Reksulak, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Ron Mackinnon, Dr. Swati Raychowdhury, Dr. Amy Heaston, Ms. Caroline James, Ms. Ann Montalvo, Ms. Azure Gee

Visitors: Ms. Candace Griffith, Dr. Chris Caplinger, Dr. Melissa Lickteig, Dr. Virginia Richards

Absent: Dr. Alain Lawo-Sukam, Dr. Alison Scott, Dr. Camille Rogers, Ms. Lisa Yocco, Mr. Tedrick Kelly

**Dr. Michael Moore called the meeting to order at 3:17 p.m.**

II. APPROVAL OF AGENDA

A Higgins/Mackinnon motion to approve the agenda was passed unanimously.

III. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Chris Caplinger presented the following agenda items for the Vice President for Academic Affairs.

New Courses

**FYE 1220H: First-Year Seminar (Honors)**

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw. 2 credit hours.

**JUSTIFICATION:**

Honors variant of FYE 1220.

A Mackinnon/Higgins motion to approve this new course was passed unanimously.

**FYE 2090: Selected Topics in First-Year Experience**

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University
(except for transfer students with 30 hours or more); students may not withdraw. 1 credit hour.

JUSTIFICATION:
In order to implement various aspects of the FYE Task force report, it will be necessary to pilot new courses. In at least one case, we will not be able to use existing courses to do this; therefore, we are requesting a special topics course.

A Rekulak/Higgins motion to approve this new course was passed unanimously.

IV. COLLEGE OF HEALTH AND HUMAN SCIENCES
Dr. Virginia Richards and Dr. Melissa Lickteig presented the following agenda items for the College of Health and Human Sciences.

New Courses
NURS 3111 - Professional Practice Competencies
This course prepares the professional nurse in the acquisition of safe and competent basic to advanced therapeutic nursing skills. The framework is based on the Essentials of Baccalaureate Nursing Education for Professional Practice. The course is designed to build upon a liberal education in order to develop a generalist nurse capable of delivering safe, high quality patient care as an autonomous or interdependent healthcare team member. Professional, legal, and ethical values are maintained and health care policies, cost containment, and regulatory standards are maintained. The preparation and implementation required in the delivery of care operates from a holistic perspective that is mindful of therapeutic communication strategies, population diversity, lifespan changes, patient learning styles, and the health-illness continuum. Course experiences will expose students to a range of patient care technologies such as assessment or monitoring devices and medication administration systems. Proper documentation of patient data will be addressed from the standpoint of confidentiality as well as the ethical and legal issues related to the use of information technology. Prerequisite: Admission into the undergraduate nursing program. Corequisites: NURS 3150, NURS 3221, NURS 3332 and NURS 3230. 1 credit hour.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education
trends and continue to successfully prepare students for the profession.

**NURS 3150 - Introduction to Professional Practice**
This integrated theory/clinical course builds a foundation for professional nursing practice utilizing concepts, principles, and practices which undergird professional nursing practice. Emphasis is on the acquisition of core concepts and the performance of basic nursing skills used in the provision of safe, appropriate, and compassionate care for culturally diverse populations. The course builds on knowledge gained from the arts and sciences and incorporates cognitive, interpersonal, technical and ethical/legal skills learned in adjunct courses into the clinical practice of professional nursing. Corequisites: NURS 3221, NURS 3111, NURS 3332 AND NURS 3230. 6 credit hours.

**JUSTIFICATION:**
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

**NURS 3332 - Pathophysiology**
This course introduces abnormal physiological health transitions across the lifespan incorporating evidence-based interaction in professional practice. Disorders affecting cells, organs, and systems involved in the regulation of structure and function within the human organism are examined. How diseases affect the structures, functions, and systems of the human organism are explored. The influence of genetics, ethnicity, environment, and age are incorporated. Prerequisite: Admission to the Bachelor of Science in Nursing program. Corequisites: NURS 3150, NURS 3221, NURS 3111, NURS 3230. 3 credit hours.

**JUSTIFICATION:**
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

**NURS 3221 - Pharmacologic and Integrative Therapeutics I**
The course introduces pharmacologic and other therapeutic modalities appropriate to culturally diverse populations across the lifespan. Ethical, legal, and teaching
responsibilities are delineated. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion. Prerequisite: Admission to the Bachelor of Science in Nursing program. Corequisites: NURS 3150, NURS 3111, NURS 3332 and NURS 3230. 2 credit hours.

**JUSTIFICATION:**
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

**NURS 3222 - Pharmacologic and Integrative Therapeutics II**
A continuation of pharmacologic and integrative therapies from NURS 3221, this course provides detailed coverage of additional pharmacologic and specific therapeutic modalities appropriate to culturally diverse populations across the lifespan. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion. Prerequisites: A minimum grade of (C) in NURS 3150, NURS 3221, NURS 3111, NURS 3230, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3252, NURS 3163 and NURS 3130. 2 credit hours.

**JUSTIFICATION:**
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

**NURS 3163 - Nursing Care of Adults**
The theory portion of this course focuses on Health Promotion throughout life incorporating primary, secondary, and tertiary prevention as they apply to illnesses affecting adults. Application of the nursing process through nurse-person partnerships regarding promotion, maintenance, or restoration of health is emphasized through the use of case studies. The practicum portion of this course provides clinical experiences regarding health promotion in rural/urban primary, secondary and tertiary health care settings. Students use the nursing process and other analytical tools to provide care to persons experiencing illnesses. Students build on skills previously mastered while acquiring new skills needed to administer safe and effective
care. The practicum gives students the opportunity to integrate theory with clinical practice thereby fostering critical thinking in the solution of problems. Prerequisites: A minimum grade of (C) in NURS 3230, NURS 3150, NURS 3221, NURS 3111, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3252, NURS 3130 and NURS 3222. 6 credit hours.

**JUSTIFICATION:**
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

**NURS 3252 - Mental Health Nursing**
The theory portion of this course introduces major theoretical concepts in mental health, which relate to the nursing care of persons, families, groups, and communities. Utilizing the Health Promotion Framework, students conceptualize how the enabling factors are incorporated into the assessment of needs and the planning of care of persons with mental health problems. Emphasis is placed on the examination of mental health alterations and the various roles and functions of the professional mental health nurse. The practicum portion of this course allows students to synthesize and apply the major mental health concepts in providing nursing care to persons, families, groups, and communities. Utilizing the Health Promotion Framework, students integrate various factors in assessing, diagnosing, identifying outcomes, planning, implementing, and evaluating mental health nursing care. Emphasis is placed on the application of various treatment modalities, and on the roles and functions of the professional mental health nurse. Prerequisites: A minimum grade of (C) in NURS 3230, NURS 3150, NURS 3221, NURS 3111, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3163, NURS 3130 and NURS 3222. 5 credit hours.

**JUSTIFICATION:**
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

**NURS 4351 - Nursing Care of Developing Families**
The theory portion of this course focuses on health promotion of developing families throughout the perinatal experience. Content focuses on theories of developing families, the four trimesters of pregnancy, parenting, family developments tasks, and health education. Knowledge acquired in the Nursing Care of Developing Families is utilized in planning and implementing therapeutic nursing interventions which are empowering in promoting, maintaining, and restoring their health. Students utilize the nursing process in the provision of nursing care for selected persons and families. The enabling factors of human caring, communication, ethical principles, critical thinking, empowerment, research, cultural sensitivity, and health care technology are used in the delivery of nursing care. The practicum portion of this course focuses on health promotion of developing families throughout the perinatal experience. Knowledge acquired in the Nursing Care of Developing Families is utilized in planning and implementing therapeutic nursing interventions which are empowering in promoting, maintaining, and restoring their health. Students utilize the nursing process in the provision of nursing care for selected persons and families. The enabling factors of human caring, communication, ethical principles, critical thinking, empowerment, research, cultural sensitivity, and health care technology are used in the delivery of nursing care. Prerequisites: A minimum grade of (C) in NURS 3163, NURS 3252, NURS 3222, NURS 3130 and admission into the undergraduate nursing program. Corequisites: NURS 4352 and NURS 4353. 5 credit hours.

JUSTIFICATION:
This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 4352 - Nursing Care of Children
The theory portion of this course focuses on the role of the nurse in partnership with families for the purpose of promoting health and development of children. Family health is viewed as integral to children's health. Theory and research serve as the basis for the effective utilization of enabling factors in the nursing care of children and their families. Content focuses on the health promotion needs of infants, toddlers, preschoolers, schoolagers, and adolescents. The practicum portion of this course focuses on health promotion of children and their families. Knowledge acquired in the classroom is used in assessing,
analyzing, planning, implementing, and evaluating nursing care to promote, maintain, and restore health of children. Clinical experiences are provided in rural hospitals and community settings. Prerequisites: A minimum grade of (C) in NURS 3163, NURS 3252, NURS 3222 and NURS 3130. Corequisites: NURS 4351 and NURS 4353. 5 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 4353 - Community Health Nursing
The theory portion of this course focuses on health promotion of diverse cultures in the rural community. Students synthesize and apply previously introduced health promotion concepts. Concepts of community health nursing, including principles and application of epidemiology and community assessment, are introduced. Students analyze variables that place populations at risk and design appropriate interventions. The importance of critical thinking and caring are stressed in the provision of therapeutic nursing interventions to culturally diverse persons, families, groups, and communities. The practicum portion of this course focuses on the provision of nursing within community settings. Students assess and identify health problems of persons, families, groups and communities. Focus of activities is on health promotion in partnership with selected persons, families, groups and communities. Prerequisites: A minimum grade of (C) in NURS 3163, NURS 3252, NURS 3222, NURS 3130 and admission into the undergraduate nursing program. Corequisites: NURS 4351 and NURS 4352. 5 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 4354 - Advanced Nursing Care of Adults
The theory portion of this course focuses on the pathophysiological mechanisms, nursing diagnosis and management of persons experiencing complex and/or life-threatening health problems. Students analyze current
trends in the provision of care to persons with medical surgical, critical, and/or end of life conditions and how these trends impact nursing, persons, and families in rural/urban settings. The practicum portion of this course focuses on the provision of nursing care to persons who are experiencing complex and/or life threatening health problems. Students work with a registered nurse mentor in rural and urban settings offering complex, critical, and/or end of life care. Students explore legal and ethical dilemmas which affect the care of persons with critical and/or end of life conditions.

Prerequisites: A minimum grade of (C) in NURS 4351, NURS 4352 and NURS 4353. Corequisites: NURS 4138, NURS 4728 and NURS 4229. 5 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

A Mackinnon/Saye motion to approve these new courses was passed unanimously.

Course Deletions
NURS 3129 - Conceptual Basis
JUSTIFICATION:
This course is being deleted to allow for the addition of a pathophysiology course and nursing skills course. Concepts will be integrated into other courses required in the nursing curriculum. This change will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3131 - Therapeutic Nursing Interventions I
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3133 - Mental Health Nursing: Health Promotion III
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.
NURS 3142 - Nursing Care of Adults: Health Promotion II  
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3231 - Pharmacology and Other Therapeutic Modalities  
JUSTIFICATION: Student evaluations have consistently indicated the need for extending instructional time in the current pharmacology course. The current course is being deleted to allow for development of two new courses that will provide time for content synthesis and integration with concurrent courses content.

NURS 3323 - Mental Health Promotion: Practicum III  
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3331 - Therapeutic Nursing Interventions: Practicum I  
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3342 - Adult Health Promotion: Practicum II  
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4134 - Nursing Care of Developing Families: Health Promotion IV  
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4135 - Nursing Care of Children: Health Promotion V
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4136 - Complex Health: Health Promotion VII
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4137 - Community Health Nursing: Health Promotion VI
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4324 - Nursing Care of Developing Families: Practicum IV
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4325 - Nursing Care of Children: Practicum V
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4326 - Complex Health Promotion: Practicum VII
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4327 - Community Health Nursing: Practicum VI
JUSTIFICATION:
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic
offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

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

New or Revised Programs
B.S.N Nursing
JUSTIFICATION:
Most courses currently offered as separate didactic and corresponding clinical courses will be integrated in one equivalently weighted course with a clinical component. The rationales for such proposed changes include the opportunity for students to continue developing clinical competencies in the event they are required to repeat a course. If a student is required to repeat a course that does not have a clinical component, the student will be required to enroll in a clinical independent study. This will prevent any lapse in clinical enrollment and assist the student to retain mastery of clinical competencies while completing academic requirements for progression.

A Reksulak/Mackinnon motion to approve this program revision was passed unanimously.

Nutrition and Food Science Minor
JUSTIFICATION:
The added course will allow students more flexibility in the NTFS minor.

A Higgins/Saye motion to approve this program revision was passed unanimously.

B.S. Medical Technology
JUSTIFICATION:
Enrollment is low in this major. Allow students who are in the program to complete through spring 2010.

A Mackinnon/Saye motion to approve this program revision was passed unanimously.

V. OTHER BUSINESS
• Approval of Tentative 2008-2009 Undergraduate Committee Meeting Dates.
A Saye/Smith motion to approve the tentative 2008-2009 Undergraduate Committee Meeting Dates was passed unanimously.

VI. ADJOURNMENT
There being no further business to come before the committee, a Wheaton/Mackinnon motion to adjourn the meeting at 3:32 p.m. was passed unanimously.

Respectfully Submitted,

Azure Gee
Acting Recording Secretary

UNDERGRADUATE COMMITTEE
MINUTES
May 27, 2008
3:15 P.M.

Science & Technology, Room 2120

VII. CALL TO ORDER
Present: Dr. Camille Rogers, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Patrick Wheaton, Dr. Swati Raychowdhury, Dr. Amy Heaston, Ms. Caroline James, Ms. Azure Gee

Visitors: Dr. Art Gowan, Ms. Candace Griffith, Dr. Chris Caplinger, Dr. Charles Hardy, Dr. Jerri Kropp, Dr. Kathy Albertson, Dr. Mohommad Davoud, Dr. Olivia Carr Edenfield, Dr. Shahnam Navaee, Dr. Steph Kenney, Dr. Virginia Richards

Absent: Dr. Alain Lawo-Sukam, Dr. Alison Scott, Dr. Brenda Talley, Dr. Michael Reksulak, Dr. Rebecca Ziegler, Dr. Ron MacKinnon, Ms. Ann Montalvo, Ms. Lisa Yocco, Mr. Tedrick Kelly

Dr. Michael Moore called the meeting to order at 3:18 p.m.

VIII. APPROVAL OF AGENDA
A Wheaton/Saye motion to approve the agenda was passed unanimously.
IX.  COLLEGE OF INFORMATION TECHNOLOGY
Dr. Camille Rogers presented the following agenda items for the College of Information Technology. Selected topics are for information only.

Selected Topics Announcements

IT 5090 - Special Topics Announcement (Health Informatics)
JUSTIFICATION:
Due to the growing demands for technological advancement in the healthcare industry, the Departments of Information Technology (IT) and the Health and Kinesiology (HK) at Georgia Southern University decided to proceed with curriculum development that could potentially be used to start a multi-disciplinary program in Health Informatics. This is a cross-listed introductory course in health informatics being developed this summer jointly by a faculty member from each department supported by a grant.

IT 5090 - Special Topics Announcement (Storage Technology)
JUSTIFICATION:
Due to the rapid growth in amounts of data and types of data being collected by organizations, the demand for storage technologies is forcing change at a rapid pace. Students in any area of computing need to be aware of the nature of these changes and have experience with the latest, including SAN, NAS and CAS, in its application for Continuity, Backups and Disaster Recovery.

Course Revision
FROM: IT 3233 - Database Design and Implementation
Prerequisite: A minimum grade of “C” in CSCI 1236.
TO: IT 3233 - Database Design and Implementation
A minimum grade of “C” in CSCI 1236 and IT 2333.
JUSTIFICATION:
To correct a mistake. IT 2333 was designed as a prerequisite for IT 3233 at very beginning.

A Higgins/Smith motion to approve this course revision was passed unanimously.

New or Revised Program
B.S. Information Technology
JUSTIFICATION:
Correction to title of a course - CISM 2230. Beginning in Fall 2008, GSU 1210 will be replaced by FYE 1220 and IT program will be changed accordingly.
A Rogers/Smith motion to approve this program revision was passed unanimously.

X. JIANN-PING HSU COLLEGE OF PUBLIC HEALTH
Dr. Charles Hardy presented the following agenda items for the Jiann-Ping Hsu College of Public Health.

Course Revision
FROM: PUBH 5110 - Introduction to Public Health
This course is designed to give students a foundation in the administration and practice of public health, and provide an understanding of the technical, social, and political parameters related to public health research and practice. Students will gain an understanding of public health as a broad, collective enterprise that seeks to extend the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize its impact on the health status of all populations. The course includes a lecture series, field trips to local, state, and federal agencies, and an active learning component. The course is intended for both graduate and undergraduate students, regardless of one's program of study. 1 Credit Hour.

TO: PUBH 5520 - Introduction to Public Health
This course is designed to give students a foundation in the core functions of population-based public health (assessment, policy development and assurance). In addition, this course will examine the 10 essential services of public health within these core functions. Defining effective public health practice and providing knowledge about the technical, social, and political parameters related to public health research and practice are goals for this class. Students will gain an understanding of public health as a broad area of work that applies the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize the health status of all populations. 2 Credit Hours.

JUSTIFICATION:
Content of course deserving of 2 credit hours. New catalog description provides fuller details of established course content.

A Saye/Wheaton motion to approve this course revision was passed unanimously.

XI. VICE PRESIDENT FOR ACADEMIC AFFAIRS
Dr. Amy Heaston presented the following agenda items for the Vice President for Academic Affairs. Selected topics are for information only.
New or Revised Program
B.S. International Trade

JUSTIFICATION:
Delete BUSA 3131 as a specific requirement for the B.S.I.T.
Add the prerequisite BUSA 1105 -- Introduction to Business
as a Specific Requirement for the B.S.I.T. BUSA 1105
course is required for the Business Core of the B.S. in
International Trade degree program.

A Saye/Wheaton motion to TABLE this program revision was
passed unanimously.

Selected Topics Announcements
FYE 2090 (Fall 2008)
JUSTIFICATION:
FYE 2090 will be offered in the Fall semester to pilot the new
Global Citizens course. The working course description is:
Graduates in all fields face many challenges in today's world
that require the ability to think and interact globally. Doing
so requires recognizing that different cultural perspectives
influence the understanding of world issues. In this seminar,
students investigate their own cultural perspective, the
existence of global cultural diversity, and the relationship
between local and global issues. Because examples are
drawn from disciplinary perspectives, sections are
designated by college, and students are encouraged to
enroll in sections taught by faculty in their college or potential
college. In preparation for subsequent coursework as upper-
class students, first-year students enroll in this course in
their second semester.

FYE 2090 (Spring 2009)
JUSTIFICATION:
FYE 2090 will be offered in the Spring semester to pilot the
new Global Citizens course. The working course description
is: Graduates in all fields face many challenges in today's world
that require the ability to think and interact globally. Doing
so requires recognizing that different cultural perspectives
influence the understanding of world issues. In this seminar, students investigate their own cultural
perspective, the existence of global cultural diversity, and the relationship between local and global issues. Because examples are drawn from disciplinary perspectives, sections are
designated by college, and students are encouraged to
enroll in sections taught by faculty in their college or potential
college. In preparation for subsequent coursework as upper-

class students, first-year students enroll in this course in their second semester.

XII. COLLEGE OF EDUCATION

Dr. Stephanie Kenney presented the following agenda items for the College of Education.

New Courses

SPED 5030 - Infants, Toddlers with Disabilities Methods
This course is designed to provide the teacher candidate with the knowledge, skills, and dispositions necessary to be effective professionals in providing inclusive, culturally competent and family directed early intervention (EI) services for families, infants, and toddlers with disabilities and those at-risk for developmental delays. Course content will focus on curricular approaches in EI, specific intervention strategies, individual family service plan (IFSP) development, and curriculum planning issues. In addition, assistive technology will be included in the scope of intervention strategies and supports. Course requirements include 45 hours of field experience. Prerequisites: A minimum grade of “C” in SPED 3331, SPED 3134, SPED 3231, and CHFD 4136. 3 credit hours.

JUSTIFICATION:
Infants, Toddlers with Disabilities Methods course will be required for the new GA endorsement in Birth to Five.

SPED 5031 - PreK and Kindergarteners with Disabilities Methods
This course is designed to provide teacher candidates with the practical skills and techniques for working with preschool children with disabilities and their families with respect to cultural and linguistic differences in a variety of settings. Content includes curriculum models, intervention strategies, service delivery models, technology applications and design of family-directed, culturally sensitive individual education plans (IEP). Course requirements include 45 hours of field experience. Prerequisites: A minimum grade of “C” in SPED 3331, SPED 3134, SPED 3231, and CHFD 4136. 3 credit hours.

JUSTIFICATION:
PreK and Kindergarteners with Disabilities Methods course will be required for the new GA endorsement in Birth to Five.

A Higgins/Saye motion to approve these new courses was passed unanimously.

Course Revisions
FROM: ECED 3131 - The P-5 Curriculum  
Prerequisite: None. Corequisites: EDUF 3131, ITEC 3130, and SPED 3130.

TO: ECED 3131 - The P-5 Curriculum  
Prerequisites: Prior or concurrent enrollment in ITEC 3130 and SPED 3130. Corequisite: None.

JUSTIFICATION: 
Need to change prerequisites and corequisites in order to reflect revisions in the program.

FROM: ECED 3732 - Methods I Practicum  
Prerequisite: A minimum grade of “C” in ECED 3131.  
Corequisite: ECED 3262.

TO: ECED 3732 - Methods I Practicum  
Prerequisite: A minimum grade of “C” in ECED 3131 and prior or concurrent enrollment with a minimum grade of “C” in ECED 3262. Corequisite: None

JUSTIFICATION: 
Need to change prerequisites and corequisites in order to reflect revisions in the program.

FROM: ECED 4333 - P-5 Teaching Mathematics  
Prerequisite: A minimum grade of “C” in ECED 3131, ECED 3231, and MATH 3032.

TO: ECED 4333 - P-5 Teaching Mathematics  
Prerequisite: A minimum grade of “C” in ECED 3131 and MATH 3032.

JUSTIFICATION: 
Need to change prerequisites in order to reflect revisions in the program.

FROM: ECED 4433 - P-5 Science  
Prerequisite: A minimum grade of “C” in ECED 3131 and EDUF 3231.

TO: ECED 4433 - P-5 Science  
Prerequisite: A minimum grade of “C” in ECED 3131.

JUSTIFICATION: 
Need to change prerequisites in order to reflect revisions in the program.

FROM: MGED 3131 - Nature & Curriculum Needs of the Middle Grades Learner  
Prerequisite: A minimum grade of “C” in ITEC 3530 and admission to Teacher Education Program.

TO: MGED 3131 - Nature & Curriculum Needs of the Middle Grades Learner
Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in ITEC 3530 and admission to Teacher Education Program.

JUSTIFICATION:

Need to change prerequisites in order to reflect revisions in the program.

FROM: MGED 3332 - Methods of Teaching Language Arts/Reading in the Middle Grades
Prerequisite: A minimum grade of "C" in MGED, MSED 5333, ITEC 3530, and admission to Teacher Education Program. Corequisites: MGED 3432, MGED 3731, and SPED 3332.

TO: MGED 3332 - Methods of Teaching Language Arts/Reading in the Middle Grades
Prerequisites: A minimum grade of “C” in ITEC 3530 and MGED 3131; prior or concurrent enrollment with a minimum grade of “C” in MSED 5333 and SPED 3332; and admission to Teacher Education Program. Corequisites: MGED 3432 and MGED 3731.

JUSTIFICATION:

Need to change prerequisites and corequisites in order to reflect revisions in the program.

FROM: MGED 3432 - Methods of Teaching Social Studies in the Middle Grades
Prerequisites: A minimum grade of “C” in MGED 3131, MSED 5333, ITEC 3530 and admission to Teacher Education Program. Corequisites: MGED 3332, MGED 3731, and SPED 3332.

TO: MGED 3432 - Methods of Teaching Social Studies in the Middle Grades
Prerequisites: A minimum grade of “C” in ITEC 3530 and MGED 3131; prior or concurrent enrollment with a minimum grade of “C” in MSED 5333 and SPED 3332; and admission to Teacher Education Program. Corequisites: MGED 3332 and MGED 3731.

JUSTIFICATION:

Need to change prerequisites and corequisites in order to reflect revisions in the program.

FROM: MGED 3731 - Middle School Practicum I
Prerequisite: A minimum grade of “C” in ITEC 3530, MGED 3131, MSED 5333, and admission to Teacher Education Program. Corequisites: MGED 3332, MGED 3432, and SPED 3332.
TO: MGED 3731 - Middle School Practicum I
Prerequisites: A minimum grade of “C” in ITEC 3530 and MGED 3131; prior or concurrent enrollment with a minimum grade of “C” in MSED 5333 and SPED 3332; and admission to Teacher Education Program. Corequisites: MGED 3332 and MGED 3432.

JUSTIFICATION:
Need to change prerequisites and corequisites in order to reflect revisions in the program.

FROM: SPED 3331 - Introduction to Special Education for Early Childhood Education
Corequisites: ITEC 3130, ECED 3131, and EDUF 3131.
TO: SPED 3331 - Introduction to Special Education for Early Childhood Education
Corequisite: None.

JUSTIFICATION:
Need to change corequisites in order to reflect revisions in the program.

FROM: SPED 3332 - Introduction to Special Education in the Middle Grades
Prerequisite: A minimum grade of “C” in MGED 3131 and admission to Teacher Education Program. Corequisites: MGED 3332, MGED3432, and MGED 3731.
TO: SPED 3332 - Introduction to Special Education in the Middle Grades
Prerequisite: Admission to Teacher Education Program. Corequisite: None.

JUSTIFICATION:
Need to change prerequisites and corequisites in order to reflect revisions in the program.

FROM: ISCI 2001 - Life/Earth Science
Additional Course Fee: None.
TO: ISCI 2001 - Life/Earth Science
Additional Course Fee: $2.00.

JUSTIFICATION:
This science course in Area F requires the use of expendable materials that must be replaced each semester to function in the full capacity of a laboratory science course. The course fee would be used to replace these expendable materials.

FROM: ISCI 2002 - Physical Science
Additional Course Fee: $2.00.
TO:  ISCI 2002 - Physical Science
     Additional Course Fee: $2.00.

JUSTIFICATION:
This science course in Area F requires the use of expendable materials that must be replaced each semester to function in the full capacity of a laboratory science course. The course fee would be used to replace these expendable materials.

After being unanimously approved by Saye/Higgins at the May 27, 2008 Undergraduate Committee Meeting the department chair decided to TABLE ISCI 2001 and ISCI 2002 until a Fall meeting.

New or Revised Program
B.S.Ed. Special Education with Birth to Five Endorsement

JUSTIFICATION:
Georgia Professional Standards Commission has created a new Birth to Five Certification and endorsement to address the needs of Georgia child care agencies and school systems for certified teachers with Birth to Five knowledge, skills, and professional dispositions. This added endorsement to the existing BSED in Special Education degree allows GSU students to complete requirements for the new endorsement and increase their marketability. With the addition of this program page in Catalog, undergraduate students will clearly see the two options: (1) B.S. Ed. in Special Education and (2) B.S. Ed. in Special Education with Birth to Five Endorsement.

A Saye/Smith motion to TABLE this program was passed unanimously.

XIII.  COLLEGE OF LIBERAL ARTS AND SCIENCES

Course Revision
FROM: 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.

TO: RELS 3330 - Introduction to the Hebrew Bible
This course is designed to introduce the student to the fundamental ideas, themes, and trajectories in the Hebrew Bible. We shall examine the various historical, cultural, and religious contexts of the Hebrew Bible as far as this is
possible, and seek to broaden our understanding of the various claims of the text, and in turn to stimulate questions and reflections on contemporary relevance. Close attention will be paid to the reading and interpretation of the text.

JUSTIFICATION:
The proposed description more accurately reflects the direction of the course and the methodology employed. The new title of the course uses the term “Hebrew Bible” rather than “Old Testament” since “Hebrew Bible” is the commonly accepted name for the work among scholars today, while the title “Old Testament” reflects a particularly Christian point of view. The new title suggests a more objective approach to the text.

A Saye/Smith motion to approve this course revision was passed unanimously.

Selected Topics Announcements
ENGL 3537 - Legends of Arthur
JUSTIFICATION:
This course provides an introduction to Arthur, the “Once and Future King”, tracing the development of the legend from the historian Geoffrey of Monmouth (12th century) through the courtly romances and popular ballads of the later Middle Ages and on to present-day representations in novels and films. We shall be looking at the major characters and subjects that form part of the tradition (eg. Arthur the military leader, Lancelot and Guinevere, the Ladies of the Lake, the Holy Grail) and comparing some of the different treatments they have inspired. Students are encouraged to explore for themselves, using resources such as the Rochester Camelot Project on the Internet; the course includes a research paper for which a range of possible topics will be suggested.

LING 3030 - Child Language Development
JUSTIFICATION:
This course is planned as an overview and investigation from the linguistic point of view of how young children acquire their native language and how older children develop it. It is designed to be of use to any current or future parent and anyone who plans to work with children or enjoys taking care of them. This is the only course at Georgia Southern University which focuses on the needs of CLASS students to understand the linguistic facts of child language and the acquisition of the system of language.
LING 3030 - Psychology of Language
JUSTIFICATION:
An introduction to Psychology of Language which fills a need for both Psychology and Linguistics majors. Focuses on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Topics include memory and language processing in spoken and written language production and comprehension, language and thought, concept formation and semantics, language and personal/social identity, the psychology of first and second language acquisition, evolution of the brain for language, linguistic effects of psychological disorders and brain trauma, research traditions in psychology of language.

PSYC 3030 - Psychology of Language
JUSTIFICATION:
An introduction to Psychology of Language which fills a need for both Psychology and Linguistics majors. Focuses on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Topics include memory and language processing in spoken and written language production and comprehension, language and thought, concept formation and semantics, language and personal/social identity, the psychology of first and second language acquisition, evolution of the brain for language, linguistic effects of psychological disorders and brain trauma, research traditions in psychology of language.

New or Revised Programs
Religious Studies Minor
JUSTIFICATION:
We are changing the title of RELS 3330 from Introduction to the Old Testament to Introduction to the Hebrew Bible. The course has never been listed in the catalog under either title as a choice in partial fulfillment of the Religious Studies Minor. After the Undergraduate Committee approves the name change for the course from “Introduction to the Old Testament” to “Introduction to the Hebrew Bible,” we ask that the course be added to the RELS Minor page in the catalog.

Religious Studies Concentration
JUSTIFICATION:
The course RELS 3330 has been retitled from Introduction to the Old Testament to Introduction to the Hebrew Bible. The course has never been listed among course choices for the RELS Concentration in the catalog.

A Higgins/Rogers motion to approve these program revisions was passed unanimously.

XIV. COLLEGE OF HEALTH AND HUMAN SCIENCES
Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences. Selected topics are for information only.

➢ School of Nursing
Course Revisions
FROM: NURS 3130 - Critical Inquiry: Nursing Research
Prerequisites: A minimum grade of “C” in NURS 3129 or NURS 3139, and STAT 2231. Corequisites: NURS 3142, NURS 3342, NURS 3133, and NURS 3323.
TO: NURS 3130 - Critical Inquiry: Nursing Research
Prerequisite: STAT 2231. Corequisites: NURS 3163, NURS 3252, and NURS 3222.
JUSTIFICATION:
NURS 3129 was deleted in BSN revisions and NURS 3139 is taken by RN-BSN students only.

FROM: NURS 3150 - Introduction to Professional Practice
0 or 5 credit hours.
TO: NURS 3150 - Introduction to Professional Practice
5 credit hours.
JUSTIFICATION:
Mistake made on credit hours on new course form. This revision corrects the credit hours.

FROM: NURS 3230 - Health Assessment Across the Lifespan
Prerequisite: NURS 3129. Corequisite: NURS 3139.
TO: NURS 3230 - Health Assessment Across the Lifespan
Prerequisite: None. Corequisites: NURS 3150, NURS 3221, NURS 3111, and NURS 3332.
JUSTIFICATION:
NURS 3129 was deleted. NURS 3139 is taken by RN-BSN students only. We are removing these so that BSN students can register easily for the course.

FROM: NURS 4138 - Nursing Leadership and Management: Health Promotion VIII
Prerequisites: A minimum grade of “C” in NURS 4134 or NURS 4324, and NURS 4135, NURS 4325, NURS 4137, and NURS 4327. Corequisites: NURS 4229, NURS 4136, NURS 4326, and NURS 4728.

TO: NURS 4138 - Nursing Leadership and Management: Health Promotion VIII
Prerequisites: A minimum grade of “C” in NURS 4351, NURS 4352, and NURS 4353. Corequisites: NURS 4354, NURS 4728, and NURS 4229.

JUSTIFICATION:
Pre-requisite and co-requisite course numbers changed in BSN revisions.

FROM: NURS 4229 - Critical Analysis of Nursing Concepts
Prerequisites: A minimum grade of “C” in NURS 4134 or NURS 4324, and NURS 4135, NURS 4325, NURS 4137, and NURS 4327. Corequisites: NURS 4728, NURS 4136, NURS 4326, and NURS 4138.

TO: NURS 4229 - Critical Analysis of Nursing Concepts
Prerequisites: A minimum grade of “C” in NURS 4351, NURS 4352, and NURS 4353. Corequisites: NURS 4354, NURS 4138, and NURS 4728.

JUSTIFICATION:
Pre-requisite and co-requisite course numbers changed in BSN revisions.

FROM: NURS 4728 - Nursing Leadership Preceptorship: Practicum VIII
Prerequisites: A minimum grade of “C” in NURS 4134 or NURS 4324, and NURS 4135, NURS 4135, NURS 4325, NURS 4137, and NURS 4327. Corequisites: NURS 4229, NURS 4136, NURS 4326, and NURS 4138.

TO: NURS 4728 - Nursing Leadership Preceptorship: Practicum VIII
Prerequisites: A minimum grade of “C” in NURS 4351, NURS 4352, and NURS 4353. Corequisites: NURS 4354, NURS 4138, and NURS 4229.

JUSTIFICATION:
Pre-requisite and co-requisite course numbers changed in BSN revisions.

A Saye/Smith motion to approve these course revisions was passed unanimously.

➢ Department of Hospitality, Tourism and Family and Consumer Sciences
New Courses
FACS 4238 - Child Life Practicum
This course is designed to familiarize students with the Child Life profession. Through observation and interaction, the student will gain a working knowledge of how children and families are affected by illness and hospitalization. The student will be supervised in the clinical setting by a certified child life specialist and will have the opportunity to learn how child life specialists apply theory to practice. The course will include weekly lab hours in a children's hospital. Students will be selected for this course through an application and interview process. Prerequisites: A minimum grade of “B” in CHFD 4137 and a minimum grade of “C” in CHFD 2134, CHFD 2135, and CHFD 3132. 3 credit hours.

JUSTIFICATION:
This course addresses a gap between the introductory course (CHFD 4137) and the 480-hour child life internship. The Child Life Practicum represents a part of a student's "supervised experiences with infants, children, youth, and/or families in stressful situations, health-care settings, and/or in programs designed for special needs populations" as required by the Standards for Academic and Clinical Preparation Programs outlined by the Child Life Council (Official Documents of the Child Life Council, 2002).

A Saye/Higgins motion to approve this new course was passed unanimously.

CHFD 4090 - Selected Topics
Scheduled on an infrequent basis to explore new research and emerging knowledge in Child and Family Development. This course will carry a subtitle. 1-3 credit hours.

JUSTIFICATION:
Currently, there is no selected topics course number for CHFD. This course will permit faculty to teach selected topics courses as needed.

A Saye/Higgins motion to approve this new course was passed unanimously.

RECR 4110 - Professional Development in Recreation
Provides students with the opportunity to practice and develop skills related to becoming a professional in the Recreation Field. Specifically, students will experience opportunities for networking, participate in professional Recreation meetings, develop cover letter and resume skills,
develop interview skills, and initiate the internship process via researching multiple sites, contacting appropriate sites, and selecting an emphasis area specific site for internship. Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530. 1 credit hour.

JUSTIFICATION:
Students in the Recreation and Tourism Management Program are currently lacking experiences and opportunities to prepare them for the technical aspects of becoming a professional in the field of Recreation. Specifically, they are in need of networking opportunities, resume and cover letter development specific to the Recreation field, recommendation procedures, and internship selection criteria and requirements. The development of this new course would allow for these areas of professional development to be highlighted in one central setting, thus streamlining the information provided to students and enhancing their likelihood of future employment and success as Recreation professionals. This new course would be a requirement for the major and students would be expected to enroll in Professional Development in Recreation a minimum of one semester prior to initiation of their internship.

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

Course Deletions
RECR 2130 - Leisure Concepts across the Lifespan
JUSTIFICATION:
Due to the growing demands for technological advancement in the healthcare industry, the Departments of Information Technology (IT) and the Health and Kinesiology (HK) at Georgia Southern University decided to proceed with curriculum development that could potentially be used to start a multi-disciplinary program in Health Informatics. This is a cross-listed introductory course in health informatics being developed this summer jointly by a faculty member from each department supported by a grant.

RECR 2330 - Computer Applications in Recreation and Sport Management
JUSTIFICATION:
Course has not been taught or listed in schedule for several years. There are alternate courses that can be taken.

RECR 3330 - Commercial Recreation
JUSTIFICATION:
This course has not been taught or listed in schedule since prior to Fall 2003.

**RECR 3338 - Resort Operations**

*JUSTIFICATION:*
This course has not been taught or listed in schedule since prior to Fall 2003.

*A Wheaton/Rogers motion to approve these course deletions was passed unanimously.*

**Course Revisions**

**FROM:** RECR 3130 - Theoretical Foundations of Therapeutic Recreation

Prerequisite: A minimum grade of “C” in RECR 1530, RECR 2530, and completion of Area F requirements.

**TO:** RECR 3130 - Introduction to Therapeutic Recreation

Prerequisite: None.

*JUSTIFICATION:*
New title better reflects content, learning outcomes and intention of the course.

**FROM:** CHFD 3132 - Prenatal & Infant Development

Emphasis on development from conception through the first thirty-six months of life. This course reviews research, theory, and practice that contribute to a developmentally appropriate experience for the very young child in a quality group setting. Observation and interaction in the Child Development Center laboratory program required.

**TO:** CHFD 3132 - Prenatal, Infant, & Toddler Development

Emphasis on development from conception through the first 36 months of life. This course reviews research, theory, and practice that contribute to a developmentally appropriate experience for the very young child in a quality group setting. Observation and interaction in the Child Development Center laboratory program required (30 hours field experience).

*JUSTIFICATION:*
This course will be required for the Birth-to-Five Certification.

**FROM:** CHFD 3134 - Child Development: Principles & Techniques

Planning and implementing developmentally appropriate activities for children 3 to 6 is the focus. Activities used must be consistent with the whole child philosophy and guidelines established by NAEYC. Students participate in the Child Development Center program.
TO:  **CHFD 3134 - Teaching in Pre-Kindergarten and Kindergarten**

This course focuses on planning and implementing a developmentally appropriate, integrated curriculum for children ages 3 to 6 in child care, preschool, and kindergarten. Curriculum planning is organized by developmental domains to ensure children’s developmental needs are met in the classroom. Georgia state and NAEYC standards are used in curriculum planning. Students participate in the Georgia Southern University Child Development Center preschool program and/or a kindergarten classroom.

**JUSTIFICATION:**
This course will be required for the Birth-to-Five Certification.

FROM:  **CHFD 3135 - Middle Child & Adolescence**

Reviews research, theory and practice as it relates to the physical, intellectual, language, and social and emotional development of children ages 6 to 18. Emphasis will be on current issues that relate to these years and the role of parent(s), family and other adults in fostering their development.

TO:  **CHFD 3135 - Middle Child & Adolescence**

This course reviews research, theory and practice as it relates to the physical, cognitive, language, and social and emotional development of children ages 6 to 18. Emphasis will be on current issues that relate to these years and the role of parent(s), family and other adults in fostering the child's development. Observation and interaction in an approved school-age childcare program required (15 hours field experience).

**JUSTIFICATION:**
This course will be required for the Birth-to-Five Certification.

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

Developmental assessment and research as related to children and families. Students will administer, score and interpret results using a variety of assessment techniques. Prerequisites: A minimum grade of “C” in CHFD 2134, CHFD 2135, and CHFD 3132. Corequisite: None.

TO:  **CHFD 4136 - Assessment of Children**

This course involves the assessment of development and learning of infants, young children, and their families. A variety of tools and techniques will be used. Participation and collaboration as a team member is emphasized. (20 hours field experience). Prerequisites: A minimum grade of
“C” in CHFD 2134 and CHFD 2135. Corequisite: CHFD 3132.

JUSTIFICATION:
This course will be required for the Birth-to-Five Certification.

FROM: CHFD 4137 - Psychosocial Care of Children in Hospitals and Other Settings
Special psychosocial needs of children who are hospitalized will be identified. Students will learn to assess children (age 0-18) in a holistic manner, and to function as part of a health care team. This course will, in part, prepare students for certification as a Child Life Specialist or to work with children in other treatment environments.

TO: CHFD 4137 - Psychosocial Care of Children in Hospitals and Other Settings
Special psychosocial needs of children who are hospitalized or have chronic illnesses will be identified. Students will learn to assess children (ages 0-18) in a holistic manner, focus on family-centered care, and function as part of a healthcare team. This course will, in part, prepare students for certification as a Child Life Specialist or to work with children in other treatment environments.

JUSTIFICATION:
This course will be required for the Birth-to-Five Certification.

FROM: CHFD 4790 - Internship in Child and Family Development
Supervised experience in Child and Family Development which requires the student to employ the knowledge base acquired. Site is selected by the student and preapproved by the student's academic advisor. Students enrolled in the program must agree to abide by the regulations governing all employees of the sponsor. Grading will be on the satisfactory/unsatisfactory mode. Students will work full-time for the entire semester while enrolled in the internship program. Prerequisite: None. Corequisite: None. 12 credit hours.

TO: CHFD 4790 - Student Teaching/Internship in Child and Family Development
Supervised experience in Child and Family Development which requires the student to employ the knowledge base acquired. Site is selected by the student and must be approved by the student's academic advisor. Students enrolled in the program must agree to abide by the regulations governing all employees of the sponsor. Grading will be on a satisfactory/unsatisfactory mode. Students will
work full-time for the entire semester while enrolled in the internship program. Students seeking Birth-to-Five certification will complete student teaching in lieu of the internship. It provides a period of guided teaching during which the student, under the direction of a classroom supervising teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of fifteen consecutive weeks. The student teacher will be responsible for assuming the full responsibilities of the teacher for a minimum of fifteen days. Prerequisites: A minimum grade of “C” in CHFD 3132, CHFD 3134, CHFD 3135, CHFD 3136, CHFD 4130, CHFD 4138, CHFD 3130 or CHFD 4136, and CHFD 4134 or CHFD 4137; 15 semester hours of guided electives; senior status, 2.0 GPA and approval of instructor. For student teachers, prerequisites are completion of teaching field, professional education courses, and admission to the Student Teaching Program. Corequisite: FACS 4032. 9 or 12 credit hours.

JUSTIFICATION:
Addition of student teaching because of B-5 emphasis.

A Wheaton/Rogers motion to approve these course revisions was passed unanimously.

Selected Topics Announcement
RECR 4830 - Facilitating Experimental Activities for Children & Adults
JUSTIFICATION:
Opportunity to deliver new and updated model to students in experimental course.

New or Revised Programs
B.S. Recreation
JUSTIFICATION:
Revisions reflect evolving nature of knowledge bases and skill sets appropriate to the major. This array of courses provides students greater incentive and efficiency in pursuing minor areas of study in support of selected Recreation emphasis area.

A Saye/Wheaton motion to approve this program revision was passed unanimously.

B.S. Child and Family Development
JUSTIFICATION:
We are adding a new Birth to 5 certification emphasis area to the current B.S. Child and Family Development (CHFD). In addition, the COE will use the courses to add a concentration area to their B.S.Ed. Special Education. Instead of creating a new bachelor's degree program or a totally separate track in an existing program for candidates who wish to acquire Birth to Five certification, we want to serve current CHFD and SPED majors. We will also be able to serve new candidates who transfer to Georgia Southern from a technical college with an Early Childhood Care and Education associate's degree.

A Higgins/Saye motion to TABLE this program revision until 12:00 p.m. on May 29, 2008 pending which GACE test is to be taken was passed unanimously. A unanimous vote via email on May 29, 2008 to TABLE this program revision was approved pending approval by TEC and PSC.

Minor in Recreation & Tourism Management
JUSTIFICATION:
The Recreation and Tourism Management Program has received a number of inquiries from students that are interested in a recreation minor. The establishment of a minor is consistent with the strategic goals of Georgia Southern University, The College of Health and Human Sciences, and the Department of Hospitality, Tourism, and Family & Consumer Sciences. Specifically, we believe that the program will meet the needs of students, generate additional enrollment in undergraduate courses, and provide for collaboration with other academic units on the GSU campus. The minor will also facilitate knowledge regarding the wide range of benefits that recreation provides for individuals, local communities, and society as a whole.

A Saye/Higgins motion to approve this new or revised program was passed unanimously.

XV. ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY
Dr. Shahnam Navaee presented the following agenda items for the Allen E. Paulson College of Science and Technology. Selected topics are for information only.

- Department of Chemistry
  Selected Topics Announcement
  CHEM 3090 - Bioinorganic Chemistry: Metals in Medicine
  JUSTIFICATION:
There is significant desire in the Chemistry Department to offer a wider variety of upper-level elective courses that will expose students to areas of chemistry relevant to current research in the field. The description is provided below:

Introduces students to the various spectroscopic methods used to analyze metalloproteins and metalloenzymes and focuses on several bioinorganic systems such as zinc fingers, blue copper proteins, superoxide dismutase and peroxidase, and cytochrome P-450. Chem5541 Biochemistry I required as pre-requisite or co-requisite.

**New or Revised Program**

**B.S.Chem. Chemistry (ACS)**

**JUSTIFICATION:**

The section detailing the upper level course electives was clarified, and new courses now taught were added to the list of acceptable upper-level electives as well.

*A Wheaton/Saye motion to approve this program revision was passed unanimously.*

**Department of Construction Management and Civil Engineering Technology**

**Course Revisions**

**FROM:** TCET 3141 - Environmental Pollution

Prerequisite: CHEM 1145.

**TO:** TCET 3141 - Environmental Pollution

Prerequisite: CHEM 1147.

**JUSTIFICATION:**

The prerequisite of CHEM 1147 in lieu of CHEM 1145 would better prepare the students for those Civil Engineering Technology major courses for which Chemistry is a prerequisite.

**FROM:** TCET 3142 - Structural Analysis

Prerequisites: TENS 2121, TENS 2143, and MATH 2242.

**TO:** TCET 3142 - Structural Analysis

Prerequisites: TENS 2138, TENS 2143, and MATH 2242.

**JUSTIFICATION:**

The prerequisite of Digital Computation has been recently changed from a 2-credit course (TENS 2121) to a 3-credit course (TENS 2138).

**FROM:** TCET 4244 - Soil Mechanics and Foundations

Prerequisites: TENS 2121 and TENS 2143.
TO: TCET 4244 - Soil Mechanics and Foundations  
    Prerequisites: TENS 2138 and TENS 2143.  
    JUSTIFICATION:  
    The prerequisite of Digital Computation has been recently changed from a 2-credit course (TENS 2121) to a 3-credit course (TENS 2138).

FROM: TCM 3330 - Quantity Estimating  
    Prerequisites: A minimum grade of “C” in TCM 2230, TCM 2231, TCM 2232, and TCM 2240.  
TO: TCM 3330 - Quantity Estimating  
    Prerequisites: A minimum grade of “C” in TCM 3230, TCM 3231, TCM 3232, and TCM 2240.  
    JUSTIFICATION:  
    The course numbers TCM 2230, TCM 2231 and TCM 2232 have been changed to TCM 3230, TCM 3231 and TCM 3232, respectively.

A Saye/Higgins motion to approve these course revisions was passed unanimously.

New or Revised Program  
B.S. C.E.T. Civil Engineering Technology  
    JUSTIFICATION:  
    CHEM 1147 (Comprehensive General Chemistry) in lieu of CHEM 1145 (Principles of Chemistry I), would better prepare the students for those upper-level Civil Engineering Technology (CET) major courses for which Chemistry is a prerequisite. The Digital Computation TENS 2138 has been added as an Area F course.

A Rogers/Saye motion to approve this program revision was passed unanimously.

Department of Geology and Geography  
New or Revised Programs  
B.A. Geography  
    JUSTIFICATION:  
    A statement about the requirements for graduation with Honors in Geography is missing from the B.A. Geography program page, although these statements were approved for both Geology and Geography programs several years ago. The attached program page includes this statement.

B.S. Geology  
    JUSTIFICATION:
A note for the students in regards to the courses they must take was modified at the bottom of the program page for more clarity and consistency.

*A Saye/Thornton motion to approve these program revisions was passed unanimously.*

- **Department of Mathematical Sciences**
  - **New Courses**
    - **MATH 5433 - Differential Geometry of Curves and Surfaces**
      
      Differential geometry uses tools from calculus and linear algebra to study the geometric properties of smooth curves and surfaces in Euclidean spaces. Topics include: arc length, surface area, geodesics, curvature, first and second fundamental forms, Gauss-Bonnet formula. Graduate students will be assigned additional assignments and/or project. Prerequisites: A minimum grade of “C” in MATH 2243 and MATH 2320. 3 credit hours.
      
      **JUSTIFICATION:**
      
      Geometry is a basic branch of mathematics, which has thousands of years of history. Knowledge and training in geometry is invaluable to everyone working in science and engineering, and particularly important to students in mathematics. Differential geometry uses tools from calculus and linear algebra to study the geometric properties of smooth curves and surfaces in Euclidean spaces. The concepts and ideas in differential geometry find applications in Physics (analytical mechanics, relativity, gauge theory), computer graphics, robotics, cartography, etc. Therefore this class can be of substantial value to a variety of students besides those majoring in mathematics, although it is primarily designed as an elective course for undergraduate and graduate math majors.

*An A Saye/Rogers motion to approve this new course was passed unanimously.*

- **Course Revisions**
  - **FROM:** MATH 3130, MATH 3230, MATH 3333, MATH 5130, MATH 5135, MATH 5136, MATH 5230, MATH 5232, MATH 5234, MATH 5236, MATH 5330, MATH 5331, MATH 5332, MATH 5334, MATH 5336, MATH 5339, MATH 5430, MATH 5434, MATH 5436
  - **Prerequisites:** A minimum grade of “D” in...
  - **TO:** MATH 3130, MATH 3230, MATH 3333, MATH 5130, MATH 5135, MATH 5136, MATH 5230, MATH 5232, MATH 5234,
MATH 5236, MATH 5330, MATH 5331, MATH 5332, MATH 5334, MATH 5336, MATH 5339, MATH 5430, MATH 5434, MATH 5436
Prerequisites: A minimum grade of "C" in...

JUSTIFICATION:
In order to increase our students’ ability to succeed in subsequent courses, the Department of Mathematical Sciences recommends that students earn a minimum of “C” in the pre-requisite course(s).

A Saye/Wheaton motion to approve these course revisions was passed unanimously.

New or Revised Program
B.S. Mathematics
JUSTIFICATION:
A course was incorrectly listed on the program page as a course option for majors.

A Saye/Higgins motion to approve this program revision was passed unanimously.

- Department of Mechanical and Electrical Engineering Technology
New Courses
TEET 4610 - EET Senior Project I
Team efforts toward submitting a successful project proposal. Emphasis on engineering project development, project specifications, tasks scheduling, project management, and ethical or societal issues involved. Students are expected to perform research and start basic project design including component layouts, computer simulations and parts specifications. Prerequisites: TEET 2443 and TEET 3243. 1 credit hour.

JUSTIFICATION:
This course is the second stage of the senior design project. In this segment students start the actual implementation of their projects that includes building of electrical and/or mechanical systems, CAE/CAD software development, program writing, printed circuit board fabrication, systems testing, and performance evaluation. Requirements include weekly progress reports, oral presentations, a comprehensive final report, and a final project demonstration. The current EET Senior Project (EET4630) is a 3-credit single semester course that all EET seniors are required to take as a capstone course for the electrical engineering technology program. However, in order to be
able to fulfill more strongly the ABET program criteria demonstrating that our students are able to function on multi-disciplinary teams, the EET faculty and Industrial Advisory Board have agreed to expand the Senior Project into two components. A 1-credit hour course offered in the fall semester (TEET 4610), and a 2-credit hour course (TEET 4620) offered in the spring.

**TEET 4620 - EET Senior Project II**
This course is the second stage of the senior design project. In this segment students start the actual implementation of their projects that includes building of electrical and/or mechanical systems, CAE/CAD software development, program writing, printed circuit board fabrication, systems testing, and performance evaluation. Requirements include weekly progress reports, oral presentations, a comprehensive final report, and a final project demonstration. Prerequisite: TEET 4610. 2 credit hours.

**JUSTIFICATION:**
The current EET Senior Project (EET4630) is a 3-credit single semester course that all EET seniors are required to take as a capstone course for the electrical engineering technology program. However, in order to be able to fullfill more strongly the ABET program criteria demonstrating that our students are able to function on multi-disciplinary teams, the EET faculty and Industrial Advisory Board have agreed to expand the Senior Project into two components. A 1-credit hour course (TEET 4610) offered in the fall semester, and a 2-credit hour course (TEET 4620) offered in the spring.

**TMET 3711 - Mechanical Engineering Technology Seminar I**
Students are introduced to numerical methods and problem solving skills essential to solving applied engineering problems. Concepts will be presented in an introductory seminar period, and the remaining time will be used by students to solve related applied engineering problems in the laboratory. Prerequisite: Junior MET standing or permission of instructor. 1 credit hour.

**JUSTIFICATION:**
This will be a required course in the major. This course provides the essential skills that are necessary for students to be successful in subsequent courses required in the program. Accreditation and assessment requirements, as specified by ABET, will be significantly satisfied by this course.
TMET 3712 - Mechanical Engineering Technology Seminar II

Students are introduced to topics essential for improving performance on the Fundamentals of Engineering Exam. Topics such as engineering economy, ethics, and global citizenship are reinforced, while topics such as electrical devices, mechanics, energy science, and numerical methods are reviewed. Prerequisite: Senior MET standing or permission of instructor. 1 credit hour.

JUSTIFICATION:
This is a required course in the major. This course will serve as a capstone seminar course. Accreditation and assessment requirements will be significantly satisfied by this course.

A Saye/Wheaton motion to approve these new courses was passed unanimously.

Course Revisions
FROM: TEET 3541 - Programmable Logic Controllers
A study of sequential programmable logic controllers (PLCs) as applied to industrial processes with emphasis on ladder diagrams, input/output devices, application programming design of beginning through advanced functions, systems and networking. Also includes laboratory activities in support of instruction. Prerequisite: A TENS 2146. 4 credit hours.

TO: TEET 5531 - Programmable Logic Controllers
A study of sequential programmable logic controllers (PLCs) as applied to industrial processes with emphasis on ladder diagrams, input/output devices, application programming design of beginning through advanced functions, systems and networking. Also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation. Prerequisite: A minimum grade of “C” in TENS 2146, and TEET 2441 or ENGR 2332. 3 credit hours.

JUSTIFICATION:
Significant portions (4-5 weeks) of TEET 3541 are a duplication of instruction in Digital Circuits TEET 2441 course. Duplication covers number systems and conversion between systems, binary data manipulation and arithmetic, as well as Boolean algebra. TEET 2441 is core for TEET curriculum, so making this course a pre-requisite for TEET 3541 will decrease lecture time and allow this course to be reduced from 4 to 3 hours credit. This course has also been dual numbered to allow for a 5000 series graduate version.
that will incorporate additional project assignments not required of undergraduates.

FROM: TEET 4245 - Electronic Communication Systems
Prerequisite: TEET 3241. Corequisite: TEET 3243.
TO: TEET 4245 - Electronic Communication Systems
Prerequisite: TEET 3145. Corequisite: None.

JUSTIFICATION:
Students enrolled in this course must have an understanding of transform analysis including Laplace and Fourier Analysis covered in the proposed pre-requisite TEET 3145. The current pre-requisite (TEET 3241) and co-requisite (TEET 3243) will no longer be needed as the proposed pre-requisite (TEET 3145) will provide all necessary pre-requisite content. This decision was discussed and voted upon by the EET Faculty during the Fall 2007 curriculum review meeting.

FROM: TENS 2146 - Electrical Devices and Measurements
Prerequisite: MATH 1441.
TO: TEET 2146 - Electrical Devices and Measurements
Prerequisite: MATH 1441 or MATH 1232.

JUSTIFICATION:
Since this course is also offered to IT students as a part of the second discipline in EET, Survey of Calculus (MATH 1232) covers adequate material to prepare these students to take this course. EET students are still required to take MATH 1441 as part of their major courses.

A Wheaton/Saye motion to approve these course revisions was passed unanimously.

Course Deletion
TEET 4630 - EET Senior Project
JUSTIFICATION:
This course will be replaced by 2-sequence senior project courses, namely TEET 4610 and TEET 4620.

A Wheaton/Smith motion to approve this course deletion was passed unanimously.

New or Revised Programs
B.S. Electrical Engineering Technology
JUSTIFICATION:
TEET 4630 was replaced by TEET 4610 and 4620 which resulted in changing the EET program page.
B.S. Mechanical Engineering Technology (General)
JUSTIFICATION:
The content of a 2-hr laboratory course that will no longer be offered on campus is moved into an existing laboratory session with a one hour increase in contact time and an overall rebalancing of course content. The remaining credit hours will be used to create two seminar courses that centralize professional and softskills essential to accreditation and student professional development. Additionally, an emphasis structure is being created that will better feed into our graduate program, so this proposed general emphasis is now needed.

B.S. Mechanical Engineering Technology (Material Processing and Engineering Management Emphasis)
JUSTIFICATION:
An emphasis structure is being created within the program that will better direct students into our graduate program. This program form supports the MET Emphasis in Materials Processing and Engineering Management. The 9 upper level MET electives in the General curriculum are now limited to a list of appropriate Technical Emphasis Electives. As in the General curriculum, the content of a 2-hr laboratory course that will no longer be offered on campus is moved into an existing laboratory course with a one hour increase in contact time and an overall rebalancing of course content. The remaining credit hours will be used to create two seminar courses that centralize professional and softskills essential to accreditation and student professional development.

B.S. Mechanical Engineering Technology (Mechatronics Emphasis)
JUSTIFICATION:
An emphasis structure is being created within the program that will better direct students into our graduate program. This program form supports the MET Emphasis in Mechatronics. Mechatronics is a fusion of mechanical engineering science, electrical engineering science, computers, and control theory. An additional foundation Electrical Engineering Technology course (Circuit Analysis I) is worked into this emphasis curriculum, replacing materials processing from the General curriculum. The 9 credits of upper level MET electives in the General curriculum are limited to a shorter list of emphasis related technical
courses. The EET courses Electronics I and Programmable Controllers are recognized as appropriate technical electives within this emphasis. The machining course cancelled from the General Curriculum, is also eliminated from the emphasis curriculum. As in the General Curriculum, the resulting 2-credit hours will be used to create two seminar courses that centralize professional and softskills essential to accreditation and student professional development.

A Wheaton/Saye motion to approve these program revisions was passed unanimously.

Computer Aided Design Second Discipline Concentration
JUSTIFICATION:
Computer tools have become an essential part of the engineering design process. Design drawings prepared using Computer Aided Design (CAD) systems have greatly enhanced the design process. Computer-based solid modeling tools have transformed the 2-D CAD drawing into 3-D representations. Finite Element Analysis (FEA) tools allow for stress, strain, load analysis of 2 and 3-D models. The confidence in the design, as well as addressing manufacturing issues in the cyber-environment reduces production time and results in a better final product. IT major with an interest in design, should find this 2nd Discipline an exciting complement to their major.

Computer Engineering Second Discipline Concentration
JUSTIFICATION:
The Electrical Engineering Technology Program (EET), in concert with the School of Information Technology, is proposing to offer a concentrated area of study with emphasis in Computer Engineering. This will provide students with practical design of efficient and reliable software to meet given specifications, including computer architecture, networks, and information storage coupled with skills in software and hardware interfacing. The second discipline in Computer Engineering is suitable for a wide range of positions within the IT industry.

Electronics Engineering Second Discipline Concentration
JUSTIFICATION:
The Electrical Engineering Technology Program (EET), in concert with the School of Information Technology, proposes to offer a concentrated area of study in Electronics
Engineering, for students majoring in IT. Rapid advances in the fields of electronics and IT have created a need for special expertise to apply Electronics Engineering and its related technologies in the Information Technology discipline. Electronics engineering provides the analytic and design skills suitable for a wide range of positions within the IT industry.

**Engineering Management Second Discipline Concentration**

*JUSTIFICATION:*

The tools of engineering management and the projects being managed are increasingly technical. Managing of engineering and manufacturing activities that are highly automated and computerized is essential to any successful design or manufacturing business. The integration of IT skills linked with engineering management skills addresses the skills for managing such activities. In addition to a rewarding career for graduates, the synergy between these skill sets will create graduates that are in high demand in the State of Georgia.

**Mechatronics Second Discipline Concentration**

*JUSTIFICATION:*

As society becomes increasingly automated, mechanical systems are increasing being controlled by electrical systems. For example, consider the increased number of systems in your automobile that while once mechanical, are not electrical system or computer controlled—everything from the powered windows to the on-board maintenance computer. There is an increasing demand for professionals who are knowledgeable in the multiple areas of mechanical systems, electrical controls, and computer programming. Mechatronics is the fusion of these three areas of technical expertise. The understanding of computer systems that IT majors bring to the table, will be complimented by the added expertise in mechanical and electrical engineering technology of this second discipline.

*These Second Discipline Concentrations were WITHDRAWN.*

**Minor in Engineering Technology**

*JUSTIFICATION:*

A minor in engineering technology will allow students from non-major disciplines gain exposure to an essential core of engineering science courses.
A Wheaton/Saye motion to approve this new program was passed unanimously.

- Department of Physics
  New/Revised Programs
  B.S. Physics
  JUSTIFICATION:
  Departmental assessment indicated our majors need additional instruction in Thermal Physics. Therefore, we changed the Thermal Physics course listing from an optional physics elective to a required physics course. We also increased the Required Physics Courses from 30 hours to 33 hours while decreasing the General Electives by 3 hours.

A Saye/Wheaton motion to approve this program revision was passed unanimously.

XVI. OTHER BUSINESS
- None

XVII. ADJOURNMENT
There being no further business to come before the committee, a Saye/Wheaton motion to adjourn the meeting at 4:41 p.m. was passed unanimously.

Respectfully Submitted,

Azure Gee
Acting Recording Secretary

Summary of the Academic Advisory Council
Chair: Linda Bleicken

Michael Moore
Senate Librarian
Faculty Senate Librarian’s Report September 22, 2008
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

ATTENTION: NEW SENATE STANDING COMMITTEE CHAIRS MUST CONTACT THE SENATE LIBRARIAN FOR US TO HAVE A COMPLETE LIST OF CHAIRS

Academic Standards Committee
Chair: Brenda Talley

Elections Committee
Chair: Michael Moore
No report

Faculty Welfare Committee
Chair: Jean Paul Carton

Library Committee
Chair: Tim Giles
Voting Committee Members Present: Dr. Tim Giles, Library Chair, CLASS; Dr. Marie Botkin, CHHS; Dr. Hyo-Joo Han, CIT; Dr. John Hatem, COBA; Dr. Gregory Chamblee, COE; Dr. Anthony Parrillo, Ms. Debra Skinner, LIB, and Sam Gaston, SGA.

Voting Committee Members Absent: Dr. Patrick Wheaton, CLASS, Quentin Fang, COST.

Non-Voting Committee Members: Dr. Bede Mitchell, Dean of the Library.

Also Present: Dr. Linda Bleicken

To address issues raised last year regarding library budgeting, the library committee met to follow up on the motion passed unanimously by the Faculty Senate at the March 26, 2008 meeting.

Dean Mitchell first distributed the committee’s charge. To orient committee members to the issue of the Faculty Senate motion, Dr. Giles read the motion passed to the group:

“In support of Henderson Library's librarians and staff, and in the interest of Georgia Southern University's commitment to excellence in instruction for its undergraduate and graduate students, and in support of faculty research and the University's
Doctoral Research University designation, the Faculty Senate requests a joint study by the President's Cabinet, the Strategic Planning Council, and the Faculty Senate Library Committee to provide a comprehensive plan to increase Georgia Southern University's fiscal expenditures in Henderson Library's collections and resources.”

Dean Mitchell provided the committee members with copies of materials that compare Georgia Southern University's library expenditures per student with peer institutions and institutions Georgia Southern considers models as doctoral research institutions.

Dr. Bleicken spoke at length about the challenges the University faces to its budget. She emphasized that though the current budget does not allow for additional expenditures, now is good time to plan for when the budget improves.

The committee considered some directions to take with analyzing the problem. Dr. Chamblee suggested that looking more closely at the data might provide some insight. Dr. Parillo pointed out that some institutions, such as those with medical schools, might have a somewhat inflated budget. Dr. Giles noted that one problem is that as the current library budget is set up, it is drawn from the same budget as other academic departments on campus. He suggested looking into a possible restructuring of that plan, based upon investigative research. Dean Mitchell agreed to provide additional materials before the next meeting currently for September 12.

The meeting adjourned at about 5:00
Respectively submitted by Dr. Tim Giles

Faculty Development Committee
Chair: Clara Krug

Faculty Service Committee
Chair: No report

Faculty Research Committee
Chair: Norman Schmidt
No report

Graduate Committee
Chair: Jill Lockwood

GRADUATE COMMITTEE MINUTES
Chair: Dr. Jill Lockwood
Graduate Committee Meeting Date - August 21, 2008

Present: Dr. Jim McMillan, CHHS; Dr. Ardian Greca, CIT; Dr. Patrick Wheaton, CLASS; Dr. Robert Fernekes, Library; Dr. Jill Lockwood, COBA; Dr. David Rostal, COST; Dr. Richard Flynn, CLASS; Dr. William Ampornsah, COBA; Mr. Jonathan Harwell, Library; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Kenneth Clark, COE; Dr. Robert Vogel, JPHCOPH; Dr. Deborah Allen, CHHS; Dr. Frederic Mynard, COST; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Dr. Timothy Mack, COGS

Absent with Notification: Dr. Yan Wu, COST; Dr. Lisa Schulz, COE

Absent without Notification: Cindi Chance, Dean, COE, [Academic Affairs]

Guests: Ms. Candace Griffith, VPAA; Mrs. Dawn Lipker, Admissions; Dr. Deborah Thomas, COE

I. CALL TO ORDER
Dr. Timothy Mack, Dean, College of Graduate Studies, called the meeting to order on Thursday, August 21, 2008 at 9:02 AM.

II. APPROVAL OF AGENDA
The agenda was approved as written.

III. ROLE OF THE GRADUATE COMMITTEE
Dr. Mack briefly discussed the Roles of a Graduate Committee Member. Every member has access to the Graduate Committee VISTA cabinet on the mygeorgiasouthern.edu portal, can view the agendas and minutes from each meeting, and can virtually discuss items involving the Graduate Committee.

IV. SUBMITTING NEW OR REVISED GRADUATE PROGRAMS
Dr. Mack reviewed the steps that departments should follow when developing New/Revised Graduate Degree Programs. He stressed the importance of following the guidelines and explained how it can impact on the University.

V. ELECTIONS
Dr. Mack opened the floor for nominations to elect the Chair of the Graduate Committee for the 2008-2009 academic year. Dr. Richard Flynn made the motion to reelect Dr. Jill Lockwood, COBA. Dr. Robert Fernekes seconded the motion. The motion to reelect Dr. Lockwood as Chair was passed. Dr. Lockwood then made a few opening remarks. She discussed
her vision of how she would like the Graduate Committee to improve the Blueprint. Dr. Mack concurred, and discussed the tone of the Blueprint. He assured the Graduate Committee that any negative tone was unintentional. He also apologized for the tone and hoped that the Graduate Committee would indeed help improve the Blueprint.

Dr. Lockwood stated that she would like the Blueprint to reflect the views and values of graduate faculty. She stated that the Graduate Committee would revise the current draft Blueprint for graduate education to reflect faculty values, including:

1. The faculty of Georgia Southern University ("Georgia Southern") are committed to academic excellence in graduate education with respect to the courses and programs we offer and/or approve, and with respect to the quality of the faculty who teach in these programs. We believe that maintaining and enhancing the quality of our graduate programs is very important.

2. Georgia Southern recognizes its obligation to offer graduate programs to students who come to the Georgia Southern campus and to those who require graduate education but who are unable to classes on our campus.

3. All graduate classes at Georgia Southern and all graduate classes in programs which are approved by the faculty at Georgia Southern shall be taught by Full or Associate Members of the Graduate Faculty at Georgia Southern who demonstrate current academic competence in their area of expertise through creative scholarly activity, and conferences and/or seminars. Graduate Courses which are taught in any program approved by the faculty at Georgia Southern who are not full time Graduate Faculty at Georgia Southern shall have the same academic qualifications as our Graduate Faculty. Individuals wishing to teach a graduate course in any graduate program who do not have such qualifications must first be approved by the Graduate Faculty in the discipline in which the course is being offered.

4. Faculty who serve as Directors of Graduate Programs that have been approved by the department chairs of Georgia Southern shall have a standardized job description and be compensated for such service.

5. Revenue from any online course or program approved by the faculty at Georgia Southern shall be shared with the department (s) offering such course or program in a “significant” manner agreed to by the Provost, the Dean, Department Chair and Faculty of such department.

Dr. Lockwood created a special subcommittee to revise and improve the Blueprint so that it can be presented again to the Graduate Committee for approval. Both Dr. Flynn and Mr. Jonathan Harwell were asked to be on this subcommittee with Dr. Lockwood. The two members accepted. A target date of November 13, 2008, was suggested for the revised
Blueprint to be presented to the Graduate Committee. Dr. Flynn opined that this date was not realistic.

Dr. Lockwood then asked that each committee member inform her via email of which subcommittee (Academic Standards & Policies Subcommittee, Curriculum Subcommittee, or Program Review Assessment & Strategic Planning Subcommittee) they desired to be on. Once she has received everyone’s responses she will send an email letting the members know who is on each subcommittee. She stated that she will assign one person in each subcommittee to run their first meeting and the committees will then vote on their Chairs.

VI. NEW BUSINESS

Dr. Mack began by stating he would like for this year to be the “Year of Engagement”. He explained that the College of Graduate Studies has already had workshops for the Department Chairs and Graduate Program Directors and asked them, “What can the College of Graduate Studies do to make your life easier?” He then suggested that the Graduate Committee have a ½ day Retreat in September so that they could do a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of COGS. Dr. Jim McMillan stated that having a Retreat at this time of year might be too soon. He would like to hear more from the committee and talk with his own faculty before having further discussion. Dr. Lockwood suggested that the Program Review Assessment & Strategic Planning Committee could do the SWOT analysis.

VII. ROUND TABLE DISCUSSION

Dr. Jim McMillan requested that the Graduate Committee review the section of the University Catalog – Graduate Section regarding the continuous enrollment policy for students in thesis or dissertation programs. He proposed that the section on page 315 of the University Catalog be revised so that the language and procedures between student and faculty be clearly defined. He stated that there was an incident that occurred in his College where a graduate student had been out of their program for four to five years and when they decided to return was forced to pay tuition for all the years they had no contact with the University. This agenda item will be added to the next Graduate Committee meeting.
VIII. **DEAN’S UPDATE**

Dr. Mack began by distributing a handout of graduate enrollment. He stated that graduate enrollment increased from 1987 students in Fall 2007 to 2305 students as of August 24, 2008. Dr. Mack indicated that this percentage would decline slightly after the fee payment deadline, but that we could be experiencing a 10%+ increase in enrollment. This would represent the largest increase in graduate enrollment in the past five years. The second largest increase was 2.3%, making the current rate quite impressive. About 85% of the increase in enrollment is from GSU’s online and blended programs, which are in demand. Some discussion occurred regarding online and face-to-face degree programs. Dr. Mack reiterated his belief that quality is the single most important characteristic of a good graduate program, regardless of how it is delivered. Having a quality graduate program makes recruiting new students easier, and also produces satisfied faculty and alumni. The committee agreed that maintaining the quality of graduate programs is extremely important.

Dr. Mack then discussed Hobson’s EMT Connect. He explained that it is an application that was purchased by the University, and it will be used for prospective graduate student communication. Dr. Mack said that he has been working with the Program Directors to develop materials for each graduate program to be used in Hobson’s Connect.

IX. **ANNOUNCEMENTS**

Dr. Lockwood announced that the next Graduate Committee Meeting is on September 11, 2008.

X. **ADJOURNMENT**

There being no further business, the meeting was adjourned on August 21, 2008 at 10:25 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

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<th><strong>Undergraduate Committee</strong></th>
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<td>Minutes were approved on November 25, 2007</td>
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<th><strong>Summary of the Academic Advisory Council</strong></th>
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<td>Chair: Linda Bleicken</td>
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Minutes were approved September 3, 2008 by electronic vote of Committee.
Faculty Senate Librarian’s Report For October 20, 2008
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

ATTENTION: NEW SENATE STANDING COMMITTEE CHAIRS MUST CONTACT THE SENATE LIBRARIAN FOR US TO HAVE A COMPLETE LIST OF CHAIRS

Academic Standards Committee
Chair: David Rostal
No report

Elections Committee
Chair: Michael Moore
No report

Faculty Welfare Committee
Chair: Jean Paul Carton
September 12, 2008
7:15 to 8:45 AM
CIT 3150
Members in Attendance: Dr. June Alberto, Dr. Jim Braselton, Ms. JoEllen Broome, Dr. Jean-Paul Carton, Dr. Kimberly Coleman, Dr. Laura Gunn, Dr. Greg Harwood, Dr. Amy Heaston, Dr. Patricia Humphrey, Mr. David Lowder, Dr. Ron MacKinnon, Dr. Marla Morris, Dr. LeVon E. Wilson.

Others in Attendance: Ms. Patrice Buckner, Judicial Affairs; Mr. Kerry Grunskin, Dean of Students Office.

Committee Chair, Dr. Jean-Paul Carton, called the meeting of the Faculty Welfare Committee to order at 7:15 AM.

1. Selection of a Recording Secretary for the September 12, 2008 meeting. The committee agreed to rotate the task of recording the minutes of the committee meetings among the committee members. The rotation will be done in reverse alphabetical order.

2. Update on Recommendations from the Faculty Welfare Disruption Subcommittee. An update was provided by Ms. Patrice Buckner from the Office of Judicial Affairs on the status of the proposed handbook on how to respond to disruptive students. She informed the committee that her office has developed a draft that has been adapted from a Virginia Tech University manual. Her office has requested and is currently awaiting approval from Virginia Tech to use portions for their materials. She
expects to have an update on this request at the next meeting of the committee.

a. In response to the subcommittee recommendation to provide an orientation or faculty workshops concerning Judicial Affairs and classroom disruption, Ms. Buckner indicated that her office met with the Academic Advisory Council concerning classroom disruption on March 25, 2008. She reported that Judicial Affairs presented at the New Faculty Forum in August 2008. She also indicated that she attended several faculty meetings during early fall 2008 in order to make faculty members aware of the judicial process and the resources that are available through the Office of Judicial Affairs.

b. Ms. Buckner indicated that the Student Conduct Code has been updated to list classroom disruption as a violation with its own code instead of simply being listed under Disorderly Conduct. This change came in response to one of the recommendations from the subcommittee.

c. The final recommendation from the subcommittee requesting that students be made aware of classroom etiquette and faculty expectations was also addressed by Ms. Buckner. She informed the committee that classroom expectations were expressed to all students through the “Talk with the Dean” sessions during SOAR 2008. Further, she indicated that classroom expectations were also shared with parents at the “Campus Safety” sessions during SOAR 2008.

d. Some steps have been taken to expedite the intervention process: the first letter sent to a student involved in disruptive behavior is no longer an information letter but a letter setting up an appointment.

e. Ms. Buckner discussed the following additional achievements in the area of classroom disruption:
   i. The classroom disruption brochure was updated in fall 2007.
   ii. Revisions to the classroom disruption brochure and development of a classroom disruption handbook are ongoing.
   iii. A “Faculty Resources” page has been added to the Judicial Affairs homepage. These resources outline procedures for classroom disruption and provide other judicial information pertinent to faculty members.
iv. A web-based incident reporting system was introduced at the end of spring semester 2008.

v. The Behavior Assessment Team meets monthly and as needed.

3. **Handbook on disruptive behavior.** The FWC and Dr. Amy Heaston asked that the FWC committee be provided with a draft of the handbook before finalization of the document and process. The FWC committee chair asked that an electronic copy of the draft be sent to him and the subcommittee on disruptive behavior (Kim Coleman and Patricia Humphrey).

4. **Training sessions for faculty.** The committee discussed the prospect of requiring all faculty departments to participate in the training sessions sponsored by the Office of Judicial Affairs. Dr. Heaston suggested that such a recommendation could come from this committee. She indicated that she will check with Provost Bleicken regarding such requirement and report back to the committee.

5. **Areas of responsibility.** Ms. Buckner provided the committee with more clarity in terms of which office is responsible for matters relating to students. She informed the committee that any matter involving a student should go through the Dean of Students. She further indicated that the Dean of Students makes no determination with regard to faculty actions. The committee recommended that this information should be made clear in documentation that comes out of the Office of Judicial Affairs.

6. **Protections of and support for faculty members.** The committee discussed the perceived lack of support for faculty members who may be involved in a disruptive student case. The subcommittee on disruptive behavior will look at this issue. This subcommittee may also consider spelling out the process where a student wishes to file a complaint against a faculty member and will report back at the next meeting.

7. **Reports of disruptive student behavior.** In order to get an idea as to the magnitude of the problem of disruptive student behavior on campus, the committee requested a statistical report of the number of student incidents involving disruptive students. The committee also expressed concerns about the campus police response time in those instances where matters are referred to them. Ms. Buckner agreed to provide data regarding cases that have been reported to her office. She also agreed to follow-up on the
campus police response time if the committee deems it necessary to do so.

**Adjournment.** The committee adjourned at 8:20 PM.

**Library Committee**
Chair: Tim Giles

**Library Committee meeting - Friday, September 12, 10:00 A.M.**
Voting Committee Members Present: Dr. Tim Giles, Library Chair, CLASS; Dr. Marie Botkin, CHHS; Dr. Hyo-Joo Han, CIT; Ms. Debra Skinner, LIB, Dr. Patrick Wheaton, CLASS

Voting Committee Members Absent: Quentin Fang, COST; Dr. John Hatem, COBA; Dr. Gregory Chamblee, COE; Dr. Anthony Parrillo, CPH.

Non-Voting Committee Members Present: Dr. Bede Mitchell, Dean of the Library; Noelle Singleton, SGA Representative; and Stephen Gonzalez, Graduate Student Representative.

Guests: Dr. Linda Bleicken, Iris Durden, Charles Skewis, Rebecca Ziegler

The meeting began with discussion on how to proceed with analysis of the library budget problem, based to some degree on the information Dean Mitchell had provided the committee electronically since the last meeting on August 25, 2008. Specifically, these documents were a report from the University of Massachusetts—Dartmouth recommending an increase in the library budget and some statistics comparing Georgia Southern with peer institutions in terms of library operating expenses and the expenses of maintaining and augmenting collections.

To study the question, Dr. Giles suggested triangulating the analysis to examine the problem from a variety of perspectives. Dean Mitchell concurred, and emphasized that the study would need to be completed before the end of Spring Semester 2009 so that faulty would be able to respond to the report’s conclusions. Dr. Wheaton pointed out that the committee’s planning should account for Georgia Southern’s new role as a doctoral-research institution. From the “Strategic Themes” handout she provided at the August 25th meeting, Dr. Bleicken reminded the committee of the university’s goals of being student centered, advancing technologically, providing transcultural opportunities, maintaining an adequate physical environment, and developing public-private partnership, with all of these revolving around the central idea of Academic Distinction as a way of organizing thinking about Georgia Southern as a doctoral-research institution. Mr. Harwell noted that the Graduate Committee has discussed redirecting some funding from tuition from online courses to the library budget.
Student representatives Noelle Singleton, SGA Representative, and Stephen Gonzalez, Graduate Student Representative, raised concerns as well. Ms. Singleton noted that there has been discussion in the SGA regarding funding for campus projects, such as the RAC and transportation. Mr. Gonzalez expressed frustration he and other graduate students have experienced with being able to receive resource materials quickly enough. He recommended that the Alumni Association be contacted in regard to seeking support there and from capital campaigns, a point similar to one Dr. Botkin had raised at the August 25th meeting.

Dean Mitchell also provided the committee with some resources that were being considered to be cut. One is the Cambridge Scientific Abstracts (CSA) Database. The committee was provided with a list of resources covered by CSA that are available through alternative sources. He also presented a list of periodical print titles being considered for cancellation, due to budget cuts.

The meeting concluded with Dean Mitchell volunteering to generate a list of comparable institutions for the committee to examine and discuss at the next meeting.

The meeting adjourned at 11:00.

Respectfully submitted by Dr. Tim Giles

Faculty Development Committee
Chair: Fred Smith
September 30, 2008  8:00 – 9:30am

The Faculty Development Committee (FDC) met September 30 with seven of the nine members present, as well as Alan Altany and Patricia Hendrix from the Center for Excellence in Teaching. All nine members had previously scored the Development of Instruction proposals based on the grading rubric provided by the CET online program.

The meeting began with a discussion of FDC protocols and procedures, with the returning members answering questions and offering advice to the new members. In this wide ranging discussion, returning Committee members noted that two recurring shortcomings in the grant proposals were failure to include budget justification and identifying Georgia Southern faculty and/or students.

After checking with the Provost’s Office, Patricia Hendrix found the amount of funding remaining for the budget year to be $64,873.84. Since there were three funding rounds left from that amount, the FDC decided to allot approximately one third to the Development of Instruction grants.
The total scores were arranged in descending order. Starting from the highest cumulative scored grant, the Committee added in the amounts of funds requested by each. After the amount requested by the eighth highest ranked proposal was added, the total was very close to the amount previously agreed upon for Development of Instruction grants. There was a gap in the scores between the eight and ninth highest, and given that the total amount of funds requested through the first eight matched very closely the amount allotted, the Committee unanimously agreed to fund the top eight.

Twenty applications were received; the total funds requested were $105,339.24. The Committee awarded a total of $22,887.18 to fund eight projects, which is about 22% of the total funding requested.

Faculty Service Committee
Chair:
No report

Faculty Research Committee
Chair: Norman Schmidt
No report

Graduate Committee
Chair: Jill Lockwood

GRADUATE COMMITTEE MINUTES
Chair: Dr. Jill Lockwood
Graduate Committee Meeting Date - September 11, 2008

Present: Dr. Jim McMillan, CHHS; Dr. Aridian Greca, CIT; Dr. Patrick Wheaton, CLASS; Dr. Lisa Schulz, COE; Dr. Robert Fernekes, Library; Dr. Jill Lockwood, COBA; Dr. Richard Flynn, CLASS; Mr. Jonathan Harwell, Library; Dr. Vladan Jovanovic, CIT; Dr. Kenneth Clark, COE; Dr. Frederic Mynard, COST; Dr. Timothy Cairney, COBA; Dr. Cindi Chance, Dean, COE, [Academic Affairs]; Dr. Dick Diebolt, COGS; Ms. Liz Zettler, GSO; Mrs. Audie Graham, COGS; Dr. Timothy Mack, COGS

Absent with Notification: Dr. Yan Wu, COST; Dr. William Amponsah, COBA; Dr. Robert Vogel, JPHCOPH

Absent without Notification: Dr. David Rostal, COST; Dr. Jonathan Metzler, CHHS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Mr. Ron Jones, Admissions; Dr. Deborah Thomas, COE; Dr. Randy Carlson, COE
I. **CALL TO ORDER:** Dr. Jill Lockwood called the meeting to order on Thursday, September 11, 2008 at 9:01 AM.

II. **APPROVAL OF AGENDA:** The agenda was approved as written.

III. **GRADUATE COMMITTEE CHAIR’S REMARKS – Dr. Jill Lockwood**

Dr. Lockwood announced that she used the preferences described in emails from committee members to assign members to the different subcommittees. If a member cannot attend, then it is important for the alternate to attend the meetings to answer any questions that may occur related to their College. Dr. Lockwood said that this is very important for the Curriculum subcommittee, which has a significant workload each academic year. She stated that the Curriculum subcommittee should rapidly communicate problems with courses or degree programs to the College and Department so that the problems can be corrected before the Graduate Committee meeting. She stated how important it is for the subcommittees to meet. If they cannot meet face-to-face, then they should ensure that the material is read, and they must send their remarks to the subcommittee chair. The remarks could also be copied to Dr. Mack and Dr. Lockwood. She announced that she would be communicating with the members via email in WebCT. Dr. Robert Vogel has agreed to chair the Curriculum subcommittee. Dr. Lockwood asked that Dr. Jim McMillan call the first meeting of the Program Review, Assessment & Strategic Planning subcommittee, to appoint a chair. Dr. Robert Fernekes was asked to do the same for the Academic Standards subcommittee. The two members accepted.

Dr. Lockwood stated that Dr. Mary Hadley, CLASS, was asked to participate on the Revised BluePrint subcommittee. There were a number of issues addressed by Dr. Lockwood, related to the Blueprint.

1. This subcommittee will follow the format of the original Blueprint.

2. The Revised BluePrint will have a list of challenges and how they will be overcome.

3. On campus graduate programs will remain vibrant. The same degree of integrity and quality should occur in on-campus and online programs.

4. International students need to have the language skills required to be successful in our graduate programs.

5. All programs need to be assessed so that we know we are maintaining quality, with faculty having input into how they are assessed.

Dr. McMillan stated that his departmental committee met, and asked how the feedback should provided to the Graduate Committee. Dr. Lockwood said that anyone can email her or Dr. Mack with their feedback, and that
their comments would be put on the Revised BluePrint subcommittee agenda for discussion. She then stated that anyone is welcome to attend their meetings regarding the Revised BluePrint.

There was a discussion of how programs should be assessed. Dean Mack stated he attended a summer workshop sponsored by the Council of Graduate Schools, and the Graduate Dean at the University of Michigan gave a presentation on assessment. Dr. Mack asked for and received the presentation, and suggested that the Academic Standards & Policies subcommittee could review the presentation if they wished.

The appointment of Graduate Faculty was also discussed. It was decided that the criteria be reevaluated for Affiliate Membership to ensure that faculty who are not Georgia Southern University faculty meet our quality standards for teaching graduate classes. The Academic Standards & Policies subcommittee will review both criteria and bring suggestions back to the October Graduate Committee Meeting.

IV. A. OLD BUSINESS - No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES- There was no news to report from the subcommittees.
   i. Academic Standards & Policies Committee
   ii. Curriculum Committee
   iii. Program Review, Assessment & Strategic Planning Committee

V. NEW BUSINESS

Dr. McMillan began a discussion of Continuous Enrollment Requirements. He stated that the wording in the first sentence under Internship/Thesis/Dissertation Enrollment Requirements of the University Catalog needs to be clearer. The committee members agreed that this does need to be done. Dr. Mack stated that an appeal process might need to be developed as well as making the text clearer. Dr. Deborah Thomas shared that continuous enrollment was important for the College of Education’s doctoral programs, and that there was a statement in the Catalog about this. The Academic Standards & Policies subcommittee will review the policy and the text, and present their thoughts to the Graduate Committee. Dr. Lockwood asked that Dr. Thomas provide feedback to Dr. Fernekes to assist the Academic Standards & Policies subcommittee.

VI. ROUND TABLE DISCUSSION

Dr. Frederic Mynard asked if the format requirements for Thesis and Dissertations documents could be altered. Dr. Mack indicated that the formatting requirements were reduced last year, and that the Graduate Committee could reduce them further if they wished. There was some discussion of how the committee members viewed the format
requirements. Dr. Mack was asked to develop format guidelines that are less strict and then present the options to the Graduate Committee.

Dr. Vladan Jovanovic asked about the nature of the feasibility study that is required for submitting a new graduate degree program. There is a description of the requirements of a feasibility study, which can be found here:

http://academics.georgiasouthern.edu/provost/curriculum/establish.htm

VII. DEAN’S UPDATE: There were no remarks made for Dean’s Update.

VIII. ANNOUNCEMENTS: Dr. Lockwood announced that the next Graduate Committee Meeting is on October 9, 2008.

IX. ADJOURNMENT: There being no further business, the meeting was adjourned on September 11, 2008 at 10:06 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Undergraduate Committee

Minutes were approved on November 25, 2007

COMMITTEE

MINUTES
SEPTEMBER 23, 2008
3:15 P.M.

I. CALL TO ORDER

Present: Dr. Bob Jackson, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Olivia Edenfield, Dr. Michael Moore, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Reed Smith, Ms. Debra Skinner, Dr. Amy Heaston, Ms. Ann Montalvo, Ms. Azure Gee

Visitors: Ms. Candace Griffith, Ms. Lori Lester, Dr. Nancy Shumaker, Dr. Renée Hotchkiss, Dr. Stephanie Kenney, Dr. Timur Mirzoev

Absent: Dr. Ahmed Adu-Oppong, Dr. Allison Dobson Long, Ms. Amy Boyett, Dr. Barry Munkasy, Dr. Camille Rogers, Dr. Cheryl Aasheim, Dr. Swati Raychowdhury

Dr. Michael Moore called the meeting to order at 3:18 p.m.

II. WELCOME AND INTRODUCTIONS

Dr. Michael Moore introduced himself, and then asked each person to give their name and the college or division they
represent.

III. ORIENTATION
   Dr. Amy Heaston gave a brief explanation about the Undergraduate Committee.

IV. ELECTION OF NEW CHAIR
   Dr. Michael Moore asked for nominations from the members. Dr. Reed Smith nominated Dr. Patrick Wheaton as chair. Dr. Patrick Wheaton was elected unanimously.

V. APPROVAL OF AGENDA
   A Higgins/Saye motion to approve the agenda was passed unanimously.

VI. VICE PRESIDENT FOR ACADEMIC AFFAIRS
   Dr. Nancy Shumaker presented the following agenda items for the College of Health and Human Sciences.
   
   New Courses
   
   **INTS 3111H - Honors Thesis Seminar I**
   In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal.
   
   **JUSTIFICATION:**
   This is the first in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

   **INTS 3112H - Honors Thesis Seminar II**
   In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to construction of a comprehensive literature review and research design.
   
   **JUSTIFICATION:**
   This is the second in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that
they have the time to produce a quality project before graduation.

INTS 4111H - Honors Thesis Seminar III
In a seminar setting, students will continue writing and revising their thesis.

JUSTIFICATION:
This is the third in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

INTS 4112H - Honors Thesis Seminar IV
In a seminar setting, students will continue revising their thesis, with the goal of presenting their research at a professional conference.

JUSTIFICATION:
This is the fourth in a four semester sequence of one hour courses designed to facilitate the completion of the Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by asking students to focus on an honors thesis in order to ensure that they have the time to produce a quality project before graduation.

A Saye/Higgins motion to approve these new courses was passed unanimously.

Course Revision
FROM: INTS 3090 - Selected Topics in International Studies
3 credit hours.

TO: INTS 3090 - Selected Topics in International Studies
1-3 credit hours.

JUSTIFICATION:
To offer variable credits for the Selected Topics course to allow more flexibility for students taking courses abroad or on-campus that are not exactly equivalent to pre-existing course and that are fewer than 3-credit hour courses.

A R. Smith/L. Smith motion to approve this revised course was passed unanimously.
VII. COLLEGE OF BUSINESS ADMINISTRATION

Dr. Leslee Higgins presented the following agenda items for the College of Business Administration.

New Courses

FINC 4531 - Insurance Industry Operations
A discussion of the composition and financial structure of the insurance industry. Functional analysis of the operations of insurance organizations will include legal organization, marketing systems, management and control, underwriting, rating, financial analysis, ratemaking and regulation.

JUSTIFICATION:
The current risk management and insurance major requirements and electives lacks a course that covers the insurance industry operations, both within companies and within insurance markets. This would include organizations and positions that are key components of insurance and risk management markets.

A Higgins/Jackson motion to approve this new course was passed unanimously.

ECON 5131 - Teaching Economics K-12
A basic foundation in economics theory and personal finance material but with pedagogy for K-12 teachers will be emphasized. Internet usage will demonstrate understandable data sources used in presentations. Students will be required to develop lesson plans for economics concepts and demonstrate mastery of activities/lesson plans as part of their grade. Georgia Performance Standards in K-12 economics will be integrated in to the course and a PLU credit will be offered.

JUSTIFICATION:
To be used for Education majors as an elective and for current classroom teachers as a PLU.

College of Business Administration requested to remove this item from the agenda because it has to be sent to the TEC Executive Committee for approval. This motion passed unanimously.

Course Revisions

FROM: FINC 4532 - Personal/Personnel Risk Management
Prerequisite: None.
A study of the alternative methods of controlling personal financial and personnel loss exposures. Emphasis is given to health care, workers compensation, life insurance and
retirement plans, although additional discussions of disability and key employee topics are included. Personal or individual risk financing issues are discussed, with a focus on planning for premature loss of life and retirement. Financial analysis of alternative methods of personnel management is covered, with a focus on health care and workers' compensation.

TO: FINC 4532 - Life, Health and Retirement Planning
Prerequisites: FINC 3131 with a minimum grade of “C”.
Analysis of personal and business life and health insurance needs, characteristics of plans appropriate to meet needs, and unique legal and tax aspects in insurance planning. This includes a study of basic concepts and managerial concerns underlying the group insurance mechanism and the characteristics of various qualified retirement planning vehicles. Consideration is also given to functional aspects of life insurer operations such as ratemaking, reserving, underwriting and financial statement analysis.

JUSTIFICATION:
The revised course better meets the needs of students in both the Finance-Risk Management and Insurance track and the Finance-Personal Financial Planning track than the previous version of the course. Students in either track need to understand life and health insurance and retirement plans as well as the issues involved in using these financial products to meet the needs of clients, whether internal to the organization for which our graduates will work or as agents serving the public.

A R. Smith/Saye motion to approve this revised course was passed unanimously.

FROM: FINC 4534 - Business Insurance
Prerequisite: None.
A study of alternative methods of managing financial risk of the firm using business insurance products. Although the course emphasizes insurance methods, alternatives to insurance are also examined. Financial concepts are applied to the evaluation of alternative courses of action for the firm. The course also focuses on regional insurance topics such as marine insurance, aviation insurance and crop insurance that affect southeast Georgia.

TO: FINC 4534 - Commercial Risk Management and Insurance
Prerequisite: FINC 3131 with a minimum grade of “C”.
Property and liability risks and the effective management of these risks with insurance. Application of property insurance
to pure risk exposures including direct and indirect property. Application of liability insurance to general liability and catastrophic liability risks. Current topics in the field of commercial property and liability insurance.

JUSTIFICATION:
The current version of the course has a much narrower focus that does not adequately prepare students in the Finance-Risk Management and Insurance track for general risk management and property-liability positions. The proposed version of the course can include the special regional topics about which our students should be knowledgeable, but will also provide them with a broader foundation in commercial risk management and insurance.

A Jackson/R. Smith motion to approve this revised course was passed unanimously.

FROM: REDV 4131 - Applied Econometrics and Regional Analysis
Prerequisite: A minimum grade of “C” in ECON 2106 and BUSA 3131.

TO: REDV 4131 - Applied Econometrics and Regional Analysis
Prerequisite: A minimum grade of “C” in ECON 2106, BUSA 3131 and STAT 2231.

JUSTIFICATION:
Economics has degree programs in both the COBA and CLASS. The statistical requirement differs by college core requirement, but either BUSA 3131 or STAT 2131 will be accepted as a prerequisite.

A Jackson/Higgins motion to approve this revised course was passed unanimously.

New or Revised Programs
B.B.A Finance - Risk Management
JUSTIFICATION:
Change in courses supporting the program.

B.B.A Finance - Personal Financial Planning
JUSTIFICATION:
Change in courses supporting the program.

A Saye/Jackson motion to approve these program revisions was passed unanimously.
VIII. OTHER BUSINESS
• Dr. Patrick Wheaton will poll the UGC Members via email about other UGC Meeting times.

IX. ADJOURNMENT
There being no further business to come before the committee, the meeting was adjourned at 3:45 p.m.

Respectfully Submitted,

Azure Gee
Acting Recording Secretary

Summary of the Academic Advisory Council
Chair: Linda Bleicken
September 23, 2008
Henderson Library, Room 3213-A
9:00 AM

1. Admissions Update-Susan Davies
2. Recruitment Targets Graduate and Undergraduate were discussed
3. Registrar’s Update
4. ITS Update-Tech Fee Proposal time

Submitted by Michael Moore from Pat Humphrey who attended for Michael
Faculty Senate Librarian’s Report For November 19, 2008
A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report.

Academic Standards Committee
Chair: David Rostal
No report

Elections Committee
Chair: Michael Moore
No report

Faculty Welfare Committee
Chair: Jean Paul Carton

Faculty Welfare Committee Minutes
October 24, 2008

The Faculty Welfare Committee met Friday, October 24, 2008 at 7:15 am. Those present were: Jean-Paul Carton (Chair, CLASS), June Alberto (CHHS), Jim Braselton (COST), Joan Broome (LIB), Terry Diamanduros (COE), Amy Heaston (Provost), Pat Humphrey (COST), LeVon Wilson (COBA), and Bill Yang (COBA).

The agenda for the meeting was unanimously approved, as were the minutes of the September 26 meeting.

The main item was discussion of the draft handbook on Student Disruptive behavior, adapted (with permission) from Virginia Tech by Patrice Buckner from the Dean of Students’ office. The consensus was that this makes a good start, but is still incomplete. Points raised were:

1. This handbook seems to place too much of the responsibility on faculty. We’d like to see a more balanced approach.
2. If a faculty member believes there is a serious problem (or potential danger), we need more spelled out on how to protect the faculty member and other students in the class. Telling your department chair/dean/etc is not sufficient protection.
3. There should be templates/case studies for faculty reference – including the type of behavior, recommended faculty member response, and what penalties have been assessed in the past. The Judicial Affairs website and this proposed document do not address potential penalties. (Amy Heaston will work with Judicial Affairs and the Dean of Students office to provide these.)
4. The role of the new Behavior Assessment Team needs more clarification. What exactly is in their purview, how to report something to them, what types of things to report, how they work, etc. (Again, Amy Heaston will work with Judicial Affairs, the Dean of Students office and the BAT to provide this.)
5. We discussed the potential of requiring faculty to report misconduct/disruptive behavior through the proper channels (especially in cases where Campus Security has been called). According to Dr. Heaston, there have been instances where the administration finds out much later due to another incident that a prior incident has occurred. According to Dr. Heaston, requiring reporting of any incident will probably have to go through Legal Affairs for approval.

6. At different points in the discussion, the following salient points were made: disruptive behavior is reported not only from academic sources but also by Housing and the RAC; faculty members are not always right (there have been instances of overreaction, etc).

7. The judicial process needs further clarification and amplification for both the faculty and student sides of the matter. Students are allowed to bring an attorney to a hearing (and some have); however, the attorney is warned that he/she may not speak as a part of the hearing. What about witnesses? Often, students who are initially willing to be witnesses later back out. (Pat Humphrey will draft a proposed amplification of this).

8. Mandatory training for faculty would be difficult/impossible to enforce. The provost’s office is strongly encouraging department chairs to have presentations made at their department meetings.

We had requested information from Judicial Affairs on the number of disruptive student complaints. The information provided was nine cases (four from faculty) for AY 2007-08. Since May 15, 2008 there have been four cases (two from faculty). This information is too scanty to determine any trends. The committee decided to request further longitudinal information (more years) along with the nature of the complaints and the resolution/decision. Privacy laws restrict what information we can get on these. Much discussion took place regarding the probability that many faculty don’t report instances, just as academic dishonesty may be privately adjudicated and not reported.

If any committee members have further ideas, please send them to the other members of the committee.

Jean-Paul raised the issue of the proposed TRS changes to the cost-of-living-adjustment (COLA). It was noted that Dr. Grube has already written the TRS board on behalf of Georgia Southern. Individual faculty members who are concerned should also write. Jean-Paul is to ask Ron core to let GSNEWS know that the changes also allow for negative adjustments.

The meeting adjourned at 8:35.

Submitted by Patricia Humphrey

Library Committee
Chair: Tim Giles
Library Committee meeting - Monday, October 22, 8:00 A.M.
Voting Committee Members Present: Dr. Tim Giles, Library Chair, CLASS; Dr. Marie Botkin, CHHS; Dr. Hyo-Joo Han, CIT; Ms. Debra Skinner, LIB, Dr. Patrick Wheaton, CLASS; Dr. John Hatem, COBA; Dr. Gregory Chamblee, COE; Dr. Anthony Parrillo, JPHCOPH.

Voting Committee Members Absent: Quentin Fang, COST.

Non-Voting Committee Members Present: Dr. Bede Mitchell, Dean of the Library;

Guests: Ms. Ann Hamilton, Associate Dean of the Library

The meeting began with requests for clarification on the data Dean Mitchell had provided the Library Committee since the last meeting. In addition, Dean Mitchell provided a new list of aspirational and peer institutions presented to the Dean’s Council the day before. Some discussion ensued over to what extent this new list of aspirational and peer institutions should have on the Library Committee’s current investigation. The committee decided it would be better to retain the committee’s original list since two universities on the new list, Appalachian State University and James Madison University, were on the Library Committee’s list, and the new list includes East Carolina University, which had been considered at an earlier meeting but not included in the Library Committee’s current study because ECU has a medical school, which would certainly inflate the “Total Library Expenditures Per Person Enrolled (FTE).” Indeed, ECU’s higher “Total Library Expenditures Per Person Enrolled (FTE)” is over twice Georgia Southern’s. The Library Committee also questioned using a university on the new list such as The University of West Florida since its library serves only 7,967 students.

Of the seven aspirational and peer institutions responding to Dean Mitchell’s request for information, Georgia Southern (17,752) ranks fairly high in terms of the percentage (4.3%) of the institution’s overall budget allocated to the library, with $225.17 “Total Library Expenditures Per Person Enrolled (FTE).” For example, James Madison University (16,737) receives only 2.0% of the institution’s overall budget, but “Total Library Expenditures Per Person Enrolled (FTE) is $327.57, which means that Georgia Southern does not receive equivalent overall funding. The same was true for Appalachian State (14, 276), which is provided with 3.0% from the institution’s overall budget, but spends $462.27 on “Total Library Expenditures Per Person Enrolled (FTE).” Though we do not know the percentage of the institution’s overall budget for The University of West Florida, it spends $405.56 on Total Library Expenditures Per Person Enrolled (FTE).

With this data in mind, the committee decided to write a report that would explore these avenues for increasing funding for Henderson Library resources:

- Further examination of data from aspirational and peer institutions;
- Tuition from online courses;
The Student Technology Fee;
Private Fund-Raising.

The Library Committee also decided to ask the undergraduate and graduate student representatives on the committee if they would be willing to write statements that would support increased funding since they seemed interested in supporting this idea at the September 12, 2008, Library Committee Meeting.

Currently, the Library Committee plans to present a report of its findings to the Faculty Senate for Spring Semester 2009.

The meeting adjourned at 9:00.

Respectfully submitted by Dr. Tim Giles

**Faculty Development Committee**
Chair: Fred Smith

October 7, 2008
8:00 – 9:30am

The Faculty Development Committee (FDC) met October 7 with seven of the nine members present, as well as Alan Altany and Patricia Hendrix from the Center for Excellence in Teaching. All nine members had previously scored the Travel Grant proposals based on the grading rubric provided by the CET online program.

After subtracting the funding distributed for the Development of Instruction grants, the remaining total was about $42,000. Since there were two funding cycles remaining, the FDC decided to allot approximately $21,000 for this cycle of Travel Grants.

The total scores were arranged in descending order. Each grant number included the amount of funding requested for ease of adding. Starting from the highest cumulative scored grant, the Committee added in the amounts of funds requested by each until we arrived at our previously agreed upon total.

The Committee Chair asked for discussion of those grants whom individuals had rated highly but were below the Committee’s funding cutoff line. After discussion, the FDC decided to fund the first 17. The total for those was just below $20,786.80.

Thirty-seven applications were received; the total funds requested were $43,635.90. The Committee awarded a total of $20,786.80 to fund 17 projects, which is about 46% of the total funding requested.
Faculty Service Committee
Chair:
No report

Faculty Research Committee
Chair: Norman Schmidt
No report

Graduate Committee
Chair: Jill Lockwood

GRADUATE COMMITTEE MINUTES
Chair: Dr. Jill Lockwood
Graduate Committee Meeting Date - October 9, 2008

Present: Dr. Jim McMillan, CHHS; Dr. Ardian Greca, CIT; Dr. Lisa Schulz, COE; Dr. Robert Fernekes, Library; Dr. Jill Lockwood, COBA; Dr. David Rostal, COST; Dr. Richard Flynn, CLASS; Dr. William Amponsah, COBA; Mr. Jonathan Hanwell, Library; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Kenneth Clark, COE; Dr. Robert Vogel, JPHCOPH; Dr. Dick Diebolt, COGS; Ms. Liz Zettler, GSO; Mrs. Audie Graham, COGS; Dr. Timothy Mack, COGS

Absent with Notification: Dr. Cindi Chance, Dean, COE, [Academic Affairs]; Dr. Yan Wu, COST

Absent without Notification: Dr. Patrick Wheaton, CLASS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Dr. Deborah Thomas, COE; Dr. Shahnam Navaee, COST; Dr. Richard Mercier, CLASS; Mr. Raleigh Way, COL; Dr. Donna Hodnicki, CHHS; Dr. Steve Rossi, CHHS; Dr. Gary Means, Dean of the Division of Continuing Education and Public Service

I. CALL TO ORDER: Dr. Jill Lockwood called the meeting to order on Thursday, October 9, 2008 at 9:00 AM.

II. APPROVAL OF AGENDA: The agenda was approved as written.

III. ONLINE EDUCATIONAL TECHNOLOGY PRESENTATION:

Dr. Lockwood introduced Mr. Raleigh Way from the Center for Online Learning (COL), who gave a presentation about online learning at Georgia Southern. She explained that the purpose of the presentation was to demonstrate that on-line courses have the ability to offer the students the same quality of instruction that students would receive from an “on campus” graduate program. Mr. Way discussed what students want from online courses/programs, with the top priority being that they want the courses to navigate the same way. Mr. Way reviewed the different phases during the development of online courses/programs. He explained that the COL works with the faculty during the developmental process to ensure that all needs are met. He shared examples of faculty’s course templates and learning modules. Mr. Way discussed both positive and negative feedback he received from students in the “end-of-semester course evaluation”. Dr. Donna Hodnicki and Dr. Steve Rossi also attended, and spoke of their experiences with teaching an online course.

IV. GRADUATE COMMITTEE CHAIR’S REMARKS – Dr. Jill Lockwood

Dr. Lockwood asked that Dr. Robert Fernekes serve as Chair in the November Graduate Committee Meeting, since she will be unable to attend. He agreed to do so.
Lockwood stated that the next Revised Blueprint Subcommittee Meeting would be on Monday, October 20, 2008 at 1:00 PM in the Dean’s Conference Room in the Library, and that anyone is welcome to attend.

V. A. OLD BUSINESS - No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES

i. Academic Standards & Policies Committee- Dr. Fernekes stated that he met with Dr. Timothy Mack and Dr. Lockwood to discuss the changes in Affiliate Graduate Faculty status and the Continuous Enrollment Requirement. He distributed a handout showing the changes that were made, and recommended that the graduate program directors be asked to review the proposed changes. The committee agreed that this would be a useful course of action. Dr. Mack will work with Dr. Fernekes to distribute the proposed changes to the graduate program directors.

Dr. Jim McMillan requested that the subcommittee determine how the grade of IP is interpreted. For example, if a graduate student takes thesis credit and does not complete the thesis he/she gets assigned an IP grade. Does this mean the student is still enrolled in the course and therefore does not need to enroll in further credits?

ii. Curriculum Committee- Dr. Robert Vogel reported that the subcommittee met “virtually” to discuss the program and course proposal items. He stated there was only one course item that they had a difficulty approving, but correspondence with the department resolved the issue.

iii. Program Review, Assessment & Strategic Planning Committee- Dr. McMillan reported that this subcommittee had no news to report. He also asked that the members in his subcommittee contact him to let him know what email address they check regularly.

VI. NEW BUSINESS:

1. College of Education

   New/Revised Programs:

   M.Ed. Counselor Education
   Justification: The Counselor Education Program Community Counseling concentration 2 will be required to increase program requirements from 48 semester hours to 60 semester hours by 2013 in order to meet CACREP and BOR requirements for accreditation. Community Counseling programs will be required to phase in the increase with 54 semester hours by 2009 and 60 semester hours by 2013. Adding the requirements of COUN8533 Professional Practice and Ethics and COUN 8536 Counseling Advocacy and Systemic Change in a Diverse Society will insure that the program stays on the time line to meet accreditation standards. The effective date for the revised program of study is Summer 2009 since the entry term for the next cohort for COUN master's candidates is Summer 2009.

   Other changes are edits to the current catalogue copy: (1) The term “Track” is being replaced by “Concentration” per COGS’ request, (2) there is a spelling correction of one word, “Acquiring”, and (3) the three paragraphs under the heading “Acquiring School Counseling Certification for Those who Already Hold a Master's Degree;” need to be formatted so they are bullets identified by “a.”, “b”, and “c”.

   M.Ed. in Teaching and Learning
   Justification: The courses being removed from the program are no longer offered. These courses have been deleted from the catalogue. In order to provide a broader
opportunity for candidates to complete courses, the elective hours are being increased and the restricted electives section is being deleted.

The M.Ed. in Teaching and Learning's Program of Study is also being revised to use “Concentration” rather than “Track”.

Dr. Diebolt stated that some students admitted under one of the previously approved degree majors may want to graduate under the degree and major to which they were admitted. He suggested that there be an understanding about the length of time a student would have to complete the requirements under the old major. Mr. Wayne Smith stated that in special cases the Registrar’s Office has requested approval from the BOR Central Office for permission to grant a degree that had been discontinued if a student had been admitted under that degree program. Dr. Diebolt indicated that students would be changed to the new degree program automatically to assist the Registrar’s Office in tracking students in current approved programs. But if there were any who did not wish to be changed to the new major, they would need to comply with the agreed upon time period for them to graduate under the old major.

**MOTION:** Dr. Vogel stated that the Curriculum Committee approved the New/Revised Programs submitted by the College of Education, and moved that the Graduate Committee accept them. The motion to approve the New/Revised Programs was passed.

**Other Topics:**
- Education Specialist (Ed.S.) Guidelines
- All COE Initial Teacher Preparation Programs (BSED and MAT) – Policies and Procedures for Field Experiences, Internships and Clinical Experience for Initial Teacher Preparation
- Admissions GPA in Banner

**MOTION:** Dr. Vogel stated that the Curriculum Committee approved the Additional Topics submitted by the College of Education and recommended approval. After some discussion of the Admission GPA in Banner, Dr. Fernekes provided the second. The motion to approve the Additional Topics was passed.

**New Course:**
- ECED 7233 Teaching Writing in the Elementary School

**Course Deletions:**
- Department of Curriculum, Foundations, and Reading
  i. EDUC 8890 Curriculum Foundations and Research
  ii. EDUC 9134 Teacher Education Curriculum
  iii. EDUR 8230 Classroom Measurement
  Justification: These courses have not been offered since Summer 2005 or before, and the department has no plans to offer them in the future. *EDUC 8890 has already been deleted from Catalog but is still “active” in Banner. It should be made “inactive” in Banner.
- Department of Teaching and Learning
  i. ECED 7331 Emerging Science and Mathematics Concepts
  ii. ECED 8230 Problems in P-5 Language Arts
  iii. ECED 8330 Problems in P-5 Mathematics
  iv. ECED 8430 Problems in P-5 Science
  v. ECED 8530 Problems in P-5 Social Studies
  vi. ECED 7090 Selected Topics in P-5 Education
  vii. ECED 7231 Emerging Literacy
  viii. MGED 7138 Supervision of Teachers
  ix. MSED 8433 Readings in the Social Studies
  x. SCED 7138 Supervision of Teachers
xi. SCED 7331 Young Adult Literature  
xii. SCED 7332 Integrated Language Arts  
xiii. SPED 7238 Supervision of Teachers  
xiv. SPED 7890 Directed Individual Study

Justification: With the exception of ECED 7090, these courses have not been taught in the past 5 years. There are no plans to offer them in the future. ECED 7090 is no longer needed since ESED 7090 can be used, when needed, to offer selected topics in the area of early childhood education. (Courses marked with an * have previously been deleted from Catalog, but are still "active" in Banner and need to be made "inactive").

- Department of Leadership, Technology and Human Development
  i. EDLD 7137 Supervising Skills for Teacher-Support Specialists
  ii. ITEC 8734 Applied Distance Education

Justification: These two courses are being deleted since they have not been taught in the past 5 years and there are no plans to offer them in the future. Additionally, regarding EDLD 7137 which was created for the Teacher Support Specialist (TSS) Endorsement Program that COE no longer offers. *COE is removing EDLD 7137 as an elective option for the MED in T&L ECED concentration; KINS 8430 will be revised by its dept.; and COE is deleting SPED 7238.

MOTION: Dr. Vogel stated that the Curriculum Committee discussed the New Course and Course Deletions submitted by the College of Education and moved for the Graduate Committee to accept them. The motion to approve the New Course and Course Deletions was passed.

2. College of Liberal Arts and Social Sciences

New/Revised Programs:

Master of Music
Justification: (1) Revisions in Music Education (replacing previous Music Technology requirement with already existing courses in Music Analysis and Performance) needed to meet newly released accreditation standards of the National Association of Schools of Music; (2) listing of specific suggested electives courses in Music Education and Music Technology removed to simplify the program page and to avoid constant changes to the program page when course changes occur that involve only elective options; (3) a need to create a permanent course number for the Chamber Music Analysis & Literature course, listed in the Performance Concentration, which had previously been offered the maximum number of times as a Special Topics course; (4) removal of MUSC 7531 from Music Technology concentration, since this course has been replaced by several more specific courses.

None of these changes require additional course load, faculty load, or monetary resources

M.S. Psychology
Justification: This revision adds a "Psy.D." track to the existing M.S. in Psychology program. The Psy.D. track allows students enrolled in the Psy.D. to obtain an MS "along the way" to their doctorate. It also allows students who fail to pass the Comprehensive Exam at a doctoral level of competency (but do pass at a masters level of competency) to leave the Psy.D. program with an MS degree.

Psy.D. Clinical Psychology
Justification: Revising the Psy.D. program page to reflect a course name change (SOCI 5435G to SOCI 7435)

MOTION: Dr. Vogel stated that the Curriculum Committee reviewed the New/Revised Programs submitted by the College of Liberal Arts and Social Sciences and recommended approval. The motion to approve the New/Revised Programs was passed.

New Courses:
- MUSC 7330 – Chamber Music Analysis and Literature
- SOCI 7435 – Seminar in the Rural South

Course Deletion:
- MUSC 6531 – Technology in Music
  Justification: This course has been replaced by a series of more specific courses and is no longer being taught.

Selected Topics Announcements:
- ANTH 5091G – An Introduction to Biblical Archaeology
- ANTH 5091G – The Archaeology of Place

Dr. Mack stated that course SOCI 7435 contained some typographical errors and asked to have corrected course pages resubmitted.

MOTION: Dr. Vogel stated that the Curriculum Committee discussed the New Courses and the Course Deletion submitted by the College of Liberal Arts and Social Sciences and recommended approval. The motion to approve the New Courses and the Course Deletions with the amendment that the corrections of course SOCI 7435 be made was passed. The revised course submission is shown on the next pages.
Subject: 
Number: 

Answers to all the following questions must be submitted. Limit total responses to two pages.

1. Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.

2. Similarity with existing course: Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.

3. Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {(e.g., Teacher Education Committee (TEC))?

4. Course Goals/Objectives: Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.

5. Student Assessment Procedures: Briefly describe how student learning will be assessed.

6. Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.

7. University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit's plan to garner these resources.

8. Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)

(Please complete curriculum form which follows)
1. Subject: _____  Number: _____

2. Full Course Title for Catalog: _____  Abbreviated Course Title (max 30 characters): _____
   (Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? No
   If Yes, please list the cross-listed courses below.
   Subject: _____  Number: _____
   Subject: _____  Number: _____
   Subject: _____  Number: _____

**A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? Yes
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

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5. Repeatable for Credit: No
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

6. Additional Fees: No If yes, amount: ______

7. Level: S2-Masters S3-Specialist S4-Doctorate

8. Grade Mode: N = Normal A = Audit Drop-down Drop-down (Default)

9. Schedule Type: D = Seminar Drop-down Drop-down Drop-down (Default)

***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (#5)***
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3. **College of Science Technology**

**New Courses:**
- TEET 5238G – Industrial Electronics
- TEET 5245G – Electronic Communication Systems
- TEET 5542G – Computer System Design

The wording of the course description on the TEET 5542G course page was changed per the Curriculum Committee's request. Rewording is as follows:

This course is a dual numbered course with the existing TEET 4541, a required course in the Electrical Engineering Technology program. It also has similarities to two CSCI (3231 and 5331G) courses. However, we only have space for a 4 credit hour course in the Mechatronics emphasis of the MT program that will fully cover hardware design and embedded systems, and provide practical design laboratory experiences by an ABET approved faculty in Electrical Engineering.

**MOTION:** Dr. Vogel stated that the Curriculum Committee discussed the New Courses submitted by the College of Science Technology and recommended approval for all courses, with an amendment to TEET 5542G. The motion to approve the New Courses as amended was passed. Revised course page is as follows:
Answers to all the following questions must be submitted. Limit total responses to two pages.

1. Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.

2. Similarity with existing course: Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.

3. Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {(e.g., Teacher Education Committee (TEC))}?

4. Course Goals/Objectives: Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.

5. Student Assessment Procedures: Briefly describe how student learning will be assessed.

6. Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.

7. University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit's plan to garner these resources.

8. Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)

(Please complete curriculum form which follows)
1. Subject: _____  Number: _____

2. Full Course Title for Catalog: _____
   Abbreviated Course Title (max 30 characters): _____
   (Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? **No**
   If Yes, please list the cross-listed courses below.
   Subject: _____  Number: _____
   Subject: _____  Number: _____
   Subject: _____  Number: _____

   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? **No**
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
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<tbody>
<tr>
<td>(Must Be Completed)</td>
<td>(Only for variable hours)</td>
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5. Credit Hours:  Drop-Down  Drop-Down  Drop-Down  Drop-Down
   Billing Hours:   Drop-Down  Drop-Down  Drop-Down  Drop-Down
   Lecture/Seminar Contact Hours:  Drop-Down  Drop-Down  Drop-Down  Drop-Down
   Lab Contact Hours:  Drop-Down  Drop-Down  Drop-Down  Drop-Down
   Will multiple labs be offered for each lecture section?  Drop-Down
   Other Contact Hours:  Drop-Down  Drop-Down  Drop-Down  Drop-Down
   Total Contact Hours:  Drop-Down  Drop-Down  Drop-Down  Drop-Down

   Ratio of Contact Hours to Credit Hours:  ___ : ___ : ___ : ___

6. Repeatable for Credit: **Yes**
   (All Graduate courses are counted in Graduate GPA; therefore, all Graduate courses should be YES)

7. Additional Fees: **No**  If yes, amount: _____

8. Level:  S2-Masters  Drop-down  Drop-down

9. Grade Mode:  N = Normal  Drop-down  Drop-down  Drop-down  Drop-down
   (Default)

10. Schedule Type:  B = Lecture/Supervised Lab  A = Lecture (default)  E = Supervised Lab  Drop-down
    (Default)

   ***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (##)***
New Course-Page Two

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<th>COURSE PREREQUISITE(S)</th>
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<td>Additional prerequisite(s):</td>
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<td>Are prerequisites to be enforced at Registration? Yes</td>
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<th>COURSE CO-REQUISITE(S)</th>
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<td>Additional co-requisite(s):</td>
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<td>Are co-requisites to be enforced at Registration? Drop-down</td>
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VII. ROUND TABLE DISCUSSION: Dr. Lockwood asked the committee if the discussion of the online presentation by Mr. Way could serve as the roundtable, and the group agreed to this.

VIII. DEAN’S UPDATE: Dr. Mack announced that Hobson’s Connect is live. He explained that Hobson’s Connect is used as an electronic communication plan for prospective students. Many people participated in the implementation of this system, and Dr. Mack indicated that both Mrs. Dawn Lipker and Mrs. Deborah Champion deserved special mention for the tremendous amount of work they put into this project.

He then distributed a handout of the proposed revisions for the Electronic Thesis and Dissertation (ETD) Student Guide. Dr. Mack stated that the revisions increase flexibility for students submitting electronic theses and dissertations. Dr. Richard Flynn recommended that the graduate program directors review the document and provide feedback to the Academic Standards & Policies Subcommittee. Dr. McMillan provided the second. The motion to have the graduate program directors review the guidelines was passed.

IX. ANNOUNCEMENTS: There were no announcements discussed.

X. ADJOURNMENT: There being no further business, the meeting was adjourned on October 9, 2008 at 10:35 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved October 22, 2008 by electronic vote of Committee
I. CALL TO ORDER

Present: Dr. Bob Jackson, Dr. Cheryl Aasheim, Dr. Debra Skinner, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Marla Morris, Dr. Michael Moore, Dr. Patrick Wheaton, Ms. Caroline James, Ms. Ann Montalvo

Visitors: Dr. Anestatia Sims, Dr. Brian Koehler, Ms. Candace Griffith, Dr. Danny Averette, Ms. Deborah Swofford, Mr. Eric Nelson, Dr. John Murray, Dr. Nancy Shumaker, Dr. Phyllis Dallas, Dr. Stephanie Kenney

Absent: Dr. Amy Heaston, Dr. Ahmed Adu-Oppong, Dr. Allison Dobson Long, Ms. Amy Boyett, Dr. Barry Munkasy, Dr. Camille Rogers, Dr. Kent Murray, Dr. Kevin Elder, Dr. Lori Lester, Dr. Reed Smith, Dr. Renée Hotchkiss, Dr. Timur Mirzoev, Dr. Swati Raychowdhury

Dr. Patrick Wheaton called the meeting to order at 3:20 p.m.

II. APPROVAL OF AGENDA

A Moore/Higgins motion to approve the agenda was passed unanimously.

III. VICE PRESIDENT FOR ACADEMIC AFFAIRS

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

New or Revised Program

International Studies Significant International Content Course

JUSTIFICATION:

The Center for International Studies requests to add to the "Significant International Content" courses, HLTH 5195S International Studies in Health and Kinesiology as a study abroad experience for students. This program will provide students with a hands-on transcultural experience in Rome, Siena, and Florence, Italy.

A Morris/Saye motion to approve this program revision was passed unanimously.

IV. COLLEGE OF EDUCATION

New Course

READ 4090 - Selected Topics in Reading

JUSTIFICATION:

A variable credit course is needed that can be used for selected topics in reading.
A Moore/Higgins motion to approve this new course was passed unanimously.

Course Revisions
FROM: ECED 3131 - The P-5 Curriculum
Prerequisites: Prior or concurrent enrollment with a minimum grade of “C” in ITEC 3130 and SPED 3130.
TO: ECED 3131 - The P-5 Curriculum
Prerequisites: Prior or concurrent enrollment with a minimum grade of “C” in ITEC 3130 and SPED 3331.
JUSTIFICATION:
When the prerequisites were changed in the Spring of 2008, a typographical error was made. SPED 3130 should have been SPED 3331.

A Higgins/Saye motion to approve this course revision was passed unanimously.

FROM: ESED 4633 - Student Teaching Seminar
Corequisite: ECED 5799 for early childhood majors only.
TO: ECED 4633 - Student Teaching Seminar
Corequisite: ECED 5799.
JUSTIFICATION:
This course is being restricted to early childhood majors; therefore, the course prefix is being changed from ESED to ECED. In addition, a change in the corequisite is being changed to clarify that the course is a coorequisite to ECED 5799.

A Saye/Aasheim motion to approve this course revision was passed unanimously.

FROM: ISCI 2001 - Life/Earth Science
Additional Fee: $2.00.
TO: ISCI 2001 - Life/Earth Science
Additional Fee: $5.00.
JUSTIFICATION:
This science course in Area F requires the use of expendable materials that must be replaced each semester to function in the full capacity of a laboratory science course. The course fee would be used to replace these expendable materials. This course revision form increases the fee from $2.00 (approved by UGC on 5/27/08) to a fee of $5.00 per student in the course.

FROM: ISCI 2002 - Physical Science
Additional Fee: $2.00.
TO: ISCI 2002 - Physical Science
Additional Fee: $5.00.
JUSTIFICATION:
This science course in Area F requires the use of expendable materials that must be replaced each semester to function in the full capacity of a laboratory science course. The course fee would be used to replace these expendable materials. This course revision form increases the fee from
$2.00 (approved by UGC on 5/27/08) to a fee of $5.00 per student in the course.

An Aasheim/Jackson motion to approve these course revisions was passed unanimously.  
NOTE: After being unanimously approved by Saye/Higgins at the May 27, 2008 Undergraduate Committee Meeting the department chair decided to TABLE ISCI 2001 and ISCI 2002 until a Fall meeting.

New or Revised Programs
B.S.Ed. Early Childhood Education
JUSTIFICATION:  
The ESED 4633 course is a course that is being restricted to candidates in the Early Childhood program; therefore, we are proposing to change the prefix from ESED to ECED. With this course change, the Program of Study page in Catalog will need to list ECED 4633.

A Saye/Aasheim motion to approve this program revision was passed unanimously.

B.S.Ed. Technology Education
JUSTIFICATION:  
Continued low enrollments in the B.S.Ed. in Technology Education program have led to a decision to delete the program effective January 1, 2010. No additional candidates have been admitted to the program within the last year.

Technology Education Second Discipline Concentration
JUSTIFICATION:  
The B.S.Ed. in Technology Education is being deleted effective January 1, 2010; therefore, this proposal is to delete the secondary discipline concentration in Technology Education since the program will no longer be available.

A Moore/Smith motion to approve these program revisions was passed unanimously.

Policies and Procedures for Field Experiences, Internships and clinical Experience Initial Teacher Preparation
JUSTIFICATION:  
The additional section in Catalog is being proposed so that the official policies and procedures for field experiences, internships and clinical experience for initial teacher preparation are published and students have access and knowledge of those policies.

A Morris/Aasheim motion to approve this program revision was passed unanimously.

Selected Topics Announcement
READ 4090 - New Literacies and Technology
JUSTIFICATION:
This course is needed for the special education program to allow students to become highly qualified in reading.

V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Course Revisions

FROM: TEET 4238 - Industrial Electronics
Industrial applications of electronic switching devices including SCR-based converters, inverters, choppers, motor controls, and process control systems. Prerequisite: TEET 3243.

TO: TEET 5238 - Industrial Electronics
A study of industrial applications of electronic devices including SCR's, triacs, switching circuits, timers, logic control circuits, optical devices, and sensors. The course also includes laboratory activities. Graduate students will complete an additional independent research project that involves a written report with an oral presentation. Prerequisite: TEET 3243 or TMAE 5132G.

JUSTIFICATION:
This course has been dual numbered to allow for a 5000 series graduate version which will incorporate an additional project/s not required of undergraduates.

FROM: TEET 4245 - Electronic Communication Systems
In this course students will study basic principles, devices and circuits in modern electronic communications systems. Topics include systems and signal analysis, spectrum analysis, amplitude modulation and detection, frequency modulation and detection, and oscillators. Prerequisite: TEET 3241.

TO: TEET 5245 - Electronic Communication Systems
In this course students will study basic principles, devices and circuits in modern electronic communications systems. Topics include systems and signal analysis, spectrum analysis, amplitude modulation and detection, frequency modulation and detection and oscillators. Graduate students will complete an additional independent research project. Prerequisites: TMAE 5132G or ENGR 3241 or TEET 3241 and TEET 3145. Note: Undergraduates are required to take TEET 3145 and TEET 3241 or ENGR 2341. Graduate students can either have taken these prerequisites or TMAE 5132G

JUSTIFICATION:
This course must be dual numbered to allow for a 5000 series graduate version which will incorporate additional project/s.

FROM: TEET 4541 - Computer System Design
The design of computer systems and components. Processor design, instruction set design, and addressing; control structures and microprogramming; memory management, caches, and memory hierarchies; interrupts, I/O structures, and pipelining. Prerequisite: TEET 2443 or ENGR 2332.

TO: TEET 5542 - Computer System Design
This course is an in-depth study of the inner-workings of modern digital computer systems and trade offs present at the hardware-software interface. Activities will include the design process in the context of a complex hardware system and practical experiences with computer-aided design tools. Topics include: instruction set design, computer arithmetic,
controller and data path design, memory systems, input-output systems, pipelining, performance and cost analysis. Graduate students will be required to complete an additional research project. Prerequisite: TMAE 5132G, TEET 2443, or ENGR 2332.

JUSTIFICATION:
This course has been dual numbered to allow for a 5000 series graduate version which will incorporate additional project assignments not required of undergraduates.

A Saye/Aasheim motion to approve these course revisions was passed unanimously.

New or Revised Program
B.S. Electrical Engineering Technology
JUSTIFICATION:
Three undergraduate courses are being renumbered to allow for a 5000 series graduate versions which will incorporate additional project assignments that are not required of the undergraduate student.

A Saye/Aasheim motion to approve this program revision was passed unanimously.

Selected Topics Announcement
CHEM 3090 - Analytical Principles
JUSTIFICATION:
Description: The classroom study of modern quantitative determination methods, including volumetric and gravimetric analyses, equilibrium calculations, and acid/base chemistry, as well as, the fundamental theory of chromatography, spectroscopy, and electrochemistry. Prerequisite: A minimum grade of “C” in CHEM 1146 and prior or concurrent enrollment in CHEM 2031.

Justification: This course is being offered as part of an grant awarded to the chemistry department to try new pedagogy in teaching the chemistry curriculum. It is essentially a lecture-only alternative to CHEM 2242 Analytical Chemistry. Students taking this course will follow-up next Fall semester with another Selected Topics course (“Biochemical Principles”) that will essentially be a 5 hr. alternative to CHEM 5542 Biochemistry I. That course will have laboratory twice per week and will shift the analytical lab skills to the study of biochemical molecules. This arrangement is more in-line with current trends in the chemistry field.

VI. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

New Course
WRIT 3140 - Writing for Young Readers
A workshop course that focuses on writing for children and young adults. Students read and discuss theoretical as well as creative texts, write in multiple forms, such as poetry, fiction, creative nonfiction, and multimedia, and produce a portfolio of work. Prerequisite: A minimum grade of “C” in ENGL 1101. 3 credit hours.

JUSTIFICATION:
This course fills a gap in the creative writing concentration for a B.A. in Writing and Linguistics and keeps the creative writing concentration at the forefront of innovative undergraduate creative writing programs in
the state and country. The course has been offered twice as a Selected Topics course and was enrolled to capacity both times, so student perception of the need for the course has been clearly established.

*An Aasheim/Higgins motion to approve this new course was passed unanimously.*

**Course Deletion**  
**AMST 4131 - American Biography**  
*JUSTIFICATION:*  
No longer appropriate for AMST. HIST 4131 revised.

*A Saye/Aasheim motion to approve this course deletion was passed unanimously.*

**Course Revisions**  
**FROM:** HIST 4131 - American Biography  
An analysis of the life stories of representative individuals in American history including examination of different types of biographical writing.  
**TO:** HIST 4131 - Biography and History  
Analysis of biography as a genre in historical writing and scholarship using life stories of representative individuals in history.  
*JUSTIFICATION:*  
Revisions to course title and catalog description place biography within larger framework of historical scholarship and make the class more consistent with departmental curriculum. Delete AMST 4131 cross listing.

*A Jackson/Higgins motion to approve this course revision was passed unanimously.*

**FROM:** WRIT 5632 - Writing Flash Fiction  
A creative writing workshop in which students investigate the short-short story by reading and writing examples. The form is both ancient (dreams, parables) and cutting edge (Flash Fictions, Sudden Fiction). Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in ENGL 1102.  
**TO:** WRIT 5632 - Writing Flash Prose  
A creative writing workshop in which students study and write short prose forms such as the short-short story, brief creative nonfiction, and prose poetry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of “C” in ENGL 1101 and WRIT 2131 or WRIT 2133 and WRIT 3130 or permission of instructor.  
*JUSTIFICATION:*  
This revision broadens the scope of this course in order to acknowledge the multi-genre and overlapping nature of short prose forms and to take advantage of faculty expertise in these genres.

*An Aasheim/Smith motion to approve this course revision was passed unanimously.*
Selected Topics Announcements

ANTH 3091 - Minority Rhetorics

JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and communicating. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, journalism, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also international. This course is a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places-- tangibly affects us and the world around us.

ANTH 5091 - The Archaeology of Place

JUSTIFICATION:
The objective of this class is to use historical-geographical principles to inform the archaeological process and to move beyond a limited view of site formation by focusing on such concepts as site location, transportation patterns, resource acquisition, etc. The Israeli-Palestinian region will serve as a template for learning these principles, but as the class progresses, we will apply them further afield, even bringing them home to Georgia.

ANTH 5091 - An Introduction to Biblical Archaeology

JUSTIFICATION:
Biblical archaeology delves into the contextual past of the Bible, attempting to reconstruct the culture in which the texts originated and, thereby, illuminate the text and contribute to the historical understanding of the period. This class will provide a broad overview of the biblical period, covering a time span from the Old Testament roots in the Neolithic to the Greco-Roman background of the New Testament, and will highlight important concepts, sites, and finds and illustrate their relationship to the historical, social, and religious settings of the Old and New Testaments.

POL 4031 - Minority Rhetorics

JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and communicating. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, journalism, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.
The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also international. This course is a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places-- tangibly affects us and the world around us.

**PSYC 5030 - The Psychology of Evil**

*JUSTIFICATION:*

Understanding Why Good People Do Bad Things: The Psychology of Evil

Revenge, prejudice, hate, and indifference afflict society. Even the most decent person has the potential to commit heinous acts. What causes evil behavior? Why do seemingly good people do bad things? What can people do to prevent bad behavior from occurring? This seminar emphasizes the scientific approach to answering these questions. More specifically, the class will explore how situational contexts elicit evil behavior.

**RELS 3030 - An Introduction to Biblical Archaeology**

*JUSTIFICATION:*

Biblical archaeology delves into the contextual past of the Bible, attempting to reconstruct the culture in which the texts originated and, thereby, illuminate the text and contribute to the historical understanding of the period. This class will provide a broad overview of the biblical period, covering a time span from the Old Testament roots in the Neolithic to the Greco-Roman background of the New Testament, and will highlight important concepts, sites, and finds and illustrate their relationship to the historical, social, and religious settings of the Old and New Testaments.

**SPAN 3030 - Spain Today**

*JUSTIFICATION:*

This course serves as an 3000-level elective in the Spanish major and minor. The course will explore current Spanish-Peninsular culture as opposed to the chronological survey of culture and history provided in 4334.

**SPAN 5030 - Contemporary Spanish Drama: From Stage to Screen**

*JUSTIFICATION:*

This course serves as a 5000-level elective in the Spanish major and minor. The course will help students understand modern Spanish life and art.

**WGST 3090 - Minority Rhetorics**

*JUSTIFICATION:*


This course is designed to introduce a variety of ways of writing and communicating. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, journalism, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also international. This course is a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places-- tangibly affects us and the world around us.

WRIT 3030 - Minority Rhetorics

JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and communicating. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, journalism, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places-- tangibly affects us and the world around us.

WRIT 5030 - Writing Grants and Proposals

JUSTIFICATION:
This course provides direction on how to find, research and write grants and proposals. Students will write a proposal as a final project.

New or Revised Programs

B.A. Psychology

JUSTIFICATION:
The BA in Psychology is being deleted because of a low graduation rate.
B.S. Psychology
JUSTIFICATION:
The BS in Psychology has been reconfigured to incorporate the needs of those students who otherwise would have opted for a BA. This has been done by adding concentrations and offering flexibility with the capstone requirement.

A Higgins/Saye motion to approve these program revisions was passed unanimously pending a change in wording from “concentration” to “area of emphasis” on the program page for the B.S. Psychology.

B.A. Writing and Linguistics (Creative Writing Concentration)
JUSTIFICATION:
Revision simply reflects three recent changes: addition of two new courses -- Introduction to Screenwriting (WRIT 3335, approved by UGC last spring) and Writing for Young Readers (WRIT 3140) -- and a title and content revision of Flash Fiction (WRIT 5632/G) to Flash Prose (WRIT 5632/G).

A Saye/Moore motion to approve this program revision was passed unanimously.

VII. OTHER BUSINESS
• Per email survey responses, Dr. Patrick Wheaton notified the committee that there would be no change in future meeting times/days for 2008.

VIII. ADJOURNMENT
There being no further business to come before the committee, an Aasheim/Saye motion to adjourn the meeting at 4:05 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary

Summary of the Academic Advisory Council
Chair: Linda Bleicken
I. CALL TO ORDER

Present: Dr. Brenda Talley, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Michael Reksulak, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Ron MacKinnon, Dr. Swati Raychowdhury, Dr. Amy Heaston, Ms. Caroline James, Ms. Ann Montalvo, Ms. Azure Gee

Visitors: Ms. Candace Griffith, Dr. Chris Caplinger, Dr. Melissa Lickteig, Dr. Virginia Richards

Absent: Dr. Alain Lawo-Sukam, Dr. Alison Scott, Dr. Camille Rogers, Ms. Lisa Yocco, Mr. Tedrick Kelly

Dr. Michael Moore called the meeting to order at 3:17 p.m.

II. APPROVAL OF AGENDA

A Higgins/Mackinnon motion to approve the agenda was passed unanimously.

III. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Chris Caplinger presented the following agenda items for the Vice President for Academic Affairs.

New Courses

FYE 1220H: First-Year Seminar (Honors)

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw. 2 credit hours.

JUSTIFICATION:

Honors variant of FYE 1220.

A Mackinnon/Higgins motion to approve this new course was passed unanimously.

FYE 2090: Selected Topics in First-Year Experience

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw. 1 credit hour.

JUSTIFICATION:

In order to implement various aspects of the FYE Task force report, it will be necessary to pilot new courses. In at least one case, we will not be able to use existing courses to do this; therefore, we are requesting a special topics course.

A Reksulak/Higgins motion to approve this new course was passed unanimously.

IV. COLLEGE OF HEALTH AND HUMAN SCIENCES

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

New Courses

NURS 3111 - Professional Practice Competencies

This course prepares the professional nurse in the acquisition of safe and competent basic to advanced therapeutic nursing skills. The framework is based on the Essentials of Baccalaureate Nursing Education for Professional Practice. The course is designed to build upon a liberal education in order to develop a generalist nurse capable of delivering safe, high quality patient care as an autonomous or interdependent healthcare team member. Professional, legal, and ethical values are maintained and health care policies, cost containment, and regulatory standards are maintained. The preparation and implementation required in the delivery of care operates from a holistic perspective that is mindful of therapeutic communication strategies, population diversity, lifespan changes, patient learning styles, and the health-illness continuum. Course experiences will expose students to a range of patient care technologies such as assessment or monitoring devices and medication administration systems. Proper documentation of patient data will be addressed from the standpoint of confidentiality as well as the ethical and legal issues related to the use of information technology. Prerequisite: Admission into the undergraduate nursing program. Corequisites: NURS 3150, NURS 3221, NURS 3332 and NURS 3230. 1 credit hour.
JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 3150 - Introduction to Professional Practice
This integrated theory/clinical course builds a foundation for professional nursing practice utilizing concepts, principles, and practices which undergird professional nursing practice. Emphasis is on the acquisition of core concepts and the performance of basic nursing skills used in the provision of safe, appropriate, and compassionate care for culturally diverse populations. The course builds on knowledge gained from the arts and sciences and incorporates cognitive, interpersonal, technical and ethical/legal skills learned in adjunct courses into the clinical practice of professional nursing. Corequisites: NURS 3221, NURS 3111, NURS 3332 AND NURS 3230. 6 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 3332 - Pathophysiology
This course introduces abnormal physiological health transitions across the lifespan incorporating evidence-based interaction in professional practice. Disorders affecting cells, organs, and systems involved in the regulation of structure and function within the human organism are examined. How diseases affect the structures, functions, and systems of the human organism are explored. The influence of genetics, ethnicity, environment, and age are incorporated. Prerequisite: Admission to the Bachelor of Science in Nursing program. Corequisites: NURS 3150, NURS 3221, NURS 3111, NURS 3230. 3 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 3221 - Pharmacologic and Integrative Therapeutics I
The course introduces pharmacologic and other therapeutic modalities appropriate to culturally diverse populations across the lifespan. Ethical, legal, and teaching responsibilities are delineated. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion. Prerequisite: Admission to the Bachelor of Science in Nursing program. Corequisites: NURS 3150, NURS 3111, NURS 3332 and NURS 3230. 2 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 3222 - Pharmacologic and Integrative Therapeutics II
A continuation of pharmacologic and integrative therapies from NURS 3221, this course provides detailed coverage of additional pharmacologic and specific therapeutic modalities appropriate to culturally diverse populations across the lifespan. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion. Prerequisites: A minimum grade of (C) in NURS 3150, NURS 3221, NURS 3111, NURS 3230, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3252, NURS 3163 and NURS 3130. 2 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 3163 - Nursing Care of Adults
The theory portion of this course focuses on Health Promotion throughout life incorporating primary, secondary, and tertiary prevention as they apply to illnesses affecting adults. Application of the nursing process through nurse-person partnerships regarding promotion, maintenance, or restoration of health is emphasized through the use of case studies. The practicum portion of this course provides clinical experiences regarding health promotion in rural/urban primary, secondary and tertiary health care settings. Students use the nursing process and other analytical tools to provide care to persons experiencing illnesses. Students build on skills previously mastered while acquiring new skills needed to administer safe and effective care. The practicum gives students the opportunity to integrate theory with clinical practice thereby fostering critical thinking in the solution of problems. Prerequisites: A minimum grade of (C) in NURS 3230, NURS 3150, NURS 3221, NURS 3111, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3252, NURS 3130 and NURS 3222. 6 credit hours.
JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 3252 - Mental Health Nursing
The theory portion of this course introduces major theoretical concepts in mental health, which relate to the nursing care of persons, families, groups, and communities. Utilizing the Health Promotion Framework, students conceptualize how the enabling factors are incorporated into the assessment of needs and the planning of care of persons with mental health problems. Emphasis is placed on the examination of mental health alterations and the various roles and functions of the professional mental health nurse. The practicum portion of this course allows students to synthesize and apply the major mental health concepts in providing nursing care to persons, families, groups, and communities. Utilizing the Health Promotion Framework, students integrate various factors in assessing, diagnosing, identifying outcomes, planning, implementing, and evaluating mental health nursing care. Emphasis is placed on the application of various treatment modalities, and on the roles and functions of the professional mental health nurse. Prerequisites: A minimum grade of (C) in NURS 3230, NURS 3150, NURS 3221, NURS 3111, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3163, NURS 3130 and NURS 3222. 5 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 4351 - Nursing Care of Developing Families
The theory portion of this course focuses on health promotion of developing families throughout the perinatal experience. Content focuses on theories of developing families, the four trimesters of pregnancy, parenting, family developments tasks, and health education. Knowledge acquired in the Nursing Care of Developing Families is utilized in planning and implementing therapeutic nursing interventions which are empowering in promoting, maintaining, and restoring their health. Students utilize the nursing process in the provision of nursing care for selected persons and families. The enabling factors of human caring, communication, ethical principles, critical thinking, empowerment, research, cultural sensitivity, and health care technology are used in the delivery of nursing care. The practicum portion of this course focuses on health promotion of developing families throughout the perinatal experience. Knowledge acquired in the Nursing Care of Developing Families is utilized in planning and implementing therapeutic nursing interventions which are empowering in promoting, maintaining, and restoring their health. Students utilize the nursing process in the provision of nursing care for selected persons and families. The enabling factors of human caring, communication, ethical principles, critical thinking, empowerment, research, cultural sensitivity, and health care technology are used in the delivery of nursing care. Prerequisites: A minimum grade of (C) in NURS 3163, NURS 3252, NURS 3222, NURS 3130 and admission into the undergraduate nursing program. Corequisites: NURS 4352 and NURS 4353. 5 credit hours.

JUSTIFICATION:
This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 4352 - Nursing Care of Children
The theory portion of this course focuses on the role of the nurse in partnership with families for the purpose of promoting health and development of children. Family health is viewed as integral to children's health. Theory and research serve as the basis for the effective utilization of enabling factors in the nursing care of children and their families. Content focuses on the health promotion needs of infants, toddlers, preschoolers, schoolagers, and adolescents. The practicum portion of this course focuses on health promotion of children and their families. Knowledge acquired in the classroom is used in assessing, analyzing, planning, implementing, and evaluating nursing care to promote, maintain, and restore health of children. Clinical experiences are provided in rural hospitals and community settings. Prerequisites: A minimum grade of (C) in NURS 3163, NURS 3252, NURS 3222 and NURS 3130. Corequisites: NURS 4351 and NURS 4353. 5 credit hours.

JUSTIFICATION:
This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 4353 - Community Health Nursing
The theory portion of this course focuses on health promotion of diverse cultures in the rural community. Students synthesize and apply previously introduced health promotion concepts. Concepts of community health nursing, including principles and application of epidemiology and community assessment, are introduced. Students analyze variables that place populations at risk and design appropriate interventions. The importance of critical thinking and caring are stressed in the provision of therapeutic nursing interventions to culturally diverse persons, families, groups, and communities. The practicum portion of this course focuses on the provision of nursing within
community settings. Students assess and identify health problems of persons, families, groups and communities. Focus of activities is on health promotion in partnership with selected persons, families, groups, and communities. Prerequisites: A minimum grade of (C) in NURS 3163, NURS 3252, NURS 3222, NURS 3130 and admission into the undergraduate nursing program. Corequisites: NURS 4351 and NURS 4352. 5 credit hours.

JUSTIFICATION: This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

NURS 4354 - Advanced Nursing Care of Adults
The theory portion of this course focuses on the pathophysiological mechanisms, nursing diagnosis and management of persons experiencing complex and/or life-threatening health problems. Students analyze current trends in the provision of care to persons with medical surgical, critical, and/or end of life conditions and how these trends impact nursing, persons, and families in rural/urban settings. The practicum portion of this course focuses on the provision of nursing care to persons who are experiencing complex and/or life threatening health problems. Students work with a registered nurse mentor in rural and urban settings offering complex, critical, and/or end of life care. Students explore legal and ethical dilemmas which affect the care of persons with critical and/or end of life conditions. Prerequisites: A minimum grade of (C) in NURS 4351, NURS 4352 and NURS 4353. Corequisites: NURS 4138, NURS 4728 and NURS 4229. 5 credit hours.

JUSTIFICATION: This course is a requirement for the Bachelor of Science in Nursing major. This course will strengthen programmatic offerings to keep pace with changing nursing education trends and continue to successfully prepare students for the profession.

A Mackinnon/Saye motion to approve these new courses was passed unanimously.

Course Deletions
NURS 3129 - Conceptual Basis
JUSTIFICATION: This course is being deleted to allow for the addition of a pathophysiology course and nursing skills course. Concepts will be integrated into other courses required in the nursing curriculum. This change will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3131 - Therapeutic Nursing Interventions I
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3133 - Mental Health Nursing: Health Promotion III
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3142 - Nursing Care of Adults: Health Promotion II
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3231 - Pharmacology and Other Therapeutic Modalities
JUSTIFICATION: Student evaluations have consistently indicated the need for extending instructional time in the current pharmacology course. The current course is being deleted to allow for development of two new courses that will provide time for content synthesis and integration with concurrent courses content.

NURS 3323 - Mental Health Promotion: Practicum III
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 3331 - Therapeutic Nursing Interventions: Practicum I
JUSTIFICATION: This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.
NURS 3342 - Adult Health Promotion: Practicum II  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4134 - Nursing Care of Developing Families: Health Promotion IV  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4135 - Nursing Care of Children: Health Promotion V  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4136 - Complex Health: Health Promotion VII  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4137 - Community Health Nursing: Health Promotion VI  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4324 - Nursing Care of Developing Families: Practicum IV  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4325 - Nursing Care of Children: Practicum V  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4326 - Complex Health Promotion: Practicum VII  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

NURS 4327 - Community Health Nursing: Practicum VI  
JUSTIFICATION:  
This course is being deleted to allow for the creation of an integrated course which will strengthen programmatic offerings, be more pedagogically sound, and keep pace with emerging trends in the field of nursing education.

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

New or Revised Programs
B.S.N Nursing
JUSTIFICATION:
Most courses currently offered as separate didactic and corresponding clinical courses will be integrated in one equivalently weighted course with a clinical component. The rationales for such proposed changes include the opportunity for students to continue developing clinical competencies in the event they are required to repeat a course. If a student is required to repeat a course that does not have a clinical component, the student will be required to enroll in a clinical independent study. This will prevent any lapse in clinical enrollment and assist the student to retain mastery of clinical competencies while completing academic requirements for progression.

A Reksulak/Mackinnon motion to approve this program revision was passed unanimously.

Nutrition and Food Science Minor
JUSTIFICATION:
The added course will allow students more flexibility in the NTFS minor.

A Higgins/Saye motion to approve this program revision was passed unanimously.
B.S. Medical Technology

JUSTIFICATION:
Enrollment is low in this major. Allow students who are in the program to complete through spring 2010.

A Mackinnon/Saye motion to approve this program revision was passed unanimously.

V. OTHER BUSINESS

• Approval of Tentative 2008-2009 Undergraduate Committee Meeting Dates.

A Saye/Smith motion to approve the tentative 2008-2009 Undergraduate Committee Meeting Dates was passed unanimously.

VI. ADJOURNMENT

There being no further business to come before the committee, a Wheaton/Mackinnon motion to adjourn the meeting at 3:32 p.m. was passed unanimously.

Respectfully Submitted,

Azure Gee
Acting Recording Secretary