Faculty Senate Librarian's Report-2009

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Faculty Senate Librarian’s Report For February 16, 2009
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 Meeting
Minutes
December 5, 2008
7:15 to 8:45 AM
COBA 3311

Members in Attendance: June Alberto, Jim Braselton, Jean-Paul Carton, Terry Diamanduros, Laura Gunn, Greg Harwood, Amy Heaston, Patricia Humphrey, David Lowder, Marla Morris, LeVon E. Wilson, Bill Yang.

Others in Attendance: Trent Maurer

Committee Chair, Dr. Jean-Paul Carton, called the meeting of the Faculty Welfare Committee to order at 7:15 AM

1. Approved agenda -

2. Disruptive behavior survey:
Trent Maurer presented information about work being done by a Faculty Learning Community (FLC) on the Scholarship of Teaching and Learning. This year they are doing research on classroom behavior, classroom management and classroom incivility. There is some previous research data available but it is mainly anecdotal. Among the findings in the research are:
- there is a perception that disruptive behavior has been increasing;
- there is a perception that there is a general increase in incivility in society;
- disruptive behavior contributes to faculty stress and faculty burnout;
- some faculty report a perceived lack of support from administration.

One observational study showed:
- in 68% of classes, student disruption kept students from hearing the professor at least once;
students perceive 50% more disruptions than their professors do, especially in large classes;
• in 62% of courses students either came late or left early;
• only 10% of students were engaged in a sustained manner in classes where there were high levels of disruption.

The FLC wanted to find out what Georgia Southern faculty and students perceive by using a survey. There is a faculty version of the survey and a student version of the survey but most questions are the same on each. The student version is aimed at undergraduates.

To date, 113 faculty have taken the survey but less than 90 students have taken it. The survey will be extended through the spring in the hope of getting more responses.

The committee suggested various methods that might be used to communicate information about the survey to the students including using GSU 1210.

Discussion continued on how the survey results could assist the committee in making suggestions for the Faculty disruptive behavior guide currently being prepared in collaboration with the Office of Judicial Affairs.

3. Disruptive behavior reporting process at other institutions:
Kim Coleman was not in attendance so there was no report.

4. Disruptive behavior handbook suggestions
Suggested changes to the “Responding to Disruptive or Threatening Student Behavior: A Guide for Faculty” draft document had been previously distributed to the committee. These were reviewed and approved.

Additionally it was suggested that the second paragraph on page 8 be modified to include wording that the threat is verified “by Judicial Affairs.”

It was also suggested that the sentence on page 2 beginning with “Threats to safety/challenges…” replace the similar sentence on 6 so that the wording is identical in both instances and that “should” will be replaced by “must” in each.

5. Spring 2009 FWC schedule of meetings
Based on the received responses about members’ schedules, it appears that meetings in the Spring semester will be at the same time.

6. Old business
No old business

7. New business
It was suggested that the committee should look at how the frequency of student evaluations might be reduced in order to save resources.

It was also suggested that the committee should look at the change in the health insurance rates and whether the change is permanent or temporary. It was stated that this is a matter for the University System Faculty Council.
Facility Senate Welfare Committee Minutes
January 23, 2009, 7:15 – 8:20am, Russell Union 2073

Committee members present: Jean-Paul Carton (Chair, CLASS), June Alberto (CHHS), Jim Braselton (COST), Joan E. Broome (LIB), Terry Diamanduros (COE), Greg Harwood (CLASS), Amy Heaston (Provost), Pat Humphrey (COST), David Lowder (LIB), Marla Morris (COE), LeVon Wilson (COBA), and Bill Yang (COBA).

- The meeting started at 7:15am. The agenda and the minutes of the Dec. 5, 2008 meeting were approved unanimously.

- Pat Humphrey reported on her Jan. 15, 2009 meeting with Jean-Paul Carton, Georj Lewis and Patricia Buckner. A table was distributed which recorded (anonymously) the disruptive behavior incidents reported from 2004 to 2008. It indicated that among 12 incidents reported, students were found responsible in 11 of them.

FWC Meeting Notes (01/15/09)

Pat Humphrey (COST) and Jean-Paul Carton (CLASS) met with Patrice Buckner (Director, Student Affairs) and Georj Lewis (Dean of Students) Thursday, January 15 to discuss requests from the FWC to them regarding the document on disruptive behavior. We’d had several requests pending for a while.

1. What is the frequency of reports of disruptive behavior, and potential sanctions?

Judicial Affairs (JA) began using a data base system to track student infractions (in general) in 2004. Data entry in the data base was “sketchy” for some time, and lacked details. There are a total of 12 reports of disruptive behavior in class (roughly two per semester). In all but one case, the student was held responsible. The sanctions ranged from disciplinary probation and a required letter or apology to required anger management classes, suspension, and being banned from campus. Obviously, only the most serious cases are being
referred to JA.

2. What exactly is the composition of the Judicial Board? What are the terms, etc?

Patrice and Georg said the composition was included in the Judicial Board Constitution which is an appendix to the Student Conduct Code. Pat followed up checking on this - all she could see in Section 1 is that it is "composed of faculty, staff, and student members." There is no mention of how many of each. Further in Section 3, it says terms for faculty members are three years and they must be full-time faculty. No mention is made of terms or qualifications for staff members. Patrice responded via email after the meeting that this information would be included in the draft handbook soon.

3. Who exactly is the hearing officer? Is this Patrice or someone else?

Again, the indication from Patrice and Georg was that this was also included in the SCC. Upon follow-up, page 4 of the SCC says this means any person(s) authorized by the Director of JA to recommend whether a student has violated the SCC and to recommend sanctions. That's the only definition I can find - perhaps to clarify our earlier question - where, exactly, does the hearing officer come from? Must he/she be a member of the Judicial Board, the Director of JA, or what? Could this be a student member?

Another question arose, namely, Article III, Section 1 of the JB Constitution says the Chair of the Board is appointed by the Dean of Students. Who is this currently?

4. Can we include some “templates” or case studies in the manual so faculty (and staff) have a better idea of what has transpired in the past?

Patrice and Georg will discuss this with Legal Affairs.

5. The JA website with the flowchart of the process is really unclear. It seems to say the same thing whether or not a student accepts responsibility and requests a full board hearing (or not).

Response from Patrice: We will add more information to our flow chart and presentation on the web page in order to clarify the process more. The may become a summer project for our office.

The remaining questions were communicated via e-mail to Patrice and
• The updated draft of “Responding to Disruptive or Threatening Student Behavior: A Guide for Faculty” was distributed in advance and discussed at the meeting. The committee agreed to submit it as an information item for the agenda of the Feb. 16, 2009 Faculty Senate Meeting.

• Jim Braselton presented his concerns about student evaluations (cf. 12/5/08 meeting agenda under New Business). Main points: cost and usefulness of information obtained from the procedure. Amy Heaston indicated that there had already been discussions with the deans and chairs about other ways to evaluate teaching and they had been encouraged to include these in annual evaluations and tenure and promotion reviews. She will look into the exact wording of the BOR guidelines on student evaluations before we continue the discussion at our next meeting.

• The question of whether the last health care premium increase is to be permanent was also discussed. Pat Humphrey will take it to the USG committee in March.

• New Business: Pat Humphrey addressed the issue of the nature of the Lecturer/Senior Lecturer positions at Georgia Southern (these positions are different from those of temporary instructors). Amy Heaston will provide the committee with a survey of Lecturer/Senior Lecturer review policies at other USG Institutions before our next meeting.

• The meeting adjourned at 8:20am.

Submitted by Bill Yang
01/28/09
Guests: Dr. Linda Bleicken, Vice President and Provost, Academic Affairs; Mr. Jonathan Harwell, Librarian AC.

The Library Committee met to discuss the draft of the report prepared to respond to the Faculty Senate charge to investigate how additional funding might be identified to provide improved resources commensurate with those of a doctoral research institution for Henderson Library.

Dr. Giles called the committee to order at 2:30 and directed the committee's attention to changes made since the most recent draft had been distributed on January 29th. Specifically, these changes involved moving some items from the report's "Conclusions" section to the "Recommendations" section. Dr. Giles made these changes after conferring with Dr. Marc Cyr, Faculty Senate Moderator, who had pointed out that a motion to go before the Faculty Senate should make specific recommendations. From this discussion, Dr. Giles and Dr. Cyr also decided it would be interesting to see how much funding could be generated from following the University of Texas--Pan American model of charging $2.50 per-credit-hour for library funding. The committee, then, considered these revised recommendations:

- Funding could be accessed through a per-credit-hour charge. Doing so even at a rate of $2.50 per credit hour for all students could generate over $1.1 million;
- Funding could be accessed if students were required to purchase their own laptops. Freeing up some of the $75 per semester technology fee could be then be directed to Henderson Library Resources;
- Students in online programs could be charged a library resource fee;
- Henderson Library should be allowed a stronger role in Georgia Southern University fundraising, especially online since the library receives so many hits;
- Every year the library committee shall conduct a library comparison of comparable in-state and out-of-state peer institutions to assess the distribution of library funds and report the results to the faculty senate, noting how Georgia Southern University is addressing these expenditure gaps.

Some discussion, of course, ensued. Mr. Gaston, the SGA representative, objected to tuition increases for all students and to reallocation of the technology fee to library resources. Mr. Harwell pointed out that the technology fee by
definition can be used for electronic resources. Other committee members assured Mr. Gaston that these ideas were only recommendations, that a change to tuition would have to go before the Board of Regents, and that students would be consulted. On the other hand, students in online programs could be assessed a fee for library resources since such an increase would be programmatic, and these students increase the library's operating costs in terms of providing materials for those who are not on campus.

On the idea of reallocating some of the student technology funding from hardware, Dr Hatem suggested that point be broadened so that the recommendation would be to consider how the technology fee is being spent, especially as it pertains to how much is currently being spent on computer hardware. Further discussion on this point included the costs of textbooks and the extent to which more laptops on campus could encourage the use of much less expensive e-books for courses.

On the final recommendation, Dean Mitchell commented that in a sense, the Library Committee currently reports on the state of the Henderson Library in respect to comparison with other institutions. However, he saw nothing wrong with further formalizing that responsibility.

The meeting concluded with Dr. Giles asking the committee members present if they were comfortable with presenting the revised recommendations to the faculty senate; they agreed to support the recommendations. Dean Mitchell volunteered to revise the recommendations and e-mail them to the committee by Monday, February 2, 2009. Dr. Giles promised to submit the revised recommendations and the revised report by Monday afternoon, February 2, 2009, so that the recommendations would appear on the agenda for the February faculty senate meeting.

Respectfully submitted by Tim Giles

Faculty Development Committee
Chair: Fred Smith

Faculty Service Committee
Chair: Maria Smith

Faculty Service Committee
Meeting Minutes: October 24, 2008, 2:30-4:30p
Marvin Pittman B1g,GSU

Attendees: Cheryl Aasheim, CIT; Judi Repman, COE, Jonathan Harwell, LIB, Maria Smith, CHHS, Chair; Stuart Tedders, JPHCOPH; Lisa Yocco, COST; Amy Heaston, ex officio; Tabitha Irvin, Budget Analyst
Absent: Jerri Kropp, CHHS; Morgan Miles, MM&L; Jorge Sauzo, CLASS

Minutes of introductory meeting September 15, 2008 approved.

Allocation of funds were determined: how much funding to allocate for Round 1; how to categorize funding, i.e., separate travel requests from service projects; and to set Initial amount to be allocated for travel proposal.

Other issue discussed: Committee had positive comments regarding use of SharePoint site for proposal review instead of using notebooks.

Next meeting to be determined.

Submitted by Maria Smith, 10-24-08

Faculty Research Committee
Chair: Norman Schmidt

Faculty Research Committee
Meeting Minutes
October 7 2008

I. Call to Order, Chair at 3:00 PM
II. Membership Roll Call

Members Present:  Members Absent:
Norman Schmidt, chair
• Robert Vogel, JPHCOPH
• Marian Tabi, CHHS
• Sophie George, COST
• James Harris, CIT
• Vernon Egger, CLASS
• Stephen Jenkins, COE
• Tom Noland, COBA
• Bob Fernekes, LIB
• Eleanor Haynes, ORSSP
• Charles Patterson, AVP Research

III. Agenda unanimously approved

VI. The chair welcomed the new faculty research committee.
   a. We are expecting a productive year.
   b. The committee members introduced themselves, their individual discipline and the college they represent.
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 ORSSP website.
   b. Discussion – the committee chair outlined the process for nomination, submission of applications and application review for the committee.
      i. One nomination submission per person
      ii. Email to Research@georgiasouthern.edu or letter to ORSSP@box 8005
   c. Deadlines – all nominations will be due to ORSSP, on or before 5 PM on November 3, 2008. Nomination applications will be due to ORSSP on or before 5 PM on January 9, 2008. 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 31st.

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 15, 2009.
   d. Committee awards will be communicated to the Provost’s office on or about May 31, 2009.

VII. Meeting schedule – Ele will send out a meeting invitation online to set meeting dates for review. Please respond quickly and with as much flexibility as possible. All members must be available for each meeting to make this process work equitably and optimally.

VII. Adjournment at 4:45 PM.

Graduate Committee
GRADUATE COMMITTEE MINUTES

Chair: Dr. Jill Lockwood

Graduate Committee Meeting Date – November 13, 2008

Present: 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. Timothy Cairney, COBA (Alternate for Dr. Amponsah); Mr. Jonathan Harwell, Library; Dr. Stephen Rossi, CHHS (Alternate for Dr. Metzler); Dr. Vladan Jovanovic, CIT; Dr. Robert Vogel, JPHCOPH; 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. Jim McMillan, CHHS; Dr. William Amponsah, COBA; Dr. Jonathan Metzler, CHHS; Dr. Yan Wu, COST

Absent without Notification: Dr. Patrick Wheaton, CLASS; Dr. Kenneth Clark, COE

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Mrs. Pearl Middleton, Admissions; Dr. Deborah Thomas, COE; Dr. Phyllis Dallas, CLASS; Dr. Bob Cook, CIT; Dr. Lorenza Beati, COST; Dr. Mark Edwards, COST; Dr. Gary Means, Dean of the Division of Continuing Education and Public Service; Dr. Ron Shiffler, Dean of COBA/CIT

I. CALL TO ORDER: Dr. Robert Fernekes called the meeting to order on Thursday, November 13, 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. Fernekes turned the floor over to Dr. Jill Lockwood, who called in for the meeting. Dr. Lockwood shared some comments she had received regarding the proposed changes to Graduate Faculty Status. There was discussion among the committee as to why these changes would be beneficial or needed. Several options were proposed.

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

B. SUBCOMMITTEE REPORTS & UPDATES

i. Academic Standards & Policies Committee - Dr. Fernekes began by discussing the requirements for Continuous Enrollment. He has received or heard feedback from Deans, Graduate Program Directors, and Associate Deans on this topic. He distributed the proposed revisions for the committee’s approval. After some deliberation, Dr. Richard Flynn made a motion for an amendment that some of the wording be changed. Dr. Lisa Schultz provided the second. A motion
to approve the Continuous Enrollment document, with the amendments, was given by Dr. Vladan Jovanovic. Dr. Flynn provided the second. The amended version is as follows:

**Thesis/Dissertation Enrollment Requirements**

All students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the term of graduation. Check with your major advisor to see if your college has additional continuous enrollment requirements that apply.

Dr. Fernekes continued by discussing the Graduate Faculty Status of Member and Affiliate. After hearing the discussion during Dr. Lockwood’s remarks, the committee agreed that the subcommittee should incorporate language describing how an Affiliate demonstrates experience in teaching a graduate course. They would also like for each College to develop their own plan to determine who is qualified to be nominated for Graduate Faculty. Dr. Fernekes will continue to collect written comments for revisions. Dr. Mack indicated that he wanted time for the Dean’s Council to review the document. After the Dean’s Council reviews the draft, Dr. Fernekes and Dr. Mack will discuss possible revisions, and then Dr. Fernekes will work with the subcommittee to develop the next draft.

The Electronic Thesis and Dissertation (ETD) Student Guide was then discussed. Dr. Mack reported that the Program Directors and Department Chairs reviewed the guide, and they did not have any problems with the document. Dr. Flynn recommended some wording be changed on page 8 under “Overall Document Structure”. The committee agreed on the revisions, and Dr. Flynn made a motion to approve the document with the amendment that the rewording is made. Dr. David Rostal provided the second. The motion was passed to approve the ETD Student Guide as amended. Revision is as follows (revision in bold):

A thesis or dissertation written in manuscript style must also include the following **if required by your degree program.**

**ii. Curriculum Committee**- Dr. Robert Vogel reported that the subcommittee met “virtually” to discuss the program and course proposal items. He stated that there were some technical issues in the program proposal from CIT, but that they have been resolved between CIT and the Registrar’s Office.

**iii. Program Review, Assessment & Strategic Planning Committee**- There was no business to report from this subcommittee.

**v. NEW BUSINESS:**

1. **College of Science and Technology**
New Course:
EDSC 5151G – Physics for Teachers: Mechanics and Thermodynamics
EDSC 5152G – Physics for Teachers: Waves, Electricity and Magnetism
EDSC 5161G – Space Science for Teachers: Our Earth and Solar System
EDSC 5162G – Space Science for Teachers: Stars, Galaxies and the Nature of the Universe

Course Deletions:
GEOL 5430G – Geological Evolution of the Coastal Plain
GEOL 5821G – Museum Methods
Justification: GEOL 5430G and GEOL 5821G have not been taught for over five years.
The courses are no longer offered, and the faculty of the Department of Geology and Geography agree that they should be deleted.

TMFG 5433G – Quality Control and Test
Justification: The TMFG 5433G (Quality Control and Test) course was a course in the Apparel Manufacturing program. The Apparel Manufacturing program has been eliminated.

Selected Topics – Study Abroad Courses:
BIOL 5099G – Arthropod Diversity of the Swiss Alps
BIOL 5099G – Arthropod Ecology of the Swiss Alps

2. College of Education

New/Revised Programs:
Master of Arts in Teaching (MAT)
Justification: Candidates seeking initial certification in the MAT programs in Middle Grades and Secondary Education must complete all the key assessments that reflect the NCATE/PSC standards. Candidates seeking certification in Middle Grades Education must also complete the key assessments that address the National Middle School standards for initial and advanced programs. In order to ensure that candidates complete the courses that include these key assessments, a change is being made in Step 4 to include those courses; they include the key assessments that are aligned with the NCATE/PSC standards. The
changes in Step 4 result in a new Step 5 section.

**Information Only:**
Online delivery of M.Ed. in Educational Leadership
Online delivery of M.Ed. in Higher Education Administration

**New Courses:**
EDMS 6131 – Becoming an Advanced Teacher
SPED 8131 – Critical Issues in Special Education

**Course Revisions:**
COUN 7432 – prerequisites
COUN 7433 – prerequisites
SPED 7736 – title, prerequisites, and catalog description

**Course Deletions:**
SPED 7131 – Characteristics of Behavior Disorders
SPED 7132 – Methods of Instruction in Behavior Disorders
SPED 7231 – Characteristics of Learning Disabilities
SPED 7232 – Methods of Instruction in Learning Disabilities
SPED 7331 – Advanced Characteristics of Mental Retardation
SPED 7332 – Advanced Methods of Instruction in Mental Retardation

Justification: The state of Georgia no longer offers certification in specific areas of disability. The courses have essentially been replaced as follows:
SPED 7131 replaced by SPED 7631.
SPED 7132 replaced by SPED 7632.
SPED 7231 replaced by SPED 7631.
SPED 7232 replaced by SPED 7632.
SPED 7331 replaced by SPED 7631 and 7634.
SPED 7332 replaced by SPED 7632 and SPED 7635.

3. **College of Liberal Arts and Social Sciences**

**New Courses:**
WRIT 5632G – Writing Flash Prose

**Selected Topics Announcements**
SPAN 5030G – Contemporary Spanish Drama: From Stage to Screen
WRIT 5030G – Writing Grants and Proposals

4. **College of Information Technology**

**New Program Proposal:**
Online Master of Science in Computer Science

Justification: The Department of Computer Sciences has been teaching graduate courses and supervising Masters degrees for over
twenty years through a concentration option in the Department of Mathematics. The enrollment has always been minimal (2-5 per year).

Even before the computer science faculty were transferred from the Department of Mathematics and Computer Science to the new College of Information Technology, then Dean Solomon had requested development of an independent Masters degree. That proposal was developed over a period of several years, was submitted, and approved by the University Graduate Committee in 2006.

However, after concerns were raised about the uniqueness of the degree relative to other state offerings, the Department of Computer Sciences decided to revise the proposal to focus on an entirely on-line degree. The faculty also chose to focus initially on a single concentration in Database and Knowledge Systems.

The proposal is submitted herein for the consideration of the Committee.

MOTION: Dr. Vogel stated that the Curriculum Committee discussed the Programs and Courses submitted by the Colleges and recommended approval. Dr. Mack stated that there were typographical errors and formatting issues on some of the program and course documents, and indicated that they needed to be corrected. Dr. Mack also indicated that the Computer Science program proposal would likely need to update the letters of support with newer ones. With the amendment that the corrections will be made, Dr. Flynn provided a motion to approve the Programs and Courses submitted by the Colleges. Dr. Jovanovic provided the second. The motion to approve all Programs and Courses with the amendment that all corrections be made was passed.

VI. ROUND TABLE DISCUSSION: There was no round table discussion.

VII. DEAN'S UPDATE: Dr. Mack announced that the Graduate Committee’s WebCT site will be changing to a GeorgiaVIEW site, and that the transition will not take place until the end of the Fall 2008 semester. Once everything has been moved over into GeorgiaVIEW, the members will all have access.

He then stated that Hobson’s Connect Training has begun for the Colleges, and they are still in the process of getting everyone trained. Dr. Mack said that the training is going very well.

VIII. ANNOUNCEMENTS: Mr. Wayne Smith, from the Registrar’s Office, stated that all curriculum course and program changes should be effective
Fall semester (with the exception of accreditation issues, state mandates, federal mandates, and system mandates).

**IX. ADJOURNMENT:** There being no further business, the meeting was adjourned on November 13, 2008 at 10:25 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved November 25, 2008 by electronic vote of Committee

**GRADUATE COMMITTEE**

Chair: Dr. Jill Lockwood

Graduate Committee Meeting Date – January 22, 2009

Present: Dr. Jim McMillan, CHHS; Dr. Ardian Greca, CIT; Dr. Lisa Schulz, COE; Dr. Jill Lockwood, COBA; Dr. David Rostal, COST; Dr. Richard Flynn, CLASS; Dr. William Amponsah, COBA; Mr. Jonathan Harwell, Library; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Yan Wu, COST; Dr. Robert Vogel, JPHCOPH; Dr. Cindi Chance, Dean, COE, [Academic Affairs]; Dr. Sonya Shepherd, Library (Alternate for Dr. Fernekes); Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Dr. Timothy Mack, COGS

Absent with Notification: Dr. Robert Fernekes, Library

Absent without Notification: Dr. Patrick Wheaton, CLASS; Dr. Kenneth Clark, COE

Guests: Mr. Wayne Smith, Registrar; Mrs. Pearl Middleton, Admissions; Dr. Gary Means, Dean of the Division of Continuing Education and Public Service; Dr. Fred Rich, COST; Dr. Scott Kersey, COST; Dr. Barry Joyner, CHHS; Dr. Lynn Woodhouse, JPHCOPH; Dr. Charlie Hardy, Dean of JPHCOPH; Dr. Terry Diamanduros, COE; Dr. Deborah Thomas, COE; Dr. Eric Kartchner, CLASS; Ms. Patricia Carter, CLASS; Dr. Kathy Albertson, CLASS; Dr. Bruce Schulte, COST

**X. CALL TO ORDER:** Dr. Jill Lockwood called the meeting to order on Thursday, January 22, 2009 at 9:01 AM.

**XI. APPROVAL OF AGENDA:** Dr. Lockwood stated that Dr. Bruce Schulte, COST requested that the order of the Agenda be changed so that discussion of the Biology Department agenda items be moved to the beginning of the meeting since Dr. Schulte had to be somewhere
by 9:30 AM. There was a motion to approve this request, and with no objections the motion was passed.

xii. NEW BUSINESS:

1. College of Science and Technology
   Program Revisions:
   M.S. Biology
   Justification: Our current graduate curriculum had a limited number of graduate-only courses and relatively little structure. Based on assessments by the faculty and feedback from previous graduate students, more graduate-only courses with greater structure were deemed warranted and desired. We have established two required courses BIOL 7521 (Research Methods) and BIOL 7530 (Biometry) that will be taken in the first year of study. We also have increased our offerings of graduate-only courses, BIOL 7133 (Molecular Biology), BIOL 7233 (Applied Biology) and BIOL 7333 (Evolutionary Ecology), and require that one of these three classes be taken for the MS degree. Students may elect to take more than one of these 7000-level classes. We have restricted the number of credit hours of BIOL 7890 (Directed Study) and of BIOL 7893 (Biological Problems) to 6 hours toward the 30 hour degree. Finally, we have retained our requirement of at least two hours of BIOL 7610 (graduate seminar), 3 hours of BIOL 7895 (Research) and 3 hours of BIOL 7999 (Thesis).

Dr. Dick Diebolt suggested a minor change be made at the bottom of the M.S. Biology program page. The sentence appears as: “The degree is conferred when the student has passed the thesis defense, and the final written version of the thesis has been approved by the committee.”

Wording in the M.S. Biology Program page was changed to: “The degree is conferred at the end of the semester, after the student has passed the thesis defense and the final written version of the thesis has been approved by the committee.”

MOTION: A friendly amendment was made to approve the M.S. Biology Program submitted by the College of Science and Technology with the understanding that the rewording of the above sentence be changed. With no objections from the Committee, the motion to approve the M.S. Biology with the amendment was passed.

Department of Biology
New Courses:
BIOL 7233 – Applied Biology

Course Revisions:
BIOL 5533G - Evolutionary Ecology (number, & catalog description change)
BIOL 7133 - Molecular Genetics (title, catalog description, prerequisite, co-requisite change)

Course Deletions:
BIOL 5130G - Biology of Cell Membranes
BIOL 5146G - Developmental Biology
BIOL 5232G - Medical Physiology
BIOL 5233G - Biology of Aging
BIOL 5235G - Fish Physiology and Behavior
BIOL 5431G - Virology
BIOL 5447G - Advanced Ornithology
BIOL 5536G - Principles of Animal Behavior
BIOL 5538G - Vertebrate Paleoecology
BIOL 5539G - Biological Macrophotography
BIOL 5549G - Ethology and Neurobiology
BIOL 7341 - Local Flora
BIOL 7410 - Insect Hematophagy

Justification: Listed courses have not been offered in the past five years and are not expected to be offered again.

MOTION: The motion to approve all of the courses from the College of Science and Technology, Department of Biology was passed.

Please note the strikethrough on BIOL 5431G - Virology under Course Deletions. There was an oversight from the Department of Biology regarding this course. Dr. Shahnam Navaee stated in an email following the Graduate Committee Meeting that BIOL 5431G is an active course and should not be deleted. He has requested that the item be removed from the Agenda. The strikethrough of this Course Deletion will appear on the Amended January 22, 2009 Graduate Committee Agenda.

XIII. GRADUATE COMMITTEE CHAIR’S REMARKS – Dr. Jill Lockwood

Dr. Lockwood announced that she has accepted the position as Interim Director for School of Accountancy and that she would no longer be eligible to be Chair of the Graduate Committee. She stated that she will miss serving as Chair on this wonderful Committee and that she felt the committee was doing fantastic work.

Dr. Lockwood then stated that she would like to continue to be a part of the Revised BluePrint subcommittee, and asked if the Graduate Committee would allow her to continue to serve. She said that the subcommittee is getting close to a report and that she has asked Dr. Richard Flynn to write a part of the report that states the importance of preserving the integrity of our on-campus graduate programs to be included in the report. She stated that the report may be ready by next month for the Graduate Committee to review. There will be a number of others who will have input, including the Provost, President’s Council, the
Deans, and Program Directors. Once all of the feedback is received the Revised BluePrint Draft will be written and then submitted to the Graduate Committee for approval, and then go on to Faculty Senate. Dr. Flynn made a motion to allow Dr. Lockwood to serve on the Revised BluePrint subcommittee, and the motion was passed.

The Election of a new Chair was then discussed. Dr. Timothy Mack reported that Dr. Robert Fernekes volunteered for the position. The floor was open for nominations. Mr. Jonathan Harwell made a motion to elect Dr. Fernekes as the new Chair. A second was made by Dr. Flynn. The motion for Dr. Fernekes to serve as the new Chair of the Graduate Committee until the end of the 2008-2009 academic year, to fulfill Dr. Lockwood’s term, was passed. Dr. Lockwood then asked the Committee if they would like for her to continue chair the meeting, since Dr. Fernekes was not present. The Committee approved of Dr. Lockwood continuing the meeting.

xiv. A. OLD BUSINESS - No old business was discussed.

B. SUBCOMMITTEE REPORTS & UPDATES

i. Academic Standards & Policies Committee- Dr. Mack handed out copies of the Graduate Faculty Model Draft # 4. He stated that he has shown both the Program Directors and Dean’s Council this Draft. Dr. Richard Flynn asked if any of the procedures would change when applying for Graduate or Affiliate status, and Dr. Mack assured him that all procedures will remain the same. After some further discussion there was a motion to approve Draft #4 of the Graduate Faculty Model. With no objections from the Committee, the motion was passed.

ii. Curriculum Committee- Dr. Robert Vogel reported that the subcommittee met “virtually” to discuss the program and course proposal items. He stated that they had no problem with the Colleges’ submissions, and recommended approval.

iii. Program Review, Assessment & Strategic Planning Committee- There was no business to report from this subcommittee.

xv. REMAINDING NEW BUSINESS:

1. College of Education

Revised Programs:

Ed.S. in Teaching and Learning

Justification: Candidates entering the Ed.S. often have difficulty enrolling in the ESED 8130 prior to ESED 8131 and ESED 8232; therefore, the prerequisites for ESED 8131 and ESED 8132 are being changed to allow candidates who have not completed ESED 8130 to enroll in ESED 8131 and ESED 8132 concurrently.
Ed.S. in Educational Leadership
Justification: The Program of Study description has been revised to offer spring and fall admission, instead of fall admission only. This new admission required the placement of one of the courses in a summer offering, instead of a spring offering for the cohort program.

M.Ed. in Higher Education Administration
Justification: The programs of study have been revised and updated to better reflect program flexibility, while maintaining program quality. Aside from the course content requirements, no other changes were made on the programs of study.

Proposed Change: Adjust the nine course requirement to six required courses and three elective courses which must be approved by the program coordinator/advisor.

Rationale for change: The six courses that would remain are the courses that have key assessments and/or are maintained nationally: 7132 Contemporary College Student, EDLD 7431 Higher Ed. Administration, EDLD 7432 History of American Higher Education, EDLD 7430 American Higher Education, EDLD 8431 Higher Education Law, EDLD 8735 Higher Education Practicum.

Higher Education Administration Electives: Currently students have 0 semester hours of elective course work.

Proposed change: Allow students the option to complete 9-semester hours of elective course work in a specific discipline or teaching field.

Rationale for change: This option will allow students greater opportunity for career development and flexibility with course planning. Students who pursue the teaching option would be able to meet the minimum requirement to teach at a post-secondary institution, as well as earning an advanced degree required for career advancement in higher education administration.

M.Ed. and Ed.S. Programs in School Psychology
Justification: The proposed changes involve a restructuring of the School Psychology program such that the current M.Ed. (36 hrs) and
Ed.S. (33 hrs) are combined into one Ed.S. program (75 hrs). The increase in credit hours reflects the addition of courses that are needed to meet the training standards of the National Association of School Psychologists. An interim M.Ed. degree would be awarded after successful completion of 36 hrs and a passing score on a written School Psychology Comprehensive Exam. The proposed changes would enable students to complete the program in 3 years instead of the 3.5 years that it currently takes students to complete both the M.Ed. and Ed.S degrees. School Psychology Ed.S. programs approved by the National Association of School Psychologists (including regional institutions, such as Georgia State University (78 total hrs), The Citadel (75 total hrs) and Winthrop University (75 total hrs), are 3 year programs. The proposed changes meet the required training standards of the National Association of School Psychologists. These changes will better align with NASP standards and will enable the program to be more competitive with other School Psychology programs in the state and the nation.

Core Requirements Changes:
READ 7131—This course will be offered as an alternate to EDUC 7130. READ 7131 Approaches to Reading Instruction would be a useful course for school psych students given changes that are occurring in field with Response-to-Intervention which involve school psychologists working closely with general education teachers to address reading difficulties of students who have been identify as being at-risk for reading problems.

EDUR 7131—This is moved to the Research Sequence Requirements

Specific Requirements Changes:
COUN 7333—This existing course is being added as a required course to the POS in order to provide students with training in basic counseling skills. NASP recommends that students are trained in counseling. This change is consistent with Georgia’s shift to a Response to Intervention model (academic, behavioral, and socio-emotional interventions) and NASP standard domain 2.7 for training in mental health services. School psychologists are and will be required to provide these types of interventions. Our program must provide the necessary training for these interventions.

PSYC 7331—This course is being removed as an alternate course to COUN 7338. It is a course that is difficult for ESPY students to take because of the time that it is offered (during the day while our courses are in the evening) and limited offering and enrollment. COUN 7338 is offered at a time that is available for ESPY students.
EDUF 7235—This course is being removed as a required course because NASP focuses on how training programs link diversity and multiculturalism to the roles, duties and responsibilities of school psychologists. Diversity would be addressed in all courses in an integrated fashion and specifically in the course revisions proposed for ESPY 8132.

ESPY 7132--This change involves a minor revision that involves the title and catalog description. The change in title more correctly reflects the content of the course. The course does not include interpretation. The changes also meet the requirements of the National Association of School Psychologists’ Standard 2 Domain 2.1 Data-Based Decision-Making and Accountability. See course revision form.

SPED 6230—This course is being removed as an alternate course to ESPY 7132. ESPY 7132 focuses on assessment used by school psychologists in the schools and is consistent with the standards established by NASP. ESPY 7132 is also a prerequisite for other courses in the school psychology program.

PSYC 7236—This course is being removed as a required course and will be replaced by ESPY 7133. The content and title of the PSYC 7236 course has changed since it was initially added to the School Psychology M.Ed. POS. There is no NASP standard domain that focuses on this content. The current program revisions to replace this course with ESPY 7133 will provide students with a course that is more knowledge-based in school psychology content and more applicable to the practice of school psychology. School psychologists could not complete their duties without the knowledge provided in the ESPY 7133.

ESPY 7133—This course will replace PSYC 7236 on the POS (see explanation above). This also involves a change in title and catalog description. The proposed changes in title and catalog description indicate that the focus of the course will be on childhood psychopathology and its implications for schools. This is more consistent (than the current title and catalog description) with the standards of the National Association of School Psychologists (NASP). Specifically, NASP’s standards indicate that training programs in school psychology need to prepare students in understanding human psychopathology and social as well as cultural influences on behavior as outlined in Training Standard Domain 2.7. School psychologists could not complete their duties without the knowledge provided in the ESPY 7133. See course revision form.
ESPY 7230—This change will involve only a minor revisions in the title and catalog description change. It is needed to better reflect the focus of the course which is the recognition and diagnosis of developmental delays and disorders in early childhood including infants, toddlers, and preschoolers. Such focus is needed for school psychology students and future educators given the Individuals with Disabilities Education Improvement Act (IDEIA) Part C: Infants and Toddlers with Disabilities. This is consistent with the National Association of School Psychologists’ Standard Domain 2.1 Data-Based Decision Making and Accountability and 2.4 Socialization and Development of Life Skills as well as Best Practices in School Psychology Vol. V. See course revision form.

Specialized Content Requirements Changes:
ESPY 8130—This existing course is being added as a required course to the POS and will involve a minor revision in title and catalog description. The title change is revised to include training in RTI in the course which reflects changes that are occurring in the field. These changes reflect the current state of problem solving approach in assessment and conceptualization in school psychology. Candidates will learn about the relationship of curriculum-based assessment, progress monitoring, and Response-to-Intervention (philosophy and models) to other procedures and steps in a comprehensive assessment. Candidates will learn how to administer, score, and use curriculum-based assessment. In addition, they will learn how CBA fits into the complete screening/assessment/intervention process. Candidates will be exposed to different RTI models. The changes also meet the requirements of the National Association of School Psychologists’ Standard 2 Domains 2.1 Data-Based Decision-Making and Accountability, 2.3 Effective Instruction and Development of Cognitive/Academic Skills, and 2.5 Student Diversity in Development and Learning. See course revision form.

ESPY 8131— This change involves a minor revision in catalog description and pre-requisite change. The conceptualization and report writing have been moved to the ESPY 8132 to allow for a more thorough and detailed focus on practice of administration. This will give the candidates more exposure to different assessment tools and more experience with each. The changes also meet the requirements of the National Association of School Psychologists’ Standard 2 Domain 2.1 Data-Based Decision-Making and Accountability. See course revision form.
ESPY 8132—This change will involve a revision in the title and catalog description. These changes reflect the current state of formal assessment and conceptualization in school psychology. When understanding a child and how they function in a school environment; one must incorporate all aspects of the child. These changes help to emphasize the integration of the child’s cognitive development, social, family, race, ethnicity, gender, religion, sexuality, social class, and disability/exceptionality. The changes also meet the requirements of the National Association of School Psychologists’ Standard 2 Domains 2.1 Data-Based Decision-Making and Accountability, 2.3 Effective Instruction and Development of Cognitive/Academic Skills, and 2.5 Student Diversity in Development and Learning. As indicated earlier, diversity will be addressed in this course. See course revision form.

ESPY 8133—This change involves a minor revision in the catalog description and a pre-requisite change. These changes reflect the current content taught in assessment course sequence. Candidates will gain the basic knowledge need to support this course in the ESPY 7132 Classroom Based Performance and Psychometrics. The changes also meet the requirements of the National Association of School Psychologists’ Standard 2 Domains 2.1 Data-Based Decision-Making and Accountability, 2.4 Socialization and Development of Life Skills, and 2.5 Student Diversity in Development and Learning. See course revision form.

ESPY 8135—This existing course is being added as a required course to the POS to provide students with training in crisis intervention. It meets NASP training standard domain 2.7 Prevention, Crisis Intervention and Mental Health. NASP recommends that school psychologists are trained in crisis intervention. School psychologists are often expected to be on crisis teams in the schools and to respond when a crisis occurs. Without the course, NASP would not consider approval of the school psychology program.

MAT and Re-designation of the BSED in Family and Consumer Sciences to the MAT
Justification: The B.S.Ed. in Family and Consumer Sciences is being re-designated to the MAT in order to align the program leading to initial certification with the other secondary education teaching fields (See MAT Study Concentration One). A new Family and Consumer Sciences methods course has been developed for the Family and Consumer Science MAT candidates.

In the Middle Grades Study Concentration Two, changes are being made to correct the order of the middle grades methods courses.
In addition, there is one error in Step Two of the Secondary Education concentration (Study Concentration One). A phrase was included there by mistake and needs to be deleted.

Deletion of the BSED in Family & Consumer Sciences with Transition Plan to the MAT

Justification: The B.S.Ed. in Family and Consumer Sciences is being redesignated to an MAT in order to be aligned with the other secondary education programs. Delete BSED program effective Fall 2013 so that current BSED students can finish their program. Transition Plan is attached.

Transition Plan to MAT in Family and Consumer Sciences
November 10, 2008

The following plan is intended for students seeking initial certification in Family and Consumer Sciences (grades 6-12). This outlines who can enter and complete the B.S.Ed. in Family and Consumer Sciences and who must consider the MAT (or non-degree graduate) program.

• Freshmen who enter Fall, 2009:
  The last class to be admitted into the B.S.Ed. in Family and Consumer Sciences
  NOTE: These students must complete their programs by the end of Spring, 2013

• Freshmen as of Spring, 2010:
  Must complete the appropriate BA or BS program and then achieve teacher
certification through the MAT option (or related non-degree graduate certification
option).

• Fall, 2009:
  The term that the new MAT program will begin enrolling students and offering courses.

• Academic years 2009-2010, 2010-2011, 2011-2012, 2012-2013:
  Cross-listed undergraduate/graduate courses will be offered by the COE to serve both BSED and MAT students.

• Transfer students can enter the BSED if it is possible for them to complete their Programs by the end of Spring, 2013.

• All students currently enrolled in the B.S.Ed. in Family and Consumer Sciences may
continue in the program as long as they complete their program requirements by
the end of Spring, 2013. Students who delay their program (i.e. course retakes,
withdrawals, light course loads) will not be allowed to graduate with
a B.S.Ed.
Degree past Spring, 2013.

Other:
Advisement Information for BBA students interested in teaching
and the MAT
Justification: Updating advisement information in the catalog, for BBA students interested in teaching. During their undergraduate study, students may choose to use their electives to complete prerequisite courses for the MAT or nondegree certification.

For students who plan to seek teacher certification after completion of the B.B.A. program, BEED 5130 Cooperative Vocational Education must be completed to meet NCATE standards for Business Education certification.

General Information for MED Programs – Statement of Purpose
Justification: The M.Ed. in Higher Education Administration program has proposed an increase, from 200 to 250, in the number of words permitted in an applicant's personal statement of purpose. Upon approval of that proposal, a change will also need to be made in the general information pages of the Catalog so that on page 351, item #5 states that up to 250 words are allowed.

COE Graduate Education Programs Admission and Retention
Justification: The Catalog currently contains something similar on COE’s graduate Teacher Education Program (TEP) (see 08/09 Catalog page 132) but nothing for non-TEP graduate programs. The attached copy, at the beginning of COE’s graduate program information in Catalog (see 08/09 Catalog page 344), will clearly apply to all graduate programs, not just those that are teacher education.

New Course:
MSED 6737 Family and Consumer Sciences Methods

Course Revisions:
ESED 8131 – prerequisites
ESED 8132 – prerequisites
ESED 8537 – prerequisites
ESED 8538 – prerequisites
ESED 8539 – prerequisites
MOTION: There was a motion from the Graduate Committee to accept the Programs and Courses submitted by the College of Education. The motion to approve all Programs and Courses was passed.

2. Jiann-Ping Hsu College of Public Health

Program Concentration Revision:
Revision to existing programs: MPH – Biostatistics, MPH – Community Health, MPH – Environmental Health Sciences, MPH – Epidemiology, MPH – Health Policy and Management, MHSA – Health Services Administration
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

Revision to existing concentration: Health Services Administration Concentration
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

Revision to existing programs: DrPH – Biostatistics, DrPH – Community Health Behavior and Education, and DrPH – Public Health Leadership
Justification: Curriculum revision necessary to achieve consistency between competencies and program offerings - CEPH Accreditation.

New Course Proposals:
HSPM 6030 - Healthcare Economics and Policy
HSPM 6136 - Health Services Management, Human Resources and Governance
HSPM 7030 - Healthcare Marketing and Strategic Planning

Course Deletion Proposals:
CHBE 9131 - Behavioral Determinants of Healthy People and Healthy Communities
CHBE 9133 - Public Health Emergencies and Community Preparedness
CHBE 9231 - Health Across the Lifespan
CHBE 9233 - Social Marketing Theory and Methods for Health Education and Promotion
CHBE 9333 - Global Health
COHE 7235 - Community Health Education Methods
COHE 7236 - Social Marketing and Health Communication
PUBH 6134 - Health Services Administration
PUBH 6135 - Health Behavior Theory
PUBH 8131 - Sampling Methodology
PUBH 8135 - Social Behavioral Aspects of Health
PUBH 9131 - Community-Based Participatory Research in Public Health

Justification: Courses deleted to better align accreditation criteria - Council on Education for Public Health - CEPH. Courses no longer needed in recently revised competency-based curriculum.

Course Revision Proposals:
BIOS 6331 - Regression Analysis in Biostatistics - Prerequisite from PUBH 6131 to 6541
BIOS 6531 - Categorical Data Analysis - Prerequisite from PUBH 6131 to 6541
BIOS 7133 - Epidemiological Research Methods - Prerequisite from PUBH 6131 to 6541
HSPM 7131 - Principles of Organizational Theory and Behavior in Health - Proposed Title: Health Organization Theory, Behavior and Management
PUBH 6533 - Epidemiology - Removing Prerequisites
PUBH 6541 - Biostatistics - Removing Prerequisites
PUBH 7730 - Practicum in Public Health - Changing Credit Hours from (3) to (1 – 3), changing number to 7790
PUBH 7939 - Public Health Capstone Research Project - Changing Credit Hours from (3) to (1 – 3), changing number to 7991
PUBH 8130 - Advanced Topics in Biostatistics - Removing PUBH 6541 as Prerequisite
PUBH 8136 - Theoretical Perspective of the Social and Behavioral Sciences in Public Health - Removing PUBH 6535 as Prerequisite
PUBH 9760 - Doctoral Preceptorship in Public Health - Changing Credit Hours from (6) to (1-6), changing number to 9790

MOTION: A motion was made to approve all of the Programs and Courses submitted by the Jiann-Ping Hsu College of Public Health. With no objections, the motion to approve all Programs and Courses was passed.

Dr. Mack thanked Jiann-Ping Hsu College of Public Health for submitting their Course Deletions. He reminded the Committee that he sent out a spreadsheet last year with over 280 courses that are listed in the University Catalog that have not been taught in the past five years, and asked that the
Colleges carefully review these courses. Dr. Flynn requested that Dr. Mack post the spreadsheet on GeorgiaVIEW. Dean Cindy Chance stated that the College of Education has been submitting Course Deletions and asked Dr. Mack to adjust the spreadsheet to reflect only the Courses that have not been deleted. Dr. Mack agreed to update the spreadsheet and post it on GeorgiaVIEW.

3. College of Liberal Arts and Social Sciences

New/Revised Program:
M.A. Spanish
Justification: In the Department of Foreign Languages we have set new goals to reflect the reality of language needs in today's society. Our program now focuses on preparing students to have functional linguistic and cultural proficiency in a second language so that they enter the workplace with the levels of proficiency required use their language skills successfully. We have streamlined our M.A. program to meet these needs, making it more flexible and effective. Our current program, at 42 credit hours, far exceeds both university and peer institutional requirements. We propose to reduce this requirement to 30, with the expectation that this more realistic requirement will entice students into the program and facilitate an expeditious completion.

New Courses:
SPAN 6237 - 20th-21st Century Culture and Literature in Spain
WRIT 5650G - Writing for Publication

Dr. Mack commented that the Catalog Description on a number of submissions states that “Graduate students will be assigned extra work that undergraduates will not be required to do.” Dean Cindy Chance suggested that a list of possible items be added which would highlight the outcomes a faculty member would expect from a graduate student, rather than an undergraduate, after completion of the course. Another option that was discussed was including a statement that read “the extra requirements would be listed on the syllabus”, leaving it up to the faculty to determine what was specific to their course. The Committee agreed that the objective was to have consistency in the Course Catalog Descriptions. A motion was made to close the discussion. With no objections, the discussion was closed.

Dr. Diebolt asked Dr. Eric Kartchner if a Non-Degree Option would be offered for the M.A. Spanish. Dr. Kartchner recommended that the Program Pages conform to the same language as the other Program Pages. The Program Page for the M.A. Spanish that includes the Non-Degree Option is below:
SPANISH, M.A., 42 30 HOURS

Total Hours: 36 + 6 hours Thesis

Advising: Department of Foreign Languages, Graduate Advisor, Dr. Donnie D. Richards, Georgia Southern University, P.O. Box 8081, Statesboro, GA 30460, (912) 478-5281, fax: (912) 478-0652, email: dondean@georgiasouthern.edu

Admission Requirements

Regular

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate regional accrediting associations
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work
3. A minimum score of no less than 550 480 on the Verbal section of the Graduate Record Examinations (GRE) (Exceptions will be considered.)
4. An undergraduate major or the equivalent in the proposed field of study or permission of the graduate director and the chair of the department.
5. Two letters of recommendation by persons familiar with the applicant's academic experience
6. Successful completion of Spanish proficiency exam administered by Georgia Southern University Department of Foreign Languages or other accredited institution Minimum oral and writing proficiency ratings of Intermediate High (ACTFL Standards) as determined by a certified ACTFL Proficiency evaluator (the department has certified evaluators).

Provisional

A minimum score of 450 400 on the Verbal section of the GRE accompanied by a better than 2.75 (4.0 scale) cumulative grade point average on undergraduate college work. Students who do not meet provisional requirements may appeal to a departmental committee of graduate faculty members for admission.

Non-Degree

An applicant who does not wish to pursue a degree may be admitted in a non-degree admission category.

Program of Study

Candidates for the M.A. in Spanish must complete a total of 42 30 hours.

1. Thesis Option: 30 24 hours required of graduate-level SPAN course work + 6 hours of electives + 6 hours Thesis (note that at least 50% of all graduate courses taken must be above the 5000 level).

In cooperation with a thesis advisor and committee, the student will write an M.A. thesis (minimum of 60 pages, not counting Notes and Works Cited). The student must pass an oral examination consisting of a discussion of the thesis and of questions related to it. In depth and scope, the thesis must demonstrate originality in research as well as independent and critical judgement in interpreting materials. The major
professor shall supervise the research, direct the writing of the thesis, and approve the thesis in its final form. Prior to final approval, the members of the thesis committee will have read the thesis. Both second and third readers shall report all comments to the major professor. Prior to beginning the thesis, the students should have the supervisor complete a Thesis Prospectus Form to be approved by the department and the Graduate College. Upon completion of the thesis there will be a thesis defense administered by the major advisor and at least two other members of the Spanish faculty as determined by the candidate and the advisor.

2. Non-Thesis Option: After completing 30-24 hours of required graduate-level SPAN course work, students who do not plan to enter a Ph.D. program will take 12 additional hours instead of writing the thesis plus an additional 6 hours in Spanish or in a related field as approved by the graduate director (note that at least 50% of all graduate courses taken must be above the 5000 level). Students choosing the non-thesis option will prepare a paper (of fifteen-twenty pages) that they write in their last six hours of course work to present before a faculty forum, followed by a question and answer session. The paper and the presentation will be assessed by a panel consisting of the student's teacher for the course and two other professors.

3. All degree candidates will take a comprehensive examination over course work and a masters reading list which will be placed in their hands upon entering the degree program.

OTHER PROGRAM REQUIREMENTS

Language Requirement
All degree programs leading to the Master of Arts degree require a reading knowledge of a second foreign language. Either French, German, Japanese or Latin is generally required, but another language may be specified by the major professor when the latter is appropriate to the area of research proposed by the student in the thesis prospectus. A foreign national may not use English or his or her native language to satisfy the language requirements.

Georgia Southern University offers the following two options for graduate students who need to complete a foreign language requirement:

1. The language requirement may be satisfied by a minimum grade of "C" in the fourth course of a college-level foreign language that is approved by the student's advisor.

2. A student primarily interested in reading research in his or her field should prepare to take the Foreign Language Graduate Reading Exam administered by the Department of Foreign Languages. The student must register for the exam with the Department of Foreign Languages no later than the last week of the semester before the test is to be taken.

3. All degree candidates will take a comprehensive examination over course work and a masters reading list which will be placed in their hands upon entering the degree program. The examination will
be based on material selected in advance by the student and approved by the examiner. The exam will have a limit of two hours, during which time the student will be expected to prepare a reasonably accurate written translation of several passages selected by the examiner. The use of dictionaries during the exam will be permitted. The examining committee for foreign languages shall report "pass" or "fail" to the College of Graduate Studies.

Required Courses

Thesis option

SPAN 5230G – Medieval Literature (3)
SPAN 6130 – History of the Spanish Language (3)
SPAN 6132 – Phonetics (3)
SPAN 6230 – Survey of Colonial Spanish American Literature (3)
SPAN 6231 – Survey of 18-19C Spanish American Literature (3)
SPAN 6232 – 16-17C Drama in Spain (3)
SPAN 6233 – 16-17C Poetry and Prose in Spain (3)
SPAN 6235 – Major Authors in Spain: 18th-21st Centuries (3)
SPAN 7131 – Stylistics (3)
SPAN 7236 – Contemporary Spanish American Literature (3)
SPAN 7999 – Thesis (6)

SPAN – Additional course work at the 6000 or 7000 level (6)

Non-thesis option

Same 30 hours as above

Plus 12 additional hours course work at the 5000 level or above

Select four of the following additional hours:

SPAN 5030G – Selected Topics in Spanish (3)
SPAN 5232G – Literature of Hispanic Minorities (3)
SPAN 5234G – Modern Peninsular Women Writers (3)
SPAN 5235G – Modern Spanish American Women Writers (3)
SPAN 5330G – African Hispanic Culture (3)
SPAN 5331G – Latinos in the USA (3)
SPAN 5332G – Hispanic Culture Through Cinema (3)
SPAN 5890G – Directed Studies in Spanish (3)
SPAN 6234 – Spanish American Poetry: 1910 to the Present (3)
SPAN 6236 – Modern Spanish American Theater (3)
SPAN 6331 – Contemporary Spanish American Culture and Civilization (3)
SPAN 7090 – Selected Topics in Spanish (3)
SPAN 7091 – Seminar in Spanish (3)
SPAN 7195S – Study Abroad: Language (3)
SPAN 7230 – Epics and Ballads (3)
SPAN 7231 – Picaresque Literature (3)
SPAN 7232 – Cervantes (3)
SPAN 7233 – Romanticism (3)
SPAN 7234 – Quijote (3)
SPAN 7237 – Modernism (3)
MOTION: A friendly amendment was made to approve the M.A. Spanish with the conformed language listed above, and the New Courses submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Flynn. The motion to approve the Program and New Courses was passed.

Summary of changes from Art Department (two memos)
Summary of changes from Foreign Languages Department

The Departments of Art and Foreign Language’s Memos that were submitted by the College of Liberal Arts and Social Sciences could not be voted on by the Committee. The documentation was never submitted to the University to have these items placed on the Agenda.

Course Deletions:
ANTH 5531G - Anthropological Theory
ANTH 5435G - Rural South
Justification: ANTH 5435G -- We will be offering a new graduate seminar in Rural South for the PsyD program (SOCl 7435) and so the graduate section of the current course is no longer needed.
ANTH 5531G -- We are eliminating this class at the undergraduate and graduate levels. There is a similar course in the catalog (ANTH 4231) that covers both theory and methods.

ART 7331 - Art of Asia
ART 7335 - Native American Art
Justification: 1. Courses no longer taught; faculty with specialized content no longer on faculty at Georgia Southern University.

GCM 5514G - Lithographic Reproduction Laboratory
Justification: GCM is restructuring its program to increase efficiency and to strengthen students learning opportunities; we will offer students a choice of two or four production courses changed from requiring only one reflecting the change of technology in the field. Three of the existing courses are structured as a single course for a total of 3 hours credit each. The current Lithographic course is 4 credit hours with lecture and lab courses combined (GCM 5434 & GCM 5514). All of the current lab experience will be placed in the revised Lithographic course, GCM 5434. The lecture will be reduced from three hours to two and the lab will be 3 contact hours. Additionally, some of the content from GCM 5434 will be moved to the new GCM 3231 Print Media Production Processes course.
SOCI 5431G - Sociological Theory
Justification: This course is being eliminated because the old course is being renumbered to a 3000 level class.

SOCI 5435G - Rural South
Justification: This course has been replaced by SOCI 7435 graduate seminar.

LAST 5436G - Latin American Societies
Justification: The ANTH and SOCI sections of this class have already been deleted and program page changes already submitted.

WRIT 5331G - Twentieth Century Rhetoric
WRIT 7130 - Advanced Composition
Justification: WRIT 5331G and WRIT 7130 have not been offered for several years.

MOTION: Dr. Flynn made a motion to approve the Course Deletions submitted by the College of Liberal Arts and Social Sciences. With no objections from the Committee, the motion to approve the Course Deletions was passed.

Course Revisions:
AAST 5330G - African-Hispanic Culture
ART 7231 - Art and Architecture of the Ancient World
ART 7232 - Medieval Art History
ART 7233 - Italian Renaissance Art History
ART 7234 - Baroque and Rococo Art History
ART 7235 - 19th Century Art History
ART 7236 - 20th Century Art History
ART 7237 - Contemporary Art History
ART 7238 - African Art History
ART 7239 - African American Art History
ART 7330 - American Art History
ART 8630 - Art Theory and Criticism
GCM 5331G - Flexography
GCM 5434G - Lithographic Reproduction
GCM 5534G - Digital Output Applications
LAST 5232G - Literature of Hispanic Minorities
SPAN 5030G - Selected Topics
SPAN 5230G - Medieval Literature
SPAN 5232G - Literature of Hispanic Minorities
SPAN 5234G - Peninsular Women Writers
SPAN 5235G - Spanish American Women Writers
SPAN 5330G - African-Hispanic Culture
SPAN 5331G - Latinos in the United States
SPAN 5332G - Hispanic Culture through Cinema
Dr. Diebolt questioned if the fee that is being added to Courses GCM 5331G, GCM 5434G, and GCM 5534G has been approved.

MOTION: Contingent that the fees being added to Courses GCM 5331G, GCM 5434G, and GCM 5534G are approved, a motion was made to accept all Course Revisions submitted by the College of Liberal Arts and Social Sciences. With no objections from the Committee, the motion to approve the Course Revisions was passed.

Dr. Mack complimented the Art Department for their enrollment increase.

4. College of Business Administration

   Revised Programs:
   MBA
   Justification: Students required to take prerequisite courses will either enroll in undergraduate equivalent courses or take a competency exam. The exam will be determined by respective COBA department. Any decision will not adversely impact a student.

   Course Revision:
   MGNT 7331 – Managerial Decision Analysis (Prerequisite Change)

MOTION: A motion was made to approve the Program and Course Revision submitted by the College of Business Administration. With no objections from the Committee, the motion to approve the Program and Course Revision was passed.

5. College of Health and Human Sciences

   New/Revised Programs:
   School of Nursing:
   Admission Policy Change for Doctor of Nursing Practice Degree
   Justification: Proven ability to perform at graduate level and allows for transfer of student from another doctoral program to Georgia Southern without penalty.

   Admission Policy Change for Master of Science in Nursing
   Justification: Allows for applicants to show proven ability to perform at graduate level.
Department of Health and Kinesiology:
Program Revision MS in Kinesiology
Justification: This emphasis area would provide an additional outlet for Exercise Science and Nutrition and Food Science undergraduate majors. There are no other sports nutrition graduate programs in the state.

New Courses:
KINS 7333-Macronutrient Metabolism in Sports Nutrition
KINS 7334-Micronutrient Metabolism in Sports Nutrition
KINS 7335-Energy Balance for Weight Management

MOTION: There was a motion to approve the College of Health and Human Sciences Programs and New Course submissions. The Committee had no objections, and the motion to approve was passed.

Dr. Mack complimented the Department of Kinesiology for adding the Sports Nutrition concentration to their Masters Program. He stated that the concentration is a great addition.

6. College of Science and Technology
   Department of Geology/Geography
   New Courses:
   EDSC 5131G - Earth Science I
   EDSC 5132G - Earth Science II

Dr. Diebolt questioned Section 7 of the New Course Forms for Courses EDSC 5131G or EDSC 5132G, regarding the $350 online fee that graduate students would have to pay when enrolled in these Courses. The wording in Section 7 of the New Course Forms is below:

No additional resources are required. Faculty have already been involved in development of the course and will be available to instruct. Also, in terms of resources, since these are online courses the online fee of $350 per student credit hour can be charged to students taking the courses. Hence, these courses will generate sufficient funding to pay for them to be taught by the department.

After some discussion the Committee agreed to change the wording to read as follows:

No additional resources are required. Faculty have already been involved in development of the course and will be available to instruct. Also, in terms of resources, since these are online courses the online tuition will be
assessed to students taking the courses. Hence, these courses will generate sufficient funding to pay for them to be taught by the department.

MOTION: A motion was made to approve the Courses submitted by the Department of Geology/Geography with the understanding that the course fee has been approved by the University and the understanding that the above wording will be changed on the New Course Forms. With no objections from the Committee, the motion to approve the Courses was passed.

Department of Mathematical Sciences
New Courses:
MATH 5333G – Modern Algebra I
MATH 5337G - Difference Equations
MATH 5437G - Mathematics of Computer-Aided Design
MATH 7430 - Abstract Algebra I
MATH 7431 - Abstract Algebra II

Course Revisions:
MATH 5530G - Math for Scientists and Engineers (title, catalog description, & prerequisite change)
MATH 5334G - Modern Algebra II (catalog description, & prerequisite change)
MATH 5338G - Applied Mathematics (title, catalog description, & prerequisite change)
MATH 5339G - Partial Differential Equations (catalog description, & prerequisite change)
MATH 5539G - Mathematical Models (catalog description, & prerequisite change)
MATH 7236 - Advanced Ordinary Differential Equations (catalog description change)
MATH 7332 - Advanced Partial Differential Equations (catalog description, & prerequisite change)

Course Deletions:
MATH 5238G - Special Problems in Mathematics
MATH 6430 - Fundamental Ideas of Algebra
MATH 6432 - Fundamental Ideas of Statistics
STAT 6130 - Statistics for Researchers
Justification: These courses have not been offered in the last 5 years.

Department of Physics
Course Deletions:
PHYS 5130G- Sound Waves & Acoustics
PHYS 5134G - Principles of Lasers
PHYS 5230G - Quantum Optics
PHYS 5234G - Applications of Lasers
PHYS 5235G - Laser Technology
PHYS 5439G - Properties of Materials
PHYS 5715G - Laser Lab Techniques and Laser Technology

Justification: The courses listed above have not been taught in recent years. The faculty in the Physics Department agree that they should be deleted.

MOTION: A motion was made to approve the Courses submitted by the Department of Mathematical Sciences and the Department of Physics. With no objections from the Committee, the motion to approve the Courses was passed.

Dr. Flynn made a motion to discuss the subcommittee structure of the “Georgia Southern University Operating Code for Graduate Committee” under Old Business in the February 12, 2009 Graduate Committee Meeting. Dr. Vogel made the second. The motion to discuss this item during February’s Meeting was passed.

XVI. ROUND TABLE DISCUSSION: Dr. Jim McMillan made a motion to postpone the round table discussion. Dr. William Amponash provided the second. The motion to postpone the round table discussion was approved.

XVII. DEAN’S UPDATE: Dr. Mack informed the Committee of the Spring 2009 graduate enrollment increase. He stated that Fall 2008 enrollment was 2271, and as of January 14, 2009 the Spring 2009 enrollment was 2368. He stated that this figure may change slightly.

Dr. Mack then requested everyone give Dr. Lockwood a round of applause for serving as Chair of the Graduate Committee.

XVIII. ANNOUNCEMENTS: There were no announcements discussed.

XIX. ADJOURNMENT: There being no further business, the meeting was adjourned on January 22, 2009 at 10:48 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved February 2, 2009
by electronic vote of Committee
I. **CALL TO ORDER**  
**Present:** Dr. Bob Jackson, Ms. Debra Skinner, Dr. Kevin Lee Elder, Ms. Lisa Smith, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Reed Smith, Dr. Swati Raychowdhury, Dr. Amy Heaston, Ms. Caroline James  

**Visitors:** Dr. Delena Gatch, Dr. Lorenza Beati, Dr. Shahnam Navaee, Dr. Stephanie Kenney  

**Absent:** Dr. Ahmed Adu-Oppong, Dr. Allison Dobson Long, Dr. Barry Munkasy, Dr. Camille Rogers, Dr. Cheryl Aasheim, Dr. Donna Saye, Dr. Kathy Thornton, Dr. Leslee Higgins, Dr. Michael Moore  

*Dr. Patrick Wheaton called the meeting to order at 3:20 p.m.*

II. **APPROVAL OF AGENDA**  
A Morris/L. Smith motion to approve the agenda was passed unanimously.

III. **VICE PRESIDENT FOR ACADEMIC AFFAIRS**  
Dr. Amy Heaston presented the following agenda items for the Vice President for Academic Affairs.  

**New or Revised Programs**  
**Latin American Studies Minor**  
**JUSTIFICATION:**  
Request to delete from the Interdisciplinary Minor in Latin America Studies, LAST 5436 Latin American Societies. This course has not been taught for a number of years and there are no plans to teach this course in the future.

**Latin American Studies Concentration**  
**JUSTIFICATION:**  
Request to delete from the Interdisciplinary Latin American Studies Concentration, LAST 5436 Latin American Societies. This course has not been taught for a number of years and there are no plans to teach this course in the future.

* A Jackson/R. Smith motion to approve these program revisions was passed unanimously.*

IV. **COLLEGE OF EDUCATION**  
Dr. Marla Morris presented the following agenda items for the College of Education.  

**New Course**
READ 4232 - New Literacies and Technology
This course provides an overview of the intersections between new technology-based literacies and school-based literacies. We will also examine how recent innovations in technology education have affected our definitions of literacy, both in- and outside of school, and discuss both the positive and negative effects of "new literacies" on educational contexts. Students will be expected to actively participate in this learning community and create technology-based lessons that they can use as professional literacy educators. Prerequisite: A minimum grade of “C” in READ 2230 or READ 3235. 3 credit hours.

JUSTIFICATION:
The undergraduate degree program in special education requires an additional reading course so that their students receive the "highly qualified" distinction in reading.

A Morris/Jackson motion to approve this new course was passed unanimously.

New or Revised Program
B.S.Ed. Special Education
JUSTIFICATION:
The program is being changed to add the area of Reading as an option for a concentration in order to be "Highly Qualified." With the Reading changes, the total number of hours for the program changes from 132 to 129 hours.

A Morris/Jackson motion to approve this program revision was passed unanimously.

V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
There was no representative present to present the following agenda item for the College of Liberal Arts and Sciences.

New Course
RELS 3335 - Introduction to the New Testament
This course introduces the fundamental ideas, themes, and trajectories represented in New Testament texts. We shall examine the historical, cultural, and religious contexts of the New Testament and broaden our understanding of the various claims of its texts. We shall also question and reflect upon the New Testament's contemporary relevance. Close attention will be paid to the texts. 3 credit hours.

JUSTIFICATION:
Essential for the RELS minor. A course in the Hebrew Bible already exists; a course in the New Testament completes
the coverage of the entire Bible. This course has already been taught as a special topics course and always fills. Students who are not RELS minors take this course, too.

A R. Smith/Jackson motion to TABLE this item was passed unanimously. Dr. Marla Morris opposed the title for this course. Since there was not a representative present to discuss this, it will be brought back up as Other Business at the January 2009 meeting.

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

- Department of Biology
  - Selected Topics Announcements
    - BIOL 3099S - Global Sustainability
      JUSTIFICATION:
      This study abroad course in Montepulciano, Italy during Summer Term B will examine practices and policies of sustainability around the globe with particular focus on the European Union and the U.S. The course will consist of lecture, readings, discussions, and weekly all-day field trips to many sites around Montepulciano, Italy. Topics will include agricultural practices, energy use, water, biodiversity conservation, and urban design/sustainable architecture. Field trips to locations around Montepulciano will emphasize these topics. Assessment will be based on class participation, a journal on sustainability topics, exams on readings and a class presentation.

    - BIOL 3099S - Plants and Civilization
      JUSTIFICATION:
      This study abroad course in Montepulciano, Italy during Summer Term B will examine plants and their role in human civilization. The course will consist of lecture, readings, discussions, and weekly all-day field trips to many sites around Montepulciano, Italy. Topics will include basic botany, and the role of plants 1) in medicine, 2) in stimulating and intoxicating beverages, 3) in building materials, 4) in the landscape, and 5) in our food. Field trips to locations around Montepulciano will emphasize these topics. Assessment will be based on class participation, a journal on these topics, exams on readings and a class presentation. This course will be taught concurrently with Plants and Civilization (BIOL 1335), though upper level students will be expected to learn significantly more of the underlying plant biology and will be
assessed with separate, more detailed exams than their lower level counterparts.

**BIOL 5099S - Arthropod Diversity of the Swiss Alps**

*JUSTIFICATION:*

Field expedition for the study of arthropod diversity in the Swiss Alps including (1) classroom and preparatory lab work at GSU (gathering of scientific references, material, and general knowledge necessary to prepare a successful expedition abroad), and (2) travel to the Swiss Alps where each student will carry out an individual project (collecting, observing organisms, documenting, analyzing data, presenting results in a seminar format). Assessment based on participation and understanding of the scientific process behind a field expedition (data collection, analysis, and presentation).

GSU does not offer any class abroad specifically designated for biologists. The objectives of this course are to prepare future biologists for field work in socially and culturally different areas. This Summer Term A study-abroad class will be co-taught with Arthropod Ecology of the Swiss Alps.

**BIOL 5099S - Arthropod Ecology of the Swiss Alps**

*JUSTIFICATION:*

Field expedition for the study of arthropod diversity in the Swiss Alps including (1) classroom and preparatory lab work at GSU (gathering of scientific references, material, and general knowledge necessary to prepare a successful expedition abroad), and (2) travel to the Swiss Alps where each student will carry out an individual project (collecting, observing organisms, documenting, analyzing data, presenting results in a seminar format) and attend lecture. Assessment based on participation and understanding of the scientific process behind a field expedition (data collection, analysis, and presentation).

GSU does not offer any class abroad specifically designated for biologists. The objectives of this course are to prepare future biologists for field work in socially and culturally different areas. This Summer Term A study-abroad class will be co-taught with Arthropod Biodiversity of the Swiss Alps.

- Department of Construction Management and Civil Engineering Technology
  - New or Revised Programs
B.S. Civil Engineering Technology

JUSTIFICATION:
The following two changes are necessary for the improvement of the Program. 1) MATH 1112 – Trigonometry is considered the preferred course for majors to complete in Area A, but MATH 1113 – Pre-Calculus may also be used. In the past, only MATH 1113 was considered acceptable. 2) Changing from CHEM 1145 to CHEM 1147 will provide additional coverage of key topics that support subsequent CET coursework (e.g. TCET 3141) and reflects the same change made to the MET Program previously. Credit hours have been adjusted to match the changes made to the suggested chronology. Other minor typographical changes/corrections have also been made to correct previous errors.

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

B.S. Construction Management

JUSTIFICATION:
This change involves the removal of TCM 4740 – Internship as a substitute for TCM 4540 – Senior Project. These two courses are not viewed as equivalent educational experiences by faculty, alumni, and industry partners. One typographical change has also been addressed (i.e., “courses” instead of “course”).

A L. Smith/R. Smith motion to approve this program revision was passed unanimously. Dr. Amy Heaston suggested changing the Program Page to show a better understanding of the substitution courses.

Department of Geology and Geography

Course Deletions
GEOL 5430 - Geological Evolution of the Coastal Plain
GEOL 5821 - Museum Methods

JUSTIFICATION:
GEOL 5430 and GEOL 5821 have not been taught for over five years. The courses are no longer offered, and the faculty of the Department of Geology and Geography agree that they should be deleted.

A R. Smith/Skinner motion to approve these course deletions was passed unanimously.
New or Revised Program
B.A. Geography
JUSTIFICATION:
The B.A. Geography degree currently specifies MATH 1112 – Trigonometry or MATH 1113 – Pre-Calculus to fulfill the Core Curriculum Area A mathematics requirement. We propose expanding the Area A mathematics options for the B.A. Geography degree to include MATH 1101 – Introduction to Mathematical Modeling and MATH 1111 – College Algebra. This revision will better align our BA program with those of other University System of Georgia institutions and with typical programs at peer and aspirational institutions. It is important to note that STAT 2231 – Introduction to Statistics I is the only subsequent math course in the BA Geography curriculum; MATH 1101 or MATH 1111 meet the prerequisite requirements for STAT 2231. This revision will enable the BA Geography program to attract major students from a broader student population.

A L. Smith/Jackson motion to approve this program revision was passed unanimously upon receipt of revised Justification.

- Department of Mechanical & Electrical Engineering Technology Course Deletion
  TMFG 5433 - Quality Control and Test
JUSTIFICATION:
The TMFG 5433 (Quality Control and Test) course was a course in the Apparel Manufacturing program. The Apparel Manufacturing program has been eliminated.

A Jackson/R. Smith motion to approve this course deletion was passed unanimously.

- Department of Physics New Courses
  EDSC 5151 - Physics for Teachers: Mechanics and Thermodynamics
A study of mechanics and thermodynamics to provide a framework for teachers to introduce or enhance a performance-based physical science curriculum in K-12 education. Students will develop an understanding of Newton’s laws and many of the conservation laws. Topics include one and two dimensional motion, forces and Newton’s laws, circular motion, rotational motion, momentum, energy, work, thermal properties of matter, and fluid mechanics. 4 credit hours.
JUSTIFICATION:
This course is being developed to support Georgia Southern's participation in the new state online Master of Arts in Teaching (MAT) in Science and Mathematics franchise program. The franchise MAT program is a Board of Regents initiative to provide an online program for potential candidates seeking initial teaching certification and a master's degree. Georgia Southern has been selected as the sole University in the state to develop and offer this particular leveling course. This course is being developed specifically to prepare future teachers in the content necessary to pass the Georgia Assessment for the Certification of Educators (GACE) exam in physical science and physics and to prepare future teachers to teach the content contained within the Georgia Performance Standards (GPS) in physical science and physics. This course will also assist many in-service teachers in becoming certified to teach physics in secondary schools.

EDSC 5152 - Physics for Teachers: Waves, Electricity and Magnetism
A study of waves, electricity, and magnetism to provide a framework for teachers to introduce or enhance a performance-based physical science curriculum in K-12 education. Students will develop an understanding of sound, light, electricity, and magnetism. Topics include oscillations, traveling and standing waves, sound, wave and ray optics, electric forces and fields, electric potential and electric potential energy, circuits, magnetic fields and forces, electromagnetic induction and electromagnetic waves. 4 credit hours.

JUSTIFICATION:
This course is being developed to support Georgia Southern's participation in the new state online Master of Arts in Teaching (MAT) in Science and Mathematics franchise program. The franchise MAT program is a Board of Regents initiative to provide an online program for potential candidates seeking initial teaching certification and a master's degree. Georgia Southern has been selected as the sole University in the state to develop and offer this particular leveling course. This course is being developed specifically to prepare future teachers in the content necessary to pass the Georgia Assessment for the Certification of Educators (GACE) exam in physical science and physics and to prepare future teachers to teach the content contained within the Georgia Performance Standards.
Standards (GPS) in physical science and physics. This course will also assist many in-service teachers in becoming certified to teach physics in secondary schools.

**EDSC 5161 - Space Science for Teachers: Our Earth and Solar System**

A study of our Earth and Solar System to provide a framework for teachers to introduce or enhance a performance-based space science curriculum in K-12 education. Students will also develop an understanding of the history, methods and physics of solar system astronomy. Topics include motions of the sky, seasons, planetary geology and atmospheres, moons, asteroids and comets. 4 credit hours.

**JUSTIFICATION:**

This course is being developed to support Georgia Southern's participation in the new state online Master of Arts in Teaching (MAT) in Science and Mathematics franchise program. The franchise MAT program is a Board of Regents initiative to provide an online program for potential candidates seeking initial teaching certification and a master's degree. Georgia Southern has been selected as the sole University in the state to develop and offer this particular leveling course. This course is being developed specifically to prepare future teachers in the content necessary to pass the Georgia Assessment for the Certification of Educators (GACE) exam in physical science and physics and to prepare future teachers to teach the content contained within the Georgia Performance Standards (GPS) in physical science and physics. This course will also assist many in-service teachers in becoming certified to teach physics in secondary schools.

**EDSC 5162 - Space Science for Teachers: Stars, Galaxies and the Nature of the Universe**

A study of stars, galaxies and the nature of the Universe to provide a framework for teachers to introduce or enhance a performance-based space science in K-12 education. Students will also develop an understanding of the history, methods and physics used to construct the modern view of the Universe. Topics include the Sun, the Sun-Earth connection, the Milky Way, special relativity, gravity and black holes, stars and stellar evolution, galaxies and the formation of modern cosmology, dark matter, dark energy and the creation and evolution of the Universe, and the formation of the chemical elements. 4 credit hours.
JUSTIFICATION:
This course is being developed to support Georgia Southern's participation in the new state online Master of Arts in Teaching (MAT) in Science and Mathematics franchise program. The franchise MAT program is a Board of Regents initiative to provide an online program for potential candidates seeking initial teaching certification and a master's degree. Georgia Southern has been selected as the sole University in the state to develop and offer this particular leveling course. This course is being developed specifically to prepare future teachers in the content necessary to pass the Georgia Assessment for the Certification of Educators (GACE) exam in physical science and physics and to prepare future teachers to teach the content contained within the Georgia Performance Standards (GPS) in physical science and physics. This course will also assist many in-service teachers in becoming certified to teach physics in secondary schools.

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

VII. OTHER BUSINESS
- NOTE: All curriculum course and program changes should be effective Fall semester (with the exception of accreditation issues, state mandates, federal mandates, and system mandates.)

VIII. ADJOURNMENT
There being no further business to come before the committee, a R. Smith/Jackson motion to adjourn the meeting at 3:55 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary

UNDERGRADUATE COMMITTEE
MINUTES
JANUARY 27, 2009
3:15 P.M.

IX. CALL TO ORDER
Present: Dr. Bob Jackson, Dr. Camille Rogers, Dr. Cheryl Aasheim, Ms.
Dr. Patrick Wheaton called the meeting to order at 3:20 p.m.

X. APPROVAL OF AGENDA

A Higgins/Saye motion to approve the agenda was passed unanimously.

XI. VICE PRESIDENT FOR ACADEMIC AFFAIRS

New Courses
EURO 4090 - Selected Topics in the International Studies
   Selected Topics in International Studies. 1-3 credit hours.

JUSTIFICATION:
The course is needed to offer an upper-division variable credit hour elective course on Selected Topics in International Studies for students taking courses abroad or on-campus and that are fewer than 3-credit hour courses. The proposed course will be cross-listed with INTS 4090.

INTS 4090 - Selected Topics in International Studies
   Selected Topics in International Studies. 1-3 credit hours.

JUSTIFICATION:
The course is needed to offer an upper-division variable credit hour elective course on Selected Topics in International Studies for students taking courses abroad or on-campus and that are fewer than 3-credit hour courses. The proposed course will be cross-listed with EURO 4090.

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

XII. COLLEGE OF EDUCATION

Course Revision
FROM: MGED 3131 - Nature and Curriculum Needs of the Middle Grades Learner
   Prerequisites: A minimum grade of “C” in ITEC 3530 and admission to the Teacher Education Program.
TO: MGED 3131 - Nature and Curriculum Needs of the Middle Grades Learner

Prerequisites: Prior or concurrent enrollment with a minimum grade of “C” in ITEC 3530 and admission to the Teacher Education Program.

JUSTIFICATION: Candidates enrolled in the B.S.Ed. in Middle Grades Education often have difficulty in completing ITEC 3530 prior to enrolling in MGED 3131; therefore, this change will provide an opportunity for candidates to complete ITEC 3530 prior to MGED 3131 or enroll in the course concurrently with MGED 3131.

A Moore/Rogers motion to approve this course revision was passed unanimously.

New or Revised Programs
M.A.T.

JUSTIFICATION: The B.S.Ed. in Family and Consumer Sciences is being re-designated to the MAT in order to align the program leading to initial certification with the other secondary education teaching fields (See MAT Study Concentration One). A new Family and Consumer Sciences methods course has been developed for the Family and Consumer Science MAT candidates.

In the Middle Grades Study Concentration Two, changes are being made to correct the order of the middle grades methods courses.

In addition, there is one error in Step Two of the Secondary Education concentration (Study Concentration One). A phrase was included there by mistake and needs to be deleted.

B.S.Ed. Family and Consumer Sciences

JUSTIFICATION: The B.S.Ed. in Family and Consumer Sciences is being redesignated to an MAT in order to be aligned with the other secondary education programs. Delete BSED program effective Fall 2013 so that current BSED students can finish their program. Transition Plan is attached.

A Moore/R. Smith motion to approve these program revisions was passed unanimously.
Advisement Updates

JUSTIFICATION:
Updating advisement information in the catalog, for 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. For students who plan to seek teacher certification after completion of the B.B.A. program, BEED 5130 Cooperative Vocational Education must be completed to meet NCATE standards for Business Education certification.

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

XIII. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

- Department of Biology
  
  Course Deletions
  BIOL 5130 - Biology of Cell Membranes
  BIOL 5146 - Developmental Biology
  BIOL 5233 - Biology of Aging
  BIOL 5235 - Fish Physiology and Behavior
  BIOL 5447 - Advanced Ornithology
  BIOL 5533 - Evolutionary Biology
  BIOL 5536 - Principles of Animal Behavior
  BIOL 5539 - Biological Macrophotography

  JUSTIFICATION:
  Listed courses have not been offered in the past five years and are not expected to be offered again.

  An Aasheim/Jackson motion to approve these course revisions was passed unanimously.

- Department of Chemistry
  
  Course Revision
  FROM: CHEM 3140 - Advanced Inorganic Chemistry
  Prerequisites: A minimum grade of “C” in CHEM 3342 and CHEM 3441.
  
  TO: CHEM 3140 - Advanced Inorganic Chemistry
  Prerequisites: A minimum grade of “C” in CHEM 2242 and CHEM 3342.

  JUSTIFICATION:
  This course has been taught for years as a junior/senior-level course not requiring CHEM 3441 (Physical Chemistry I), which is typically only taken in the senior year. None of
the faculty teaching the course believe Physical Chemistry is required for the content covered. CHEM 3342 (Organic Chemistry II) and CHEM 2242 (Analytical Chemistry) should ensure the expected junior-level chemistry ability of any student enrolling in the course.

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

- **Department of Geology and Geography**  
  **New Courses**
  
  **EDSC 5131 - Earth Science I**
  
  Earth Science I is a survey of the natural processes at work on the Earth, including processes and history of the atmosphere, lithosphere, hydrosphere, and biosphere of the Earth. Materials comprising the Earth's crust (minerals and rocks) will be examined. This course is designed to fulfill the requirement for a one-semester, science lecture and laboratory course. 4 credit hours.

  **JUSTIFICATION:**
  This course is being developed to support Georgia Southern's participation in the new online franchise Master of Arts in Teaching (MAT) in Science and Mathematics program. Georgia Southern has been selected as the sole university in the state to develop and offer this leveling course. This course is being developed specifically to prepare future teachers in the content necessary to pass the Georgia Assessment for the Certification of Educators (GACE) exam in earth science and to prepare future teachers to teach the Georgia Performance Standards (GPS) in earth science. This course will also assist many in-service teachers in becoming certified to teach earth science in secondary schools.

  **EDSC 5132 - Earth Science II**
  
  Earth Science II is a survey of the natural processes at work on the Earth, including those associated with its oceans, weather and climate. The history of climate change is also covered. This course is designed to fulfill the requirement for a one-semester, science lecture and laboratory course. Prerequisite: EDSC 5131 or EDSC 5131G. 4 credit hours.

  **JUSTIFICATION:**
  This course is being developed to support Georgia Southern's participation in the new online franchise Master of Arts in Teaching (MAT) in Science and Mathematics
program. Georgia Southern has been selected as the sole university in the state to develop and offer this leveling course. This course is being developed specifically to prepare future teachers in the content necessary to pass the Georgia Assessment for the Certification of Educators (GACE) exam in earth science and to prepare future teachers to teach the Georgia Performance Standards (GPS) in earth science. This course will also assist many in-service teachers in becoming certified to teach earth science in secondary schools. EDSC 5132 follows EDSC 5131 as the second course in the online Earth Science sequence.

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

New or Revised Programs
B.A. Geography
JUSTIFICATION:
The B.A. Geography program currently has no minimum grade requirements for courses within the major field. The faculty of the Department of Geology and Geography agree that Geography majors should maintain an overall grade point average of 2.0 across all Geography coursework. This revision adds a statement to that effect to the program page.

B.S. Geography
JUSTIFICATION:
The B.S. Geography program currently has no minimum grade requirements for courses within the major field. The faculty of the Department of Geology and Geography agree that Geography majors should maintain an overall grade point average of 2.0 across all Geography coursework. This revision adds a statement to that effect to the program page.

B.A. Geology
JUSTIFICATION:
The B.A. Geology program currently has no minimum grade requirements for courses within the major field. The faculty of the Department of Geology and Geography agree that Geology majors should maintain an overall grade point average of 2.0 across all Geology coursework. This revision adds a statement to that effect to the program page.

B.S. Geology
JUSTIFICATION:
The B.S. Geology program currently has no minimum grade requirements for courses within the major field. The faculty of the Department of Geology and Geography agree that Geology majors should maintain an overall grade point average of 2.0 across all Geology coursework. This revision adds a statement to that effect to the program page.

*An Aasheim/Higgins motion to approve these program revisions was passed unanimously.*

**Department of Mathematical Sciences**

**New Courses**

**MATH 5337 - Difference Equations**

This course is an introduction to the theory and applications of difference equations. Topics include the difference calculus, first order linear difference equations, results and solutions of linear equations, applications, equations with variable coefficients and nonlinear equations that can be linearized. Graduate students will be given an extra assignment not required of undergraduate students.

Prerequisites: A minimum grade of “C” in MATH 2242 and MATH 2331. 3 credit hours.

**JUSTIFICATION:**

The elective MATH 5337 is proposed to provide an introduction to “difference equations”. The course is of special significance in describing mathematical models in fields such as numerical analysis, computer science, probability, control theory, economics, mathematical biology, genetics and other areas. Due to its relevance in various fields, many students in mathematics and applied sciences would benefit from the course. With a more capable and increasing undergraduate and graduate student population in the Department of Mathematical Sciences, and with growing interdisciplinary interests, the proposed course would be important to our students and college.

**MATH 5437 - Mathematics of Computer-Aided Design**

The study of the theory and techniques used for the computer generation of curves and surfaces. Topics include Bernstein/Bezier and B-spline curves and surfaces, transformations and projections, affine spaces and maps, geometric continuity, curvature, subdivision and interpolation. This course is recommended for students in mathematics, engineering and computer science. Graduate students will be given an extra assignment not required of
undergraduate students. Prerequisite: A minimum grade of “C” in MATH 2242. 3 credit hours.

JUSTIFICATION:
The elective MATH 5437 is needed to provide an introduction to the theory and techniques used in the computer representation of curves and surfaces. These have a wide variety of applications in the aircraft, automobile and computer graphics industries, and therefore would be of cross-disciplinary appeal to students in engineering and computer science, as well as mathematics. Indeed, both the Chairs of the Computer Science and Mechanical and Electrical Engineering Technology Departments at Georgia Southern endorse the course and would recommend it to their students. Due to the mathematical content and applications to several applied fields, the proposed course would be useful and important for our department and college.

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

Course Revisions
FROM: MATH 3333 - Modern Algebra I
The fundamental algebraic structures: Groups, rings and fields.

TO: MATH 5333 - Modern Algebra I
This course is an introduction to the fundamental algebraic structures: groups, rings and fields. Topics covered include: binary operations, groups (permutation groups, subgroups, cyclic groups, group homomorphisms, factor groups), rings (integral domains, ring homomorphisms) and fields. The historical and mathematical connections to the secondary mathematics curriculum will be incorporated as appropriate. Graduate students will be given an extra assignment not required of undergraduate students.

JUSTIFICATION:
The catalog description is being revised to better describe the topics covered in the course. The course number is being revised from MATH 3333 to MATH 5333 to put it in sequence with MATH 5334 (Modern Algebra II) and to allow graduate students to take the course.

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

TO: MATH 5530 - Mathematics for Scientists and Engineers
A survey of mathematical topics useful in the study of areas of applied sciences such as physics, engineering and computer science. Topics include: linear algebra and matrices, ordinary differential equations, partial differential equations, Fourier series, vector calculus, complex variables, numerical methods, probability and graph theory. For non-math majors only. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite: A minimum grade of “C” in MATH 2242.

JUSTIFICATION:
The title revision is a minor change from “math” to “mathematics”. The catalog description and prerequisites are being revised to accommodate the Mechanical and Electrical Engineering Technology department who plan to include the course in their graduate curriculum. In particular, their students typically only have a background in mathematics at the level of the proposed prerequisite.

FROM: MATH 5334 - Modern Algebra II
A continuation of Math 3333. Applications and deeper properties of the fundamental algebraic structures, isomorphisms of groups, rings and fields, quotient structures, vector spaces and Euclidean constructions. 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 MATH 3333.

TO: MATH 5334 - Modern Algebra II
A continuation of the study of the fundamental algebraic structures. Topics to be covered include: isomorphism of groups, rings, fields, a deeper study of quotient structures and the isomorphism theorems, field of quotients, factorization of polynomials over a field, arithmetic properties of rings of polynomials over fields, extension fields, algebraic extensions, geometric constructions and the classic problems. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of “C” in MATH 5333 or MATH 5333G.
JUSTIFICATION:
The catalog description is being revised to better describe the topics covered in the course. The prerequisite is being revised to be consistent with the course number change of MATH 3333 (Modern Algebra I) to MATH 5333/5333G.

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

FROM: MATH 5338 - Applied Mathematics
Theory and applications of mathematical methods such as power series solutions, Laplace Transforms, vector calculus, Fourier series, integrals and partial differential equations. Prerequisite: A minimum grade of “C” in MATH 3230.

TO: MATH 5338 - Methods of Applied Mathematics
Methods of applied mathematics concentrating on techniques for the analysis of differential and integral equations. Topics include: Integral equations, differential operators, Fredholm alternative, distribution theory and Green's function methods. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of “C” in MATH 3230 and MATH 2331.

JUSTIFICATION:
The catalog description and title are being revised to reflect changes in the topics covered in the course. The prerequisite MATH 2331 (Elementary Linear Algebra) has been added because elementary matrix techniques are needed in the course.

FROM: MATH 5339 - Partial Differential Equations
An in-depth study of analytic and numeric solutions to partial differential equations with at least three independent variables, and Green's functions. Prerequisites: A minimum grade of “C” in MATH 3230 and MATH 5338.

TO: MATH 5339 - Partial Differential Equations
The study of differential equations involving functions of more than one variable. Topics include: Laplace, heat and wave equations, boundary value problems, methods of separation of variables and eigenfunction expansions, Fourier series, Green's functions, maximum principle and computational methods. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of “C” in MATH 2243 and MATH 3230.

JUSTIFICATION:
The catalog description is being revised to more accurately describe the topics covered in the course. The prerequisite MATH 5338 (Applied Mathematics) is being removed because the material in that course is not needed, and MATH 2243 (Calculus III) is added to be sure that students have studied “partial derivatives”.

FROM: MATH 5539 - Mathematical Models
A study of model construction and types of models.
Prerequisites: A minimum grade of “C” in CSCI 1301, MATH 3230, and 15 additional hours of upper-level mathematics.

TO: MATH 5539 - Mathematical Models
This course introduces students to a variety of mathematical tools used for solving real world problems, with the focus on identifying the problem, constructing an appropriate model, and finding the best available method to solve it. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of “C” in MATH 2331 and MATH 3230.

JUSTIFICATION:
The catalog description has been revised to more precisely describe what is covered in the course. The prerequisite of CSCI 1301 (Programming Principles) is being removed because the material in that course is not needed, while MATH 2331 (Intermediate Linear Algebra) is being added because the course assumes a background in matrix techniques.

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

Course Deletion
MATH 5238 - Special Problems in Mathematics
JUSTIFICATION:
This course has not been offered in the last 5 years.

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

New or Revised Programs
B.S. Mathematics
JUSTIFICATION:
The Department of Mathematical Sciences has approved changing the course number of MATH 3333 (Modern Algebra I) to MATH 5333, and changing the title of the
course MATH 5338 (Applied Mathematics) to “Methods of Applied Mathematics”.

**B.S. Math Mathematics**  
**JUSTIFICATION:**  
The Department of Mathematical Sciences has approved changing the course number of MATH 3333 (Modern Algebra I) to MATH 5333, and changing the title of the course MATH 5338 (Applied Mathematics) to “Methods of Applied Mathematics”.

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

**XIV. COLLEGE OF HEALTH AND HUMAN SCIENCES**  
- **Department of Hospitality, Tourism, and Family & Consumer Sciences**
  - **Course Revisions**
    - **FROM:** FACS 2437 - Interior Design CAD I  
      Introductory computer drafting and programming. A basic overview of AutoCAD, file management, and fundamental executions of drafting components. The concepts of 3-D modeling will be addressed.
    - **TO:** FACS 2437 - Interior Design CAD I  
      Introductory computer-aided drafting and communication. A basic overview of AutoCAD, file management, and the fundamental execution of drafting components. Introduction to the basic concepts of 3-D modeling.
    - **JUSTIFICATION:**  
      Better prepare students for later courses and to comply with accrediting body.

    - **FROM:** FACS 3437 - Interior Design CAD II  
      Advanced computer drafting and programming. This course will be an advanced overview of AutoCAD, reviewing file management and fundamental executions of drafting components, as well as introducing 3D drawing techniques. Prerequisites: A minimum grade of “C” in FACS 2437 and INDS 3436.
    - **TO:** FACS 3437 - Interior Design CAD II  
      Advanced computer-aided drafting with an emphasis on building information modeling (BIM). Application of current industry standard 3-dimensional modeling and rendering software, and the fundamental execution of drawing communication and management. Prerequisite: A minimum grade of “C” in FACS 2437.
JUSTIFICATION: Better prepare students for later courses and to comply with accrediting body.

FROM: INDS 2430 - Design Appreciation  
A general introduction to the principles and elements of design as they relate to the built environment. Discussion and analysis of design theory, design styles, components and materials, and spatial relationships are included.

TO: INDS 2430 - Design Appreciation  
A general introduction to the principles and elements of design as they relate to the built environment. Discussion and analysis of design process, theory, and styles, and an overview of components and materials. Exploration of human factors, environmental considerations, and spatial relationships.

JUSTIFICATION: Better prepare students for later courses and to comply with accrediting body.

FROM: INDS 3436 - Design Studio III  
The design planning process as it applies to the medium scale interior space. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish, and interior architectural materials, building codes and diverse populations. Areas of emphasis may include hospitality, multi-residential, healthcare, adaptive reuse, and commercial.

TO: INDS 3436 - Design Studio III  
The design planning process as it applies to the medium scale interior space. Intermediate projects utilizing design philosophy and concept development, schematic design, and design development which include the application of furniture, finishes, and interior architectural components and details. Research and analysis of sustainable materials, environmental systems, building codes, and diverse populations. Studio collaboration and assessment of skills through peer and external evaluation. Areas of emphasis may include hospitality, multi-residential, healthcare, adaptive reuse, and commercial.

JUSTIFICATION: Better prepare students for later courses and to comply with accrediting body.

FROM: INDS 3438 - Professional Practices I
A study of the professional practice of interior design. Basic business principles, professional organizations, client relationships, communication techniques, internship preparation, and portfolio development will be addressed.

TO: INDS 3438 - Professional Practices I
A study of the professional practice of interior design. Basic business principles, professional responsibility and ethics, professional organizations, client relationships, communication techniques, and portfolio development will be addressed.

JUSTIFICATION:
Better prepare students for later courses and to comply with accrediting body.

FROM: INDS 4434 - Professional Practices II
Business development and procedures, project management, contract administration, specification writing, and will be the focus of this advanced level of business procedures and practices. Design issues of the global marketplace and international protocol will be explored.

TO: INDS 4434 - Professional Practices II
Business development and procedures, project management, contract administration, contract documents and specifications, and design contracts will be the focus of this advanced level of business procedures and practices. Research of contemporary social, political, and ecological issues in the global marketplace will be explored.

JUSTIFICATION:
Better prepare students for later courses and to comply with accrediting body.

An Aasheim/Morris motion to approve these course revisions was passed unanimously.

- Department of Health and Kinesiology
New Courses
KINS 1511 - Ultimate Frisbee
A course designed to introduce basic ultimate Frisbee skills and knowledge. 1 credit hour.

JUSTIFICATION:
This course will meet one of the two credits for the graduation requirements of physical activity for all undergraduate students.

KINS 1513 - Swing/Shag
A course designed to introduce basic Swing/Shag Dance skills and knowledge. 1 credit hour.

JUSTIFICATION:
This course will meet one of the two credits for the graduation requirements of physical activity for all undergraduate students.

KINS 1515 - Fitness for Life
A course designed to introduce basic of weight management through exercise and nutritional education. 1 credit hour.

JUSTIFICATION:
This course will meet one of the two credits for the graduation requirements of physical activity for all undergraduate students.

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

HLTH 3111H - Health Honors Thesis Seminar I
This is a seminar course that prepares students to complete a senior 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 Senior Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework ensuring that the students have the motivation and time to produce a quality research project and thesis before graduation.

HLTH 3112H - Health Honors Thesis Seminar II
This is the second seminar course, students will complete the final research proposal, develop and defend an oral presentation of the research proposal, and complete IRB and IBC forms necessary to collect data for the Senior Honors Thesis. 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 Senior Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by
ensuring the students have the guidance and time to produce quality research proposals and thesis before graduation.

**HLTH 4111H - Health Honors Thesis Seminar III**
In a seminar setting, students will continue writing and revising their thesis. This course provides the student with the opportunity to revise manuscript proposal based upon previous work in Honors Thesis Seminar I and II. Student will be guided through primary data collection and analysis. Student will complete writing the first draft of the Research Manuscript adhering to current APA style manual.

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.

**HLTH 4112H - Health Honors Thesis Seminar IV**
Students will complete an Honors Research thesis and successfully defend their original research project to their Research Director and Research Committee. Revisions to the Honors thesis will based upon feedback from the oral defense. To demonstrate proficiency in oral research presentation, students will present their original research at the Honor’s Research Symposium and Phi Kappa Phi Research Symposium. Finally, students will be required to submit the final Research Manuscript for publication in a professional format.

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.

**KINS 3111H - Kinesiology Honors Thesis Seminar I**
This is a seminar course that prepares students to complete a senior honors thesis proposal. The student will develop a research topic, a review of literature, and first draft of a research 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 Senior Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework ensuring that students have the opportunity to produce a quality research project and thesis before graduation.

KINS 3112H - Kinesiology Honors Thesis Seminar II
This is the second seminar course, students will complete the final research proposal, develop and defend an oral presentation of their research proposal, and complete IRB and IBC forms necessary to collect data for their Senior Honors Thesis. 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 Senior Honors Thesis. The course is needed to supplement the honors curriculum for students in the University Honors Program. This course supplements honors coursework by ensuring students have the opportunity to produce a quality research proposal and thesis before graduation.

KINS 4111H - Kinesiology Honors Thesis Seminar III
In a seminar setting, students will continue writing and revising their thesis. This course provides the student with the opportunity to revise manuscript proposal based upon previous work in Honors Thesis Seminar I and II. Student will be guided through primary data collection and analysis. Student will complete writing the first draft of the Research Manuscript. 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 ensuring the
students have the opportunity to collect data for their Honors thesis.

**KINS 4112H - Kinesiology Honors Thesis Seminar IV**

Students will complete a Honor's Research thesis and successfully defend their original research project to their Research Director and Research Committee. Revisions to the Honor's thesis will be based upon feedback from the oral defense. To demonstrate proficiency in oral research presentation, students will present their original research at the Honor's Research Symposium and Phi Kappa Phi Research Symposium and/or a regional professional conference. Finally, students will submit the final Research Manuscript for publication in a professional peer reviewed journal. 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 opportunity to produce a quality project before graduation.

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

**NTFS 3538 - Quantity Food Systems Administration**

This course provides a general knowledge base of quantity food systems administration with a focus on leadership and managerial roles in financial, human resource, and procurement responsibilities. Knowledge and skills are developed in this course to prepare students for administrative positions in quantity food production and service and to prepare them for the application of quantity food production and service principles in a quantity food service facility. Prerequisites: A minimum grade of "C" in NTFS 3536, ACCT 2030, and MGNT 3130. 3 credit hours.

**JUSTIFICATION:**

The course entitled NTFS 3538: Quantity Food Systems Administration will be required of all Nutrition and Food Science majors and is proposed in an effort to comply fully with the American Dietetic Association (ADA) 2008 Eligibility Requirements and Accreditation Standards which are
required for this ADA-accredited undergraduate program. Specifically, the course will support Knowledge requirement (SK) 5.1 which states “The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems.” In addition, this course will meet Knowledge Requirement (KR) 4.1 by providing “strategic application of principles of management and systems in the provision of services to individuals and organizations”.

An Aasheim/L. Smith motion to approve this new course was passed unanimously.

Course Revisions

FROM: KINS 2321 - Clinical Skills in Sports Medicine I
Develops clinical psychomotor skills in the prevention, acute care and evaluation of athletic injuries. Prerequisite: Sports Medicine major status or permission from Undergraduate Sports Medicine Coordinator.

TO: KINS 2321 - Clinical Skills in Athletic Training I
This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; lower extremity taping, bracing and pad fabrication, skills in emergency and non-emergency life threatening injury and illness care. Prerequisite: Athletic Training major status.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

FROM: KINS 2322 - Clinical Skills in Sports Medicine II
Develops clinical psychomotor skills in the use of therapeutic modalities, therapeutic rehabilitation techniques and reconditioning techniques. Prerequisites: A minimum grade of “C” in KINS 2321 and Sports Medicine major status.

TO: KINS 2322 - Clinical Skills in Athletic Training II
This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes;
upper extremity taping, wrapping, bracing, immobilization and protective devices. Prerequisites: A minimum grade of “C” in KINS 2321 and Athletic Training major status.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

FROM: KINS 3321 - Clinical Applications in Sports Medicine I
Provides the student with direct supervised clinical experiences in sports medicine. Prerequisites: A minimum grade of “C” in KINS 2321 and Sports Medicine major status.

TO: KINS 3321 - Clinical Applications in Athletic Training I
This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; therapeutic modality laboratory experience. Prerequisites: A minimum grade of “C” in KINS 2322 and Athletic Training major status.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

FROM: KINS 3322 - Clinical Applications in Sports Medicine II
Provides the student with direct supervised clinical experiences in sports medicine. Prerequisites: A minimum grade of “C” in KINS 3321 and Sports Medicine major status.

TO: KINS 3322 - Clinical Applications in Athletic Training II
This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; abdominal injury and illness evaluation. Prerequisites: A minimum grade of “C” in KINS 3321 and Athletic Training major status.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.
FROM: KINS 3330 - Prevention of Injury and Illness in Sports Medicine
Acquaints the student with the latest techniques to identify injury/illness risk factors associated with the participation of rigorous physical activity. Successful completion of the course should allow the student to develop a comprehensive plan for the implementation of injury/illness prevention protocols for competitive and recreational athletes. Information will cover the use of pre-participation screening techniques, prophylactic strength and conditioning techniques, evaluation and fitting of protective equipment used in sport, nutritional and ergogenic aids and other therapeutic means to aid in the reduction of injury and illness associated with participation in sport. Prerequisites: A minimum grade of “C” in KINS 2531, KINS 2511, KINS 2532, and KINS 2512; HLTH 2120 for non-Sports Medicine majors.

TO: KINS 3330 - Prevention of Injury and Illness in Athletic Training
This course provides an introduction to the profession of athletic training. The student will be acquainted with the domains of athletic training. Emphasis will be based on basic emergency management as well as injury prevention including strength and conditioning, nutrition and supplements, environmental considerations and protective equipment. Prerequisites: A minimum grade of “C” in KINS 2531, KINS 2511, KINS 2532, and KINS 2512; HLTH 2120 for non-Athletic Training majors.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

FROM: KINS 3331 - Pathology and Care of Sport Injury and Illness
Acquaints the student with the underlying pathologies and subsequent care of injury and illness associated with the participation in competitive and recreational sport. Upon the successful completion of the course the student should be able to recognize and appropriately manage and treat and/or refer the various injuries and illnesses associated with participation in rigorous physical activities. Prerequisite: KINS 3330.

TO: KINS 3331 - Pathology and Care of Athletic Injury and Illness
This course will emphasize the recognition of common athletic injuries and illness. Emphasis will be placed on pathology as well as mechanism, signs and symptoms, evaluation findings and basic management and/or referral of injuries and illness. Prerequisite: A minimum grade of “C” in KINS 3330.

**JUSTIFICATION:**
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

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

**FROM:** KINS 4330 - Evaluation of Lower Extremity Injuries
Presents advanced principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the lower extremities and lumbar spine.

**TO:** KINS 4330 - Evaluation of Lower Extremity Injuries
Presents principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the lower extremities, thoracic/lumbar spine and gait analysis.

**JUSTIFICATION:**
Course description is being changed to come into compliance with accreditation standards.

**FROM:** KINS 4331 - Evaluation of Upper Extremity Injuries
Presents advanced principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the upper extremities and cervical spine. Corequisite: KINS 4333.

**TO:** KINS 4331 - Evaluation of Upper Extremity Injuries
Presents principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the upper extremities, head, face and cervical spine. Corequisite: None.

**JUSTIFICATION:**
Course description and corequisite are being changed to come into compliance with accreditation standards.

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

**FROM:** KINS 4332 - Therapeutic Modalities in Sports Medicine
**TO:** KINS 4332 - Therapeutic Modalities in Athletic Training
JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency.

FROM: KINS 4334 - Pharmacological Issues in Sports Medicine
Acquaints the student with the foundations of chemical substances and pharmacology of injury and illness in athletes.

TO: KINS 4334 - General Medical and Pharmacological Issues in Athletic Training
This course acquaints the student with general medical and pharmacological issues in the athletic population.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

FROM: KINS 4618 - Senior Seminar in Sports Medicine
Provides senior level sports medicine majors with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, development and growth and current research themes within the profession. Prerequisite: Senior level Sports Medicine major status.

TO: KINS 4618 - Senior Seminar in Athletic Training
This course provides senior level athletic training students with a colloquium in which to discuss current athletic training issues and topics. Emphasis will be placed on professional responsibility, as well as ethical practice, and rules and regulations that govern the practice of athletic training. Course also includes: employment opportunities, professional development and continuing education. Prerequisite: None.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

FROM: KINS 4721 - Clinical Practicum in Sports Medicine I
Offers the student advanced clinical practice in sports medicine. Prerequisites: A minimum grade of “C” in KINS 3321 and Sports Medicine major status.

TO: KINS 4721 - Clinical Practicum in Athletic Training I
This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes: advanced techniques in manual muscle testing, goniometric measurements and orthotic fabrication. Prerequisites: A minimum grade of “C” in KINS 3322 and Athletic Training major status.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

FROM: KINS 4722 - Clinical Practicum in Sports Medicine II
Offers the student advanced clinical practice in sports medicine. Prerequisites: A minimum grade of “C” in KINS 4721 and Sports Medicine major status.

TO: KINS 4722 - Clinical Practicum in Athletic Training II
This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; research methods, professional presentations and athletic training administration. Prerequisites: A minimum grade of “C” in KINS 4721 and Athletic Training major status.

JUSTIFICATION:
Course name is being changed to reflect recommendations from CAATE, the external accrediting agency. Course description is being changed to come into compliance with accreditation standards.

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

Selected Topics Announcement
KINS 4099 - Introduction to Athletic Training
JUSTIFICATION:
This course provides a broad introduction to the profession of athletic training. The student will be acquainted with the domains of athletic training. Emphasis will be placed on lecture and laboratory experiences concerning basic emergency management, as well as injury prevention including strength and conditioning techniques, environmental considerations, and protective equipment.
New or Revised Programs
Athletic Training Minor
JUSTIFICATION:
To come into compliance with accreditation recommendations. During the last site visit from the accrediting agency CAATE, Commission on Accreditation for Athletic Training Education, it was recommended that we change all printed program materials from “sports medicine” to “athletic training”.

Athletic Training Major
JUSTIFICATION:
To come into compliance with accreditation recommendations. During the last site visit from the accrediting agency CAATE, Commission on Accreditation for Athletic Training Education, it was recommended that we change all printed program materials from “sports medicine” to “athletic training”.

An Aasheim/Morris motion to approve these program revisions was passed unanimously pending approval at Enrollment Management.

Nutrition and Food Science Minor
JUSTIFICATION:
Removing the laboratory classes would allow the department to service the student interested in the minor. Because of the growth of the major and size restrictions in the labs, it is difficult for minors to enroll in the laboratory classes.

An Aasheim/Jackson motion to approve this program revision was passed unanimously.

XV. OTHER BUSINESS
• A Moore/Higgins motion to request Strategic Planning Committee to review issues relative to dual enrollment and how it affects accreditation and institutional effectiveness, as well as concern about graduate faculty status to teach graduate courses was passed unanimously.

XVI. ADJOURNMENT
There being no further business to come before the committee, a Saye/Jackson 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
Academic Standards Committee
Chair: David Rostal

ACADEMIC STANDARDS COMMITTEE MINUTES:
(Ten Sets of Minutes)
Aug 7, 2008

Academic Standards Committee met on August 7, 2008 at 10:00 am to consider appeals for readmission.

Present at the August 7th meeting were: Mark Yanochik (COBA), Bob Fernekes (LIB), Bill Levernier (COBA), Marvin Goss (LIB), Rose Mary Gee (CHHS), Wayne Smith (Registrar’s Office)

Not present at the August 7th meeting were: Onyile Onyile (CLASS), Scott Beck (COE), David Rostal (COST), Brenda Talley (CHHS), Jim Whitworth (CIT), Jerry Ledlow (JPHCOPH), Denise Weems (COE), Aimao Zhang (CIT), Sharon Tracy (CLASS), Anthony Parrillo (JPHCOPH), Connie Murphey (SAEM)

On August 7 there were eighty-seven appeals. Forty-eight appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Thirty-seven appeals were denied by the committee. Sixteen of the denied appeals were sent to the deans of the students' respective colleges. Thirteen of these appeals were approved.

Aug 11, 2008

The ASC met again on August 11, 2008 at 2:00 p.m. to consider appeals for readmission.

Present at the August 11th meeting were: Diana Sturges (CHHS), Iris Durden (LIB), Mark Yanochik (COBA), David Rostal (COST), Marlo Rouse Arnett (CHHS), Reed Smith (CLASS), Simone Charles (JPHCOPH), Bill Levernier (COBA), Jim Whitworth (CIT), Anthony Parrillo (JPHCOPH), Wayne Smith (Registrar’s Office)

Not present at the August 11th meeting were: Ardian Greca (CIT), Stuart Tedders (JPHCOPH), Onyile Onyile (CLASS), Barbara Mallory (COE), Hyo-Joo Han (CIT), Denise Weems (COE), Marvin Goss (LIB), Scott Beck (COE), Brenda Talley (CHHS), Jerry Ledlow (JPHCOPH), Bob Fenekes (LIB), Rose Mary Gee (CHHS), Aimao Zhang (CIT), Sharon Tracy (CLASS), Connie Murphey (SAEM)

On August 11 there were twenty-two appeals. Fifteen appeals were either approved at the meeting or were pre-approved before the meeting based on
criteria previously established by the committee. Six appeals were denied by the committee. Two of the denied appeals were sent to the deans of the students’ respective colleges. Two of these appeals were approved.

**August 13, 2008**

Academic Standards Committee met on August 13, 2008 at 2:00 to consider appeals for readmission.

Present at the August 13th meeting were Onyile Onyile (CLASS), Mark Yanochik (COBA), Brenda Talley (CHHS), Marvin Goss (LIB), Rose Mary Gee (CHHS), Anthony Parrillo (JPHCOPH), Wayne Smith (Registrar's Office), Diana Sturges(CHHS), Stuart Tedders (JPHCOPH), Reed Smith (CLASS), Simone Charles (JPCOPH), Bill Levernier (COBA),

Not present at the August 13th meeting were Scott Beck (COE), David Rostal (COST), Jim Whitworth (CIT), Jerry Ledlow (JPHCOPH), Bob Fernekes (LIB), Denise Weems (COE), Sharon Tracy (CLASS), Aimao Zhang (CIT), Connie Murphey (SAEM), Adrian Greca (CIT), Iris Durden (LIB), Barbara Mallory (COE), Marlo Rouse Arnett (CHHS), Hyo-Joo Han (CIT),

On August 13 there were thirty-six appeals. Fourteen appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Fifteen appeals were denied by the committee. Fifteen of the denied appeals were sent to the deans of the students’ respective colleges. Thirteen of these appeals were approved. Four appeals had no future appeals to the Dean. Learning support was approved for 11 students for Fall 2008. Three appeals were submitted after the meeting.

**October 30, 2008**

The Academic Standards Committee met on Oct 30, 2008 to discuss of the academic standing and appeals process at GSU.

Present at the October 30th meeting were Diana Sturges(CHHS), Adrian Greca (CIT), Stuart Tedders (JPHCOPH), Iris Durden (LIB), Onyile Onyile (CLASS), Mark Yanochik (COBA), Barbara Mallory (COE), David Rostal (COST), Hyo-Joo Han (CIT), Reed Smith (CLASS), Simone Charles (JPCOPH), Bill Levernier (COBA), Marvin Goss (LIB), Wayne Smith (Registrar's Office).

Not present at the October 30th meeting were Marlo Rouse Arnett (CHHS), Denise Weems (COE), Connie Murphey (SAEM),

Wayne Smith provided the committee with an outline of the GSU Academic Standing/Appeals Process. Wayne Smith then informed the committee that we had been tasked to review this process and consider if this process could be simplified/streamlined.
The committee was also given several examples of student records so that committee members could become more familiar with how the process functions.

**November 6, 2008**

The Academic Standards Committee met on November 6, 2008 at 2:00 PM to continue discussion of the academic standing and appeals process.

Present at the November 6th meeting were Diana Sturges (CHHS), Stuart Tedders (COPH), Iris Durden (LIB), Mark Yanochik (COBA), Davis Rostal (COST), Hyo-Joo Han (CIT), Reed Smith (CLASS), Bill Levernier (COBA), Marvin Goss (LIB), Wayne Smith (Registrar’s Office).

Not present at the November 6th meeting were Ardian Greca (CIT), Onyile Onyile (CLASS), Barbara Mallory (COE), Marlo Rouse-Arnett (CHHS), Simone Charles (COPH), Denise Weems (COE), Connie Murphey (SAEM).

The committee was given several examples of Academic Standings/Appeal Processes for several other schools within the USG system for review and comparison with GSU’s policies. At the end of the meeting the committee concluded that the GSU process was more complicated and longer than most other schools looked at in the USG system. The committee requested that Wayne Smith gather information from a few other comparable schools and also to further define the task given the committee.

**November 13, 2008**

The Academic Standards Committee met on Nov 13, 2008 to continue discussion of the academic standing and appeals process.

Present at the November 13th meeting were Diana Sturges (CHHS), Ardian Greca (CIT), Stuart Tedders (COPH), Iris Durden (LIB), Onyile Onyile (CLASS), Mark Yanochik (COBA), Barbara Mallory (COE), Davis Rostal (COST), Reed Smith (CLASS), Bill Levernier (COBA), Wayne Smith (Registrar’s Office).

Not present at the November 13th meeting were Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Simone Charles (COPH), Denise Weems (COE), Marvin Goss (LIB), Connie Murphey (SAEM).

The committee again met to discuss the clarified task given to the committee as well information requested from Wayne Smith regarding the number of students affected by the Academic Standings/Appeals Process per year.

**November 20th, 2008**

The Academic Standards Committee met on Nov 20, 2008 to continue discussion of the academic standing and appeals process.
Present at the November 20th meeting were Ardian Greca (CIT), Mark Yanochik (COBA), David Rostal (COST), Hyo-Hoo Han (CIT), Reed Smith (CLASS), Bill Levernier (COBA), Wayne Smith (Registrar’s Office).

Not present at the November 20th meeting were Diana Sturges (CHHS), Stuart Tedders (COPH), Iris Durden (LIB), Onyile Onyile (CLASS), Barbara Mallory (COE), Marlo Rouse-Arnett (CHHS), Simone Charles (COPH), Denise Weems (COE), Marvin Goss (LIB), Connie Murphey (Financial Aid).

The committee again met and discussed the newer Appeals Processes including schools outside the USG system and discussed the need to simplify the GSU process. The committee was given the task by the chair to prepare a scenario which included 3 to 4 levels in a new/refined appeals process. The committee reviewed a proposal made by Mark Yanochik and Bill Levernier for a more simplified Academic Standing / Appeals process. Following discussion, the committee suggested that Mark Yanochik and Bill Levernier put together an outline for the next meeting on January 28th, 2009.

January 6, 2009

The ASC met again on January 6, 2009 to consider appeals for readmission.

Present at the January 6th meeting were Ardian Greca (CIT), Stuart Tedders (JPHCOPH), Iris Durden (LIB), Mark Yanochik (COBA), Reed Smith (CLASS), Bill Levernier (COBA), Wayne Smith (Registrar’s Office).

Not present at the January 6th meeting were Diana Sturges (CHHS), Onyile Onyile (CLASS), Barbara Mallory (COE), David Rostal (COST), Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Simone Charles (JPHCOPH), Denise Weems (COE), Marvin Goss (LIB), Connie Murphey (Financial Aid).

On January 6 there were one hundred fifty-four appeals. Twenty-eight appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. One hundred twenty-one appeals were denied by the committee. Sixty-four of the denied appeals were sent to the deans of the students’ respective colleges. Thirty-five of these appeals were approved. Two appeals were approved for other terms and five had no future appeals to the deans.

January 8, 2009

The ASC met again on January 8, 2009 to consider appeals for readmission.

Present at the January 8th meeting were Diana Sturges (CHHS), Stuart Tedders (JPHCOPH), Mark Yanochik (COBA), Barbara Mallory (COE), Reed Smith (CLASS), Simone Charles (JPHCOPH), Bill Levernier (COBA), Marvin Goss (LIB), Wayne Smith (Registrar’s Office).
Not present at the January 8th meeting were Ardian Greca (CIT), Iris Durden (LIB), Onyile Onyile (CLASS), David Rostal (COST), Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Denise Weems (COE), Connie Murphey (Financial Aid).

On January 8 there were seventy-eight appeals. Ten appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Sixty-three appeals were denied by the committee. Thirty-five of the denied appeals were sent to the deans of the students’ respective colleges. Eighteen of these appeals were approved. Seven appeals had no future to the dean, 2 appeals had no future appeals to the committee and no future appeals to the Dean. Three appeals were submitted after the meeting and have no response from the Dean.

January 28, 2009

Academic Standards Committee met on January 28, 2009 to continue discussion of the academic standing and appeals process.

Present at the January 28th meeting were Diana Sturges (CHHS), Iris Durden (LIB), Onyile Onyile (CLASS), Mark Yanochik (COBA), Barbara Mallory (COE), David Rostal (COST), Reed Smith (CLASS), Bill Levernier (COBA), Connie Murphey (Financial Aid), Wayne Smith (Registrar’s Office).

Not present at the January 28th meeting were Ardian Greca (CIT), Stuart Tedders (JPHCOPH), Marlo Rouse-Arnett (CHHS), Hyo-Joo Han (CIT), Simone Charles (JPHCOPH), Denise Weems (COE), Marvin Goss (LIB).

The committee again met to discuss the proposed modifications to the Academic Standing/Appeals Process. Wayne Smith invited Janet O’Brien to explain the role of the Academic Success Center as well as when Academic Intervention comes into play. At the end of the meeting, the committee requested Wayne Smith invite the following Advising center directors to clarify the advising process with respect to the appeals process:

Bobbie Williams, College of Business
Marilyn Hale, College of Liberal Arts and Social Sciences
Lisa Vance, College of Science and Technology

Elections Committee
Chair: Michael Moore
No report

Faculty Welfare Committee
Chair: Jean Paul Carton

MINUTES OF THE FACULTY WELFARE COMMITTEE
2073 Russell Union Building, February 6, 2009, 7:30 a.m.
Members in Attendance: Jean-Paul Carton (Chair; CLASS), June Alberto (CHHS), Marla Morris (COE), David Lowder (LIB), Joan Broome (LIB), Greg Harwood (CLASS), Bill Yang (COBA), Jim Braselton (COST); Pat Humphrey (COST), Laura Gunn (COPH), LeVon Wilson (COBA). Also in attendance: Amy Heaston, representing the Provost's Office.

The meeting was called to order at 7:30 a.m. and Greg Harwood was appointed to be the recording secretary for the session.

Members voted to approve the agenda.

Student Evaluations: The committee discussed the current policy of administering course evaluations to students for every class each semester, its relationship to the Board of Regents Policy, whether it might be possible to substantially reduce costs by not administering evaluations so frequently in all cases, and whether a different policy would hurt the effectiveness or purpose of the evaluation.

It was noted that the BOR statement regarding student evaluations is very general and leaves substantial latitude for ways in which it might be handled.

Amy Heaston noted that she had discussed the issue briefly with the Provost, who wishes to examine the subject in the Senate Executive Committee next week.

Jim Braselton noted the perception that very few questions on the current instrument directly concern teaching effectiveness, which is the only purpose for the evaluations specifically mentioned in the BOR policy.

Jean-Paul Carton questioned whether another system would work just as well, perhaps 2/3 or 3/4 of the classes or only doing one section of multiple-section classes.

Jim Braselton pointed out that his main concern was that the current process was expensive in terms of both money (for the scantrons) and time (taken out of class to administer the evaluations and to process the information). He questioned whether the benefits of doing every class every semester were commensurate with the cost, and if the same benefits could be had by reducing the number of administrations, especially for tenured faculty.

Pat Humphrey noted that a Faculty Senate committee had examined the evaluation instrument several years ago and determined that there was no problem with the questions.

Various members noted that there were very different perceptions in various departments and colleges of how much weight the student evaluations carried in making decisions such as promotion and tenure or if it was the main (or even
sole) means of evaluating teaching. In some units, peer review occurred and carried substantial weight; in others it was not, and the student evaluations were the most important factor.

Amy Heaston noted that if peer review was not being done in a department, it was that department’s choice not to do it. She commented that there had been talk about doing student evaluations through SharePoint, which could possibly reduce the cost of dealing with scantrons. She will report on the actual cost of using the scantrons and any possible developments with SharePoint.

Jim Braselton noted the importance of determining the actual goal of the student evaluations. Was it simply to meet a BOR mandate? Or/and to determine tenure or promotion? Or/and to appease student government.

Jean-Paul Carton suggested working up a proposal as a draft motion for the Senate that would include a statement about the cost of administering the evaluations, the possible shortcomings of our current way of administering them, and possible recommendations for changes. He assigned Jim Braselton to head this project, who will be assisted, at Jim’s request, by Marla Morris.

Amy Heaston noted that it might be useful to find out what policy other USG institutions had regarding frequency of administration for the student evaluations.

**Lecturers and Senior Lecturers:** The committee discussed the status of the new classification of lecturers and senior lecturers permitted by the BOR and which are now beginning to be used in small numbers in certain areas of the University: COST, math, chemistry, physics, and Writing and Linguistics in CLASS. The main concern was that there are no specific University policies in the handbook regarding expectations for reappointment or promotion to Senior Lecturer other than the statement in the BOR Handbook.

The committee examined the BOR statement regarding Lecturers and Senior Lecturers, and statements that have been formulated by other USG institutions.

Amy Heaston clarified differences between Temporary Faculty and Lecturers: (1) temporaries have no contracts and are hired with the understanding that their employment will only be for one year, while lecturers could be a multi-year appointment, depending on annual evaluations, with greater longevity in service; (2) “serial” temporaries face the problem of having their load reduced every 3 years to meet BOR requirements, while lecturers do not; (3) temporaries are intended to allow more flexibility in hiring in cases where chairs are scrambling to fill a position due to resignation, etc., while the purpose of lecturers is to alleviate the number of full-time or “serial” temporaries. She also pointed out that the title of Lecturer was often more attractive to potential applicants than Temporary or non-tenure-track Instructor.

Dr. Heaston noted that the BOR has placed a cap on lecturers constituting no more than 10% of the instructional staff at a University, and that if they later apply
for a tenure-track position, none of their time as a lecturer counts toward tenure. Pat Humphrey noted that her main issue was that the University currently had no written policy regarding review for lecturers, especially for the sixth-year comprehensive review if they wished to apply for the position of Senior Lecturer. Some (but not all) USG institutions have made such policies. She volunteered to draw up a draft for the committee’s consideration based on the BOR requirements and policies formulated by other institutions.

Greg Harwood noted that it would be particularly important to clarify expectations for service, as these varied widely among the USG institutions that had instituted written policies.

Old Business: There has been no news from Judicial Affairs regarding the committee’s draft Faculty Handbook for Dealing with Disruptive Student Behavior. The draft Handbook has gone forward to the Senate Executive Committee, and will be on the full Senate agenda for the February meeting.

It was discussed that once the Handbook was approved in final form, that it should be linked to various places, such as the Provost’s web site, the web site of Judicial Affairs, etc.

New Business: There was no new business.

A motion was made to adjourn the meeting, and having passed, the meeting was adjourned at 8:35 a.m.

Submitted by Greg Harwood, Recording Secretary

Minutes
Secretary: Dr. Marla Morris
Senate Faculty Welfare Committee Meeting Notes
Friday, Nov. 07, 7:15am-8:45 am, COBA Room 3311

Present: Amy Heaston, Greg Harwood, June Alberto, Jim Braselton, Joan Ellen Broome, Jean Paul Carton (chair), Bill Yang, Kimberly Coleman, Laura Gunn, LeVon Wilson, Marla Morris, Patricia Humphrey, Ron MacKinnon, Terry Diamanduros.

1. Agenda Approved

2. Disruptive Behavior Faculty Guide

   a. Templates/Case Studies and Behavioral Assessment Team. Amy Heaston talked with Georj Lewis to add case studies for faculty. She suggested that the behavioral assessment team send information out to entire campus.
b. Addition of a detailed description of the Judicial Board. Add how many members from each constituency, terms, appointment procedures, etc.

c. Subcommittee to work on single document to make revisions and other pieces that the committee wants for the document to be able to report to Faculty Senate by February.

d. Request for additional data concerning behavior cases on campus. Additional data on campus to look at trends. Jean Paul spoke with Georj Lewis about getting this data but not sure when data will come out. Georj reported to Jean-Paul that there were approximately 700 judicial cases per year and only four last year on classroom disruptions.

e. Pat suggested changes on page 7 to beef up what might happen during student’s discipline and in the case of the reporting individual who should be notified at each step of the process. Reporting person should be emailed and sent hard copy of the process. The reporting person should be notified as the process moves along. Per #3 “If hearing is requested, a hearing is conducted by either a University Administrator of the University Judicial Board.” Pat suggested that we should know who is on the board, how many people, how these people are selected and what about the reporting individual. Pat also suggested that the appeals process needs to be clarified and the reporting person should also have the right to appeal. Also pg. 5, if campus police is called, the office of Judicial Affairs needs to be notified.

These changes were accepted by the Faculty Welfare Committee.

3. Disruptive Behavior Reporting Process:

a). Web Resources:
http://students.georgiasouthern.edu/judicial/judicial_process_faculty.htm. The FWC felt that more information about what happens at what step of the way is needed and that clarification on the process, especially in terms of what happens when the student agrees to accept responsibility for the charges, could be accessed by clicking on each template box on this web page. This will be a recommendation of the committee.

b). Process at VA Tech. Kim Coleman reported that she spoke with Tom Brown and Edward Spencer at VA Tech (acting VP for Student Affairs). She explained the history of how they separated the offices of Student Affairs from the Office of Judicial Affairs (which is also a recommendation that Kim Coleman made to the committee, to which Amy Heaston was very cautious about and
warned not to do so). The history at VA Tech that led up to this separation of offices began in 1989 when the reports began to increase and the Dean of Students Office became overwhelmed. In 1998, therefore, they developed a separate office of Judicial Affairs where persons (who are not attorneys) are trained however to handle legal issues on the charges that come before them. Kim Coleman also reported that there is much collaboration on VA Tech’s campus between campus police and the local police, faculty and various offices on campus. Kim also reported that the reporting mechanism for incidents for faculty is separate from the reporting mechanism for the general community. Safe Watch is the mechanism for reporting for anybody on campus at VA Tech who comes across or witnesses an incident, i.e. suicidal ideation, depression, student misconduct etc., and these issues are reported the Dean of Student Affairs.

The discussion at this point turned on whether Patrice could get more help in her job here at Georgia Southern by separating the two offices as they did at VA Tech (that is, the office of Student Affairs and the Dean of Students Office because Kim feels as if there is a conflict of interest in these offices). Amy Heaston cautioned against this.

Jean Paul suggested that we might see in writing what can be proposed to solve perceived problems. The committee discussed the difficulty of a smoothly working process in complex cases such as disappearing or depressed students because they are adults and cannot be forced to go to counseling. At any rate, issue 3b (Disruptive behavior reporting Process) has not been resolved by this committee at this time. To re-cap, the reporting person—as was discussed earlier in the meeting—should also have the right to appeal. In order to address this issue, the Disruptive Behavior Subcommittee will look at other institutions to see what their reporting process is.

c). Time table for further action on disruptive behavior. Jean Paul suggested and so did Pat that a Feb. deadline could be met whereby committee puts together an information item and draft of handbook.

Under new business a discussion about an article that Amy Heaston found in Inside Higher Education about what counts as disruptive behavior from differing perspectives (i.e. from faculty vs. student perspective). It was also discussed at this point whether the committee would like to have a visit for our next meeting in two weeks from Trent Mauer and Diana Sturges on issues related to disruptive behavior. The committee agreed to invite them at the next meeting of the FWC.
Travel Grants
Actually, the Faculty Development Committee (FDC) met briefly February 13. Almost immediately a glitch was discovered in the scoring software, so the meeting was postponed one week.

The Committee met again February 20 with seven of the nine members present, as well as Alan Altany and Patricia Hendrix from the Center for Excellence in Teaching. One of the FDC members is not on campus spring semester. The other eight had previously scored the Spring Travel Grant proposals based on the grading rubric provided by the CET online program.

Patricia Hendrix provided the amount of funding remaining for the fiscal year, adding $1,800 from an earlier grant which wasn’t used.

Forty-nine grant applications were received this cycle; the total amount requested was $53,642.32. The total scores were arranged in descending order. Each grant included the amount of funding requested. Starting from the highest cumulative scored grant, the Committee added in the amounts of funds requested by each until we arrived at a figure very close to the amount remaining for the fiscal year.

The Committee Chair asked for discussion of those grants that individuals had rated highly but were below the Committee’s funding cutoff line. After discussion, the FDC decided to fund the first 21, or approximately 43% of the total. One more was selected for funding should any of the others decide not to use their allotment. The total for those funded was $22,992.37.

Selection of Awards of Excellence in Instruction
There were 23 nominations. The scoring indicated six made a good cutoff point, so Committee selected the top six for discussion. Within the six, the scoring
totals showed the top three scored within tiny fractions of each other. The Committee discussed each of the three, then ranked them. Using these rankings the top two were selected.

Other points noted during the discussion
1) The information in the notebooks the Awards nominees are asked to provide needs some tweaking and re-arranging.

2) The selection of only two winners is a vexingly difficult endeavor because all of the nominees are doing amazing things in the area of instruction. All the nominees are worthy of more recognition. Committee members were urged to think about ways to recognize all those nominated.

3) The teaching ideas presented in the notebooks are a valuable resource and need to have wider distribution. The two winners are asked to give a presentation which is attended by perhaps 40 people, many from the person's department. Alan suggested that the two selected for the Award provide about 3,000 words of text to be made into a brochure. The information in the notebooks could serve as the core of it. It was also suggested that the text of the person's presentation be included. The FDC members were asked to keep thinking about other ways to share the teaching ideas of our nominees with the faculty.

4) Trent Maurer agreed to create the first draft of a checklist for travel and instruction grant writers. The same errors recur, particularly failure to provide budget justification and identifying of someone affiliated with Georgia Southern. This is Trent’s fourth and final year on the Committee and he has now read close to a thousand grant applications; all agreed he is well qualified.

Faculty Service Committee
Chair: Maria Smith

Faculty Research Committee
Chair: Norman Schmidt

Graduate Committee
Chair: Robert Fernekes

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date - February 12, 2009

Present: Dr. Jim McMillan, CHHS; Dr. Patrick Wheaton, CLASS; Dr. Lisa Schulz, COE; Dr. Robert Fernekes, Library; Dr. Tom Noland, COBA; Dr. David Rostal, COST; Dr. Richard Flynn, CLASS; Dr. William Amponsah, COBA; Mr. Jonathan Harwell, Library; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Kenneth
I. CALL TO ORDER: Dr. Robert Fernekes called the meeting to order on Thursday, February 12, 2009 at 9:01 AM.

II. APPROVAL OF AGENDA: Mr. Jonathan Harwell made a motion to add a report under Section IV under Subcommittee Reports & Updates. Dr. Richard Flynn provided the second. The motion to approve the additional report for discussion was passed.

III. GRADUATE COMMITTEE CHAIR’S REMARKS: Dr. Robert Fernekes

Dr. Fernekes thanked the committee for their support as the new chair and announced that he plans for meetings to operate smoothly.

IV. SUBCOMMITTEE REPORTS & UPDATES:

i. Academic Standards & Policies Committee - Dr. Fernekes distributed copies of the Graduate Faculty Model that was approved in the January 22, 2009 Graduate Committee meeting. He stated that this is only a reminder to the Committee of what they approved, and also stated that the November 2008 and January 2009 Graduate Committee Minutes will be presented during the Faculty Senate Meeting on February 16, 2009.

ii. Curriculum Committee - There was no business to report from this subcommittee.

iii. Program Review, Assessment & Strategic Planning Committee – There was no business to report from this subcommittee.

iv. Revised BluePrint (Ad Hoc) Committee – Mr. Harwell began by distributing three handouts. The first handout was related to the Library Resources available for New Course and Programs. He expressed concern regarding the following statement on the course proposal forms:

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.

He stated that when proposal forms are being processed, this question needs some attention. Mr. Harwell indicated that it is important to make sure that the resources are available when a New Course or Program is approved. There was some discussion among the committee of how to deal with this issue and the cost of the additional resources. Mr. Harwell concluded that he wanted to raise the level of awareness of the Library’s Resources.

The second handout was a working draft of meetings notes for internal review from the latest Revised BluePrint Ad Hoc subcommittee meeting. An
amendment was made to have “Working Notes” added to the top of this document. Mr. Harwell reported that he hopes to have the next draft of the Revised Blueprint ready to present to the Graduate Committee at the March 12, 2009 meeting.

The last handout was information regarding the Georgia Southern University Library Liaisons.

V. NEW BUSINESS:

1. College of Health and Human Sciences

New Courses:
- NURS 8231 - Theoretical Perspectives of Teaching and Learning in Nursing Education
- NURS 8232 - Instructional Design and Assessment in Nursing Education
- NURS 8233 - Learner-Centered Teaching: Creative Classroom and Clinical Education in Nursing

Course Revisions:
- NURS 7224 - Primary Care Clinical I: Women’s Health
- NURS 7231 - Primary Care I: Women’s Health

Selected Topics:
- NURS 7090S - Nursing in a Global Community: Canada

Dr. Fernekes stated that Dr. Mack noticed a few typographical errors in the submissions. The corrections will be made and placed on the Amended February Agenda.

MOTION: Dr. Flynn made a motion to approve the New and Revised Courses submitted by the College of Health and Human Sciences. A second was made by Dr. Patrick Wheaton. The motion to approve the Course submissions was passed.

2. College of Liberal Arts and Social Sciences

New Courses
- AMST 5233G - American Realism
- ENGL 5231G - American Romanticism
- ENGL 5233G - American Realism
- ENGL 5235G - Irish Literature to 1850
- ENGL 5236G - Irish Literature since 1850
- ENGL 5432G - 20th Century British Literature
- IRSH 5235G - Irish Literature to 1850
- IRSH 5236G - Irish Literature since 1850

Course Deletions
- COML 5334G - Modern Drama
  Justification: This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. COML 5334G falls into this category.

- ENGL 5130G - 20th Century Irish Literature
  Justification: This course is being deleted as part of a comprehensive revision of the English Major and the Irish Studies Minor program. The expanding Irish Studies Center and the Irish Studies Minor require a more robust and comprehensive menu of courses. We are deleting ENGL 5130G to make way for these changes.
ENGL 5333G - Studies in English Drama
Justification: This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. ENGL 5333G falls into this category.

For unclear reasons, ENGL 5333G is also titled British Drama to 1900 in the Course Catalogue.

ENGL 5334G - Modern Drama
Justification: This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. ENGL 5334G falls into this category.

ENGL 5436G - Spirit of Place in British Literature
Justification: This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. English 5436G is such a course.

IRSH 5130G - 20th Century Irish Literature
Justification: This course is being deleted as part of a comprehensive revision of the English Major program and the Irish Studies Minor program. The expanding Irish Studies Center and the Irish Studies Minor require a more robust and comprehensive menu of courses. We are deleting ENGL/IRSH 5130 to make way for these changes.

Course Revisions
COML 5330G - Drama to Romanticism
ENGL 5134G -
ENGL 5136G -
ENGL 5330G - Drama to Romanticism
ENGL 5434G -

Course Reactivations
ENGL 5331G - British Drama to 1642
ENGL 5332G - British Drama since 1660

Course Revisions
ENGL 5331G - British Drama to 1642
ENGL 5332G - British Drama since 1660

Dr. David Dudley discussed the Course submissions from the College of Liberal Arts and Social Sciences. He stated that Dr. Dick Diebolt contacted him regarding some of the New and Revised Courses. (New Courses - ENGL 5235G, ENGL 5236G, IRSH 5235G, IRSH 5236G and Course Revisions - ENGL 5136G, ENGL 5434G, ENGL 5331G, and ENGL 5332G) Dr. Diebolt informed him that Dual Listed courses must include a sentence stating that, “Graduate students will be required to do extra work as determined by the instructor”. Dr.
Dudley stated that this statement would be added to those courses and asked that the Committee approve the Course submissions.

MOTION: With the understanding that the additional sentence be added to the Course Forms listed above Dr. Flynn made a motion to approve the Course submissions by the College of Liberal Arts and Social Sciences. Dr. McMillan provided the second. The motion to approve the New Courses, Courses Deletions, Course Revisions and Course Reactivations was passed.

VI. OLD BUSINESS: Dr. Flynn stated that the current Operating Code for the Graduate Committee was never approved by the Committee. Dr. Fernekes stated that is the reason this topic is being discussed now. Dr. Fernekes turned the floor over to Dr. Mack so that he could present his "How Should the Graduate Committee Be Organized At Georgia Southern University?" PowerPoint presentation. Dr. Mack explained that he wanted to provide background information to the Committee for them to discuss, to help them determine how they would like the new structure of the Graduate Committee to operate. He discussed the Faculty Senate Bylaws and gave examples of a variety of subcommittees that are being used at other institutions. He highlighted some items that the current subcommittees have been doing and how their participation was beneficial. Dr. Mack also indicated that it was the Committee’s decision how to organize themselves. After some discussion among the Committee, Dr. Mack suggested that each member email Dr. Fernekes with their comments on how to organize the Graduate Committee. A deadline of March 5, 2009, which is one week prior to the next Graduate Committee Meeting, was set for members to contact Dr. Fernekes. Dr. Flynn made a motion to continue the current structure until the committee votes on a new structure at the next meeting. Dr. Vladan Jovanovic provided the second. The motion to continue the current subcommittee structure until the next meeting was approved.

ROUND TABLE DISCUSSION: There was no round table discussion.

VII. DEAN'S UPDATE: Dr. Mack reported that the Spring 2009 graduate student enrollment is now at 2,312 and that the Fall 2008 enrollment was 2,271. He asked that the committee pass along complements to everyone involved in the increase of enrollment and also thanked the Graduate Committee.

VIII. ANNOUNCEMENTS: Dr. Fernekes made an announcement welcoming Dr. Tom Noland to the Graduate Committee. He stated that Dr. Noland is representing the College of Business Administration and has taken Dr. Jill Lockwood’s place as a member of the Graduate Committee.

IX. ADJOURNMENT: There being no further business, the meeting was adjourned on February 12, 2009 at 10:01 AM.

X. INFORMATION ITEM (Tabled Item): The Continuous Enrollment Item that was approved in the November 13, 2008 Graduate Committee Meeting was tabled during the February 16, 2009 Faculty Senate Meeting, pending rewrite by the Graduate Committee. The statement below was sent electronically to the Graduate Committee members on February 19, 2009 for approval. The edit below adds one sentence in boldface:

Thesis/Dissertation Enrollment Requirements
All students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the term of graduation. Summer registration is not required unless summer is the graduation term. Check with your major advisor to see if your college has additional continuous enrollment requirements that apply.
The Committee members were asked to review the proposed rewrite and send objections to Dr. Fernekes. With no objections, the rewrite was approved by the Graduate Committee.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved March 4, 2009 by electronic vote of Committee Members
Library Resource Needs Related to New Courses and Programs

Jonathan H. Harwell
Collection Development & Assessment Librarian

Following are some considerations regarding responses to the following statement on the course change proposal form:

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.

Library Resource Needs

The graph below shows ILL’s (interlibrary loans) obtained from other libraries in 2008. Health and medical resources currently constitute Henderson Library’s highest level of ILL borrowing, at 33.9% in 2008 (1348 out of a total of 3981 items borrowed; 96.6% of health and medical items obtained in 2008 were journal articles rather than books, but this varies widely among disciplines). Providing additional courses, especially online, increases the expenses in supporting GSU programs, with considerations such as increased electronic licensing costs based upon FTE enrollment; costs of additional journal and/or database subscriptions; and/or increasing ILL and document delivery for the distance students.
Interlibrary Loan Borrowing in 2008

“Note that health and medical resources are divided among several categories in this graph: Communicable Diseases; Health Facilities, Nursing & History; Health Professions & Public Health; Medicine; Medicine by Body System; Medicine by Discipline; and Preclinical Sciences.

Library Expenses in Support of Distance Education (adapted from Library Committee report)

Based upon analysis by library faculty on the Online Tuition Revenue Task Force, we know that a significant portion of the Library’s expenses are used to support distance education. Regarding interlibrary loan expenses in 2008, we spent $5418.00 in fees to obtain these items, which comes to $1.35 average per item we obtained. 71.2% of these items were articles, and the rest were items to be returned to the lending libraries. The highest costs result from mailing books and other returnables to the distance learners’ homes and providing postage-paid return labels so the materials may be sent back to the library. Other costs associated with interlibrary loan include up to $600 annually in copyright fees, as well as borrowing fees paid to other libraries, most of which are in the $10-20 range per transaction. 91.2% of the items were provided free of charge from other libraries.

Of course, ILL and Document Delivery expenses are in addition to the subscription costs paid by the Library, many of which are license costs based upon enrollment FTE and which rise significantly each year due to an average of 8% annual inflation. These costs are also driven upward by annual enrollment increases, which include distance learners. Overall, these costs increase up to 10-12% annually. Hence the Spring 2009 review of all subscriptions for journals, databases, etc., responds not only to the current budget, but also to the years of flat-level budgeting for Henderson Library in the face of inflation, combined with this year’s anticipated significant reduction in year-end funds.

A recent study correlates library funding with return on investment (ROI). The University of Illinois at Urbana-Champaign realizes a $4.38 ROI for each dollar of library funding; this figure is based solely upon "grant income secured by faculty using library resources," but "does not include the value of library resources to faculty in teaching classes or in conducting their research." (http://liber.library.uu.nl/publish/issues/2008-3_4/?000269).

There have been a few informal surveys about this topic lately on library discussion lists. Dr. Farzaneh Razzaghi, Library Director of The University of Texas-Pan American, shared that they have a $2.50 per credit hour library technology fee from the total university enrollment, which comes to about $1 million a year for the library. All of the library’s hardware, free printing for students, and electronic databases are supplied out
of this fee. Such a formula could be adapted for Georgia Southern, while factoring in the percentage of credit hours in our distance graduate programs. Our rising graduate enrollment is resulting in a higher level of research being supported by Henderson Library in our subscription and purchase expenditures. Meanwhile, the percentage of these students who are distance learners significantly affects our level of expenditures for interlibrary loan and document delivery, as well as our rising costs for licensing online resources based upon our rising enrollment.

Undergraduate Committee
Chair: Patrick Wheaton

UNDERGRADUATE COMMITTEE MINUTES
FEBRUARY 24, 2009
3:15 P.M.

I. CALL TO ORDER

Present: Dr. Bob Jackson, Dr. Camille Rogers, Dr. Cheryl Aasheim, Dr. Jacob Warren, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Ms. Lori Lester, Dr. Marla Morris, Dr. Michael Moore, Dr. Patrick Wheaton, Dr. Reed Smith, Dr. Scott Kersey, Dr. Amy Heatson, Ms. Ann Evans, Ms. Caroline James

Visitors: Dr. Barry Joyner, Ms. Candace Griffith, Mr. Charles Feaguin, Dr. David Dudley, Dr. Eric Kartchner, Ms. Jodi Middleton, Dr. Joelle Romanchik-Cerpovicz, Ms. Mandie Thacker, Dr. Olivia Carr Edenfield, Dr. Onyile Onyile, Dr. Phyllis Dallas, Dr. Shahnam Navaee, Dr. Steve Stepanek, Dr. Susan Williams, Dr. Todd Deal, Ms. Urkovia Andrews, Dr. Virginia Richards

Absent: Dr. Allison Dobson Long, Dr. Barry Munkasy, Ms. Debra Skinner, Dr. Donna Saye

Dr. Patrick Wheaton called the meeting to order at 3:21 p.m.

II. APPROVAL OF AGENDA

A Moore/Jackson motion to approve the agenda was passed unanimously.

III. VICE PRESIDENT FOR STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Dr. Todd Deal presented the following agenda item for the Vice President for Student Affairs and Enrollment Management.

Course Revision
FROM: EDGE 1000 - EDGE Leadership
TO: LEAD 1000 - Self-Leadership
JUSTIFICATION: The subject and title are being changed to more accurately reflect the course content.

A L. Smith/R. Smith motion to approve this course revision FAILED unanimously, after discussion.
IV. **COLLEGE OF HEALTH AND HUMAN SCIENCES**

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

- **Department of Hospitality, Tourism, and Family & Consumer Sciences**
  - **Revised Program**
  - **B.S. Fashion Merchandising and Apparel Design**
  - **JUSTIFICATION:**
    - The METEET Department is proposing to change the subject and the number of the TMFG 2131 (The Manufacturing Enterprise) course to TMET 3831 (Free Enterprise Simulation). The Program Revision form is submitted to reflect the proposed change. This change is requested to better serve students of COBA interested in Entrepreneurial Leadership.
  - An Aasheim/Higgins motion to approve this program revision was passed unanimously.

- **Department of Health and Kinesiology**
  - **Course Revisions**
  - **FROM:** NTFS 2535 - Nutrition and Diet Therapy
    - Prerequisites: 8 hour laboratory science or permission of instructor.
  - **TO:** NTFS 2535 - Nutrition and Diet Therapy
    - Prerequisites: None.
  - **JUSTIFICATION:**
    - To better align with accreditation standards.

  - **FROM:** NTFS 3536 - Meal Management
    - Prerequisites: A minimum grade of “C” in NTFS 2530 or prior or concurrent enrollment with a minimum grade of “C” in NTFS 2534 and NTFS 3534.
  - **TO:** NTFS 3536 - Meal Management
    - Prerequisites: A minimum grade of “C” in NTFS 2530 or prior or concurrent enrollment with a minimum grade of “C” in NTFS 2534 and NTFS 3534 or permission of instructor.
  - **JUSTIFICATION:**
    - To better align with accreditation standards.

  - **FROM:** NTFS 3630 - Sport Nutrition
    - Prerequisites: A minimum grade of “C” in NTFS 2530, NTFS 2535, or NTFS 3534.
  - **TO:** NTFS 3630 - Sports Nutrition
    - Prerequisites: A minimum grade of “C” in NTFS 2530, NTFS 2535, or NTFS 3534 or permission of instructor.
  - **JUSTIFICATION:**
    - To better align with accreditation standards.

  - **FROM:** NTFS 3730 - Quantity Food Practicum
    - Food science theories and principles are applied in an institutional food service facility. Food service production skills and techniques are developed in this course as are skills in the application of sanitation regulations. To be taken in conjunction with HNRM 3324.
    - Prerequisites: A minimum grade of “C” in HNRM 2334, NTFS 2534, and BIOL 2240.
  - **TO:** NTFS 3630 - Quantity Food Practicum
Food science theories and principles are applied in an institutional food service facility. Food service production and techniques are developed in this course as are skills in the application of sanitation regulations. Prerequisites: A minimum grade of “C” in NTFS 3538 and HNRM 3324 or permission of instructor.

JUSTIFICATION:
To better align with accreditation standards.

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

TO: NTFS 4534 - Medical Nutrition Therapy I
Prerequisites: A minimum grade of “C” in NTFS 3534, NTFS 3535, and prior or concurrent enrollment with a minimum grade of “C” in NTFS 4536 or permission of instructor.

JUSTIFICATION:
To better align with accreditation standards.

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

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

JUSTIFICATION:
To better align with accreditation standards.

FROM: NTFS 4610 - Nutrition and Food Science Senior Seminar
Prerequisites: A minimum grade of “C” in NTFS 2514 and NTFS 4536.

TO: NTFS 4610 - Nutrition and Food Science Senior Seminar
Prerequisites: A minimum grade of “C” in NTFS 2514 and senior status.

JUSTIFICATION:
To better align with accreditation standards.

A Moore/Aasheim motion to approve these course revisions was passed unanimously.

Revised Program
B.S. Nutrition and Food Science

JUSTIFICATION:
The changes would help us to meet new accreditation standards as well as provide more options for students. Currently, the only choice is the Didactic Program in Dietetics designed to prepare Registered Dietitians (RD). Not all of our students want to pursue the RD or are qualified to pursue the RD. New accreditation standards require that 80% of students apply for the dietetic internship the year they graduate and 60% must be accepted. Currently, we are not meeting that standard. Only those students in the Dietetic Emphasis would count towards this accreditation standard.

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

V. COLLEGE OF BUSINESS ADMINISTRATION
Dr. Leslee Higgins presented the following agenda items for the College of Business Administration.
New Courses
MGNT 4236 - New Venture Planning
This is a project-based course in which students, working in small groups, research and develop a business plan for a new venture. With tutorial guidance, students will select an entrepreneurial idea and develop it into a comprehensive and fully detailed, written business plan. All aspects of the business must be thoroughly researched and the written plan must include three years’ financial projections. In the final week of the course, students will make a formal presentation of their plan and be interviewed by an enterprise panel with the aim of obtaining funding for the venture. The enterprise panel may include a bank manager, a business angel and/or a venture capitalist. Prerequisites: A minimum grade of “C” in MGNT 3234 and MKTG 3131. 3 credit hours.

JUSTIFICATION:
New Venture Planning will be added to the Entrepreneurial Leadership emphasis in COBA. The course is required to enable students to build on their knowledge from Entrepreneurship and Small Business Management courses by allowing students to learn how to develop and pitch a fully comprehensive new venture plan. The course moves students from an ‘about entrepreneurship’ form of learning to a ‘for entrepreneurship’ form of learning and will, therefore, enhance their personal entrepreneurial skills, as well as, their knowledge of venture creation.

BUSA 4133 - Business Ethics
Business ethics refers to the collective values of a business organization that can be used to evaluate whether the behavior of the business’s members are considered acceptable and appropriate. This course will explore alternative views of ethics, describe the ways in which a business shapes its ethical environment, demonstrate how ethical problems arise, and help students develop codes and strategies that lead to ethical behavior. Prerequisite: A minimum grade of “C” in LSTD 2106. 3 credit hours.

JUSTIFICATION:
Unethical behavior by business managers has become a highly visible problem. AACSB, the foremost accrediting body for business programs, has called for member schools to revitalize their commitment to ethical responsibility and to demonstrate this commitment throughout their academic programs. Although this topic has been addressed contextually in many COBA courses, we perceive that a focused coverage of the topic will be of great benefit to our students.

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 into the course and a PLU credit will be offered. Prerequisite: A minimum grade of “C” in ECON 2105. 3 credit hours.

JUSTIFICATION:
To be used for Education majors as an elective and for current classroom teachers as a PLU.

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

Course Revisions
FROM: **MGNT 3234 - Entrepreneurship**
A study of the business formation process focusing on the behaviors of entrepreneurs and the creation of the new businesses in dynamic environments. Prerequisites: A minimum grade of “C” in FINC 3131, MGNT 3130, and MKTG 3131.

TO: **MGNT 3234 - Entrepreneurship**
A study of the business formation and growth processes involved in entrepreneurship. The course also focuses on the behaviors of entrepreneurs within different entrepreneurial contexts. This is a course that engages students in interactive exercises and invites local entrepreneurs into the classroom to share their experiences of setting up and running new ventures. Prerequisite: A minimum grade of “C” in MGNT 3130.

**JUSTIFICATION:**
We are trying to enhance the entrepreneurship emphasis by adding a more advanced course, New Venture Planning. This course will become the entry level course for entrepreneurship and small business and should, therefore, not be too restrictive. We have agreed with the Management Faculty that some of the prerequisites should be removed to allow better access for students wishing to take the course (particularly those in other Colleges).

FROM: **ECON 4131 - Applied Econometrics and Regional Analysis**
Prerequisites: A minimum grade of “C” in ECON 2106 and BUSA 3131.

TO: **ECON 4131 - Applied Econometrics and Regional Analysis**
Prerequisites: A minimum grade of “C” in ECON 2106; and BUSA 3131 or STAT 2231.

**JUSTIFICATION:**
Economics has degree programs in both the BBA and BA. The statistical requirement differs by degree core requirement, but either BUSA 3131 or STAT 2131 will be accepted as a prerequisite.

FROM: **ECON 4534 - Business Insurance**
A study of alternative methods of managing financial risk of the firm using business insurance products. Although the course emphasizes insurance methods, alternatives to insurance are also examined. Financial concepts are applied to the evaluation of alternative courses of action for the firm. The course also focuses on regional insurance topics such as marine insurance, aviation insurance and crop insurance that affect southeast Georgia. Prerequisite: Junior standing.

TO: **ECON 4534 - Commercial Risk Management and Insurance**
This course involves 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. Prerequisite: A minimum grade of “C” in FINC 3131.

**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.
An Aasheim/Higgins motion to approve these course deletions was passed unanimously.

Revised Programs
B.B.A. Management, Emphasis in Entrepreneurship/Small Business
JUSTIFICATION:
The revision allows the program to more effectively utilize the skill set of the recently hired Freeman Chair of Free Enterprise by requiring a course in New Venture Planning.

B.B.A. Regional Economic Development
JUSTIFICATION:
Department is designing degree program to offer more economic development and economic courses, while dropping more classes from other programs which drew little to no interest from students.

B.B.A. - Specific Requirements
JUSTIFICATION:
About 30% of pre-business students are issued Special Permission Forms to take hit list courses and upper division courses concurrently. Approximately 500 exceptions are written each semester. We need to streamline the process so that faculty and staff can spend more productive time with students. The change means that Student Services can spend more quality time with students, it is easier to administer, and it is easier to understand for faculty and students. Students are capable of high performance. COBA student’s gpa mirrors the GSU student’s gpa. Also, 7 or the 9 current hit list classes are covered by using ACCT 2101: ENGL 1101, ENGL 1102, MATH 1111, MATH 1232, BUSA 1105 CISM 2530. Overall, it is easier for everyone to understand. We can rely on prerequisites to manage admittance to BBA status and we can use Banner to manage the process.

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

VI. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY
Dr. Shahnam Navae presented the following agenda item for the Allen E. Paulson College of Science and Technology.

- Department of Mathematical Sciences
  Course Revisions
  Dr. Scott Kersey presented the following agenda item for the Department of Mathematical Sciences.
  FROM: MATH 3230 - Differential Equations
  Solution of first and higher order ordinary differential equations, applications and solutions of systems of linear differential equations. Prerequisites: A minimum grade of “C” in MATH 2331 and MATH 2242.

  TO: MATH 3230 - Ordinary Differential Equations
  The study of differential equations involving functions of one variable. Topics include: linear and non-linear differential equations, initial value problems, existence and uniqueness theorems, systems of differential equations, stability, computational methods and Laplace transform methods. Prerequisite: A minimum grade of “C” in MATH 2242.

  JUSTIFICATION:
Differential equations are an area in mathematics that involves solutions to both ordinary (one-variable) and partial (multiple variable) differential equations. The title is being revised to reflect that only ordinary differential equations are studied in the course. The catalog description is being revised to more clearly specify the topics covered. The prerequisite MATH 2331 (Elementary Linear Algebra) is being removed because most of this material is not essential to the course, and the basics can be introduced as needed.

FROM: MATH 4910 - Undergraduate Seminar
A specialized study of various topics in mathematics with the intention to engage students independent reading, writing and presentation of these topics under the supervision of mathematics faculty. 1 credit hour. Repeatable for credit.

TO: MATH 4920 - Undergraduate Seminar
A specialized study of various topics in mathematics with the intention to engage students in independent reading, writing and presentation of these topics under the supervision of mathematics faculty. 2 credit hours. Not repeatable for credit.

JUSTIFICATION:
The credit hours is being changed from 1 to 2 to reflect a change in the structure of the course that now requires more work from the students. The course number is changed from MATH 4910 to MATH 4920 to reflect this credit hour change. This course is also made “non repeatable” for credit and should only be taken once (as opposed to the old course). A typographical correction is also being changed in the catalog description: “students independent” should be “students in independent.”

A Moore/Jackson motion to approve these course revisions was passed unanimously.

Revised Programs
B.S. Mathematics
JUSTIFICATION:
The program revision is needed to reflect changes in the Mathematical Sciences curriculum. Specifically, the computer requirement is reduced from two courses to just one; the international content course INTS 2130 is allowed as an alternative to the foreign language sequence; MATH 4910 is being changed to a 2 credit hour course required one time rather than a 1 credit course required twice; the title of the course MATH 3230 (Differential Equations) is being changed to “Ordinary Differential Equations”; MATH 5339 (Mathematical Models) is being changed from a required to an elective course. Other changes are made to simplify and better clarify the degree requirements, and to allocate credit hours as needed.

B.S.Mat. Mathematics
JUSTIFICATION:
The program revision is needed to reflect changes in the Mathematical Sciences curriculum. Specifically, the computer requirement is reduced from two courses to just one; the international content course INTS 2130 is allowed as an alternative to the foreign language sequence; MATH 4910 is being changed to a 2 credit hour course required one time rather than a 1 credit course required twice; the title of the course MATH 3230 (Differential Equations) is being changed to “Ordinary Differential Equations”; MATH 5339 (Mathematical Models) is being changed from a required to an elective course. Other changes are made to simplify and
better clarify the degree requirements, and to allocate credit hours as needed.

Mathematics Minor
JUSTIFICATION:
To make our Minor program more accessible, we are allowing the option of MATH 2243 or MATH 2332 and we are changing MATH 2331 from a prerequisite to a course in the Minor program.

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

- Department of Mechanical & Electrical Engineering Technology
Course Revisions
FROM: TMFG 2131 - The Manufacturing Enterprise
A national award-winning private enterprise simulation course with innovative hands-on application activity in organizing, owning, and operating a company. Students from a variety of majors study the typical enterprise organizational responsibilities and interrelationships, and operate a laboratory factory, developing, producing, and marketing a competitive product for profit.

TO: TMET 3431 - Free Enterprise Simulation
A synergistic, hands-on, activity-based study of the planning, setup, and operation of a private enterprise. Students will study and experience the full scope of leadership and functional management roles as they organize, own, and operate a simulated private enterprise company by developing, producing, and marketing a competitive product for actual profit.

JUSTIFICATION:
TMFG 2131 formerly served as the introductory foundation for the Industrial Management major is being revised to serve students of COBA interested in Entrepreneurial Leadership. The revised course will now serve as a unique example of the worldwide university trend of embedding entrepreneurial education within disciplines and outside business colleges. The course title is to be revised so as to de-emphasize manufacturing and to reflect its increasing free enterprise emphasis. The course is to be numbered as 3000-level to parallel the other courses that will comprise the new entrepreneurial academic emphasis, and to adjust to the new base of students who will be of junior-senior standing. The subject of the course is to be changed to be consistent with the other courses offered in the Mechanical Engineering Technology Program.

FROM: TMFG 3230 - Productivity Measurement and Improvement
Prerequisite: TMFG 2131.

TO: TMFG 3230 - Productivity Measurement and Improvement
Prerequisite: TMET 3431.

JUSTIFICATION:
The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

FROM: TMFG 3231 - Introduction to Industrial Management
Prerequisite: TMFG 2131.

TO: TMFG 3231 - Introduction to Industrial Management
Prerequisite: TMET 3431.

JUSTIFICATION:
The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

FROM: TMFG 3232 - Applied Industrial Statistics and Quality Assurance  
TO: TMFG 3232 - Applied Industrial Statistics and Quality Assurance

JUSTIFICATION:
The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

FROM: TMFG 4134 - World Class Manufacturing  
TO: TMFG 4134 - World Class Manufacturing

JUSTIFICATION:
The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

FROM: TMFG 4330 - Cost Engineering  
TO: TMFG 4330 - Cost Engineering

JUSTIFICATION:
The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

FROM: TMFG 4531 - Plant Layout  
TO: TMFG 4531 - Plant Layout

JUSTIFICATION:
The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

FROM: TMFG 4533 - Production Planning  
TO: TMFG 4533 - Production Planning

JUSTIFICATION:
The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

FROM: TMFG 5234 - Introduction to Technical Management & Leadership  
TO: TMFG 5234 - Introduction to Technical Management & Leadership

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Prerequisite: TMET 3431.

JUSTIFICATION: The pre-requisite for this course, TMFG 2131 (The Manufacturing Enterprise), is being changed to TMET 3431 (Free Enterprise Simulation).

A Jackson/Morris motion to approve these course revisions was passed unanimously.

Revised Programs
Industrial Safety & Environmental Compliance Minor
JUSTIFICATION: The METEET Department is proposing to change the subject and the number of the TMFG 2131 (The Manufacturing Enterprise) course to TMET 3431 (Free Enterprise Simulation). The Program Revision form is submitted to reflect the proposed change. This change is requested to better serve students of COBA interested in Entrepreneurial Leadership.

Engineering Studies Programs (Non-Degree)
JUSTIFICATION: The Mathematics Department has changed the title of Differential Equations (MATH 3230) course to Ordinary Differential Equations.

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

B.S.E.E.T. Electrical Engineering Technology
JUSTIFICATION: After reviewing the Bachelor of Science in Electrical Engineering Technology degree program, it was determined that the title of Bachelor of Science in Applied Electrical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the graduates of the program, attract students and companies to this region.

B.S.M.E.T. Mechanical Engineering Technology (General)
JUSTIFICATION: After reviewing the Bachelor of Science in Electrical Engineering Technology degree program, it was determined that the title of Bachelor of Science in Applied Electrical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the graduates of the program, attract students and companies to this region.

B.S.M.E.T. Mechanical Engineering Technology (Emphasis in Material Processing and Engineering Management)
JUSTIFICATION:
After reviewing the Bachelor of Science in Electrical Engineering Technology degree program, it was determined that the title of Bachelor of Science in Applied Electrical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the graduates of the program, attract students and companies to this region.

**B.S.M.E.T. Mechanical Engineering Technology (Emphasis in Mechtronics)**

*JUSTIFICATION:*

After reviewing the Bachelor of Science in Electrical Engineering Technology degree program, it was determined that the title of Bachelor of Science in Applied Electrical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the graduates of the program, attract students and companies to this region.

*NOTE: The department requested that these items be WITHDRAWN from the agenda.*

- **Department of Physics**
  - **Course Deletions**
    - PHYS 5234 - Applications of Lasers
    - PHYS 5235 - Laser Technology
    - PHYS 5715 - Laser Lab Techniques and Laser Technology
  - *JUSTIFICATION:*
    - The courses listed above have not been taught in recent years. The faculty in the Physics Department agree that they should be deleted.

  *An Aasheim/L. Smith motion to approve these course deletions was passed unanimously.*

- **Course Revisions**
  - **FROM:** PHYS 5130 - Sound Waves and Acoustics
    - A study of the production, transformation, reflection, absorption and general effects of vibration and sound. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.
  - **TO:** PHYS 30 - Sound Waves and Acoustics
    - A study of the production, transformation, reflection, absorption, and general effects of vibration and sound.
  - *JUSTIFICATION:*
    - Currently, the “Sound Waves and Acoustics” course is listed as a PHYS 5130/5130G course. The PHYS 5130G course is being deleted. However, the department desires to begin offering the course as a 3000 level course. This course will serve as a physics elective for the newly revised B.A. in Physics program. This course along with the current Optics course (PHYS 3131) will give undergraduate students a strong foundation in Wave Mechanics.
FROM: PHYS 5134 - Principles of Lasers
An introduction to the basic principles of laser oscillation, construction and operation of the most common laser systems, based on the rate equation and laser cavity theory. Provides practical experience in the use of many laser systems and in laser radiation safety. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO: PHYS 4332 - Principles of Lasers
An introduction to the basic principles of laser oscillation, construction and operation of the most common laser systems, based on the rate equation and laser cavity theory. This course also provides practical experience in the use of many laser systems and in laser radiation safety.

JUSTIFICATION:
Currently, the “Principles of Lasers” course is listed as a PHYS 5134/5134G course. The PHYS 5134G course is being deleted. However, the department desires to begin offering the course as a 4000 level course. This course will continue to serve as a physics elective for the B.S. in Physics program.

FROM: PHYS 5230 - Quantum Optics
Involves theories related to laser spectroscopy, nonlinear optics, laser pulse propagation, laser cooling and various effects in laser spectroscopy related to quantum interference. 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 PHYS 5557.

TO: PHYS 4131 - Quantum Optics
Involves theories related to laser spectroscopy, nonlinear optics, laser pulse propagation, laser cooling and various effects in laser spectroscopy related to quantum interference. Prerequisite: A minimum grade of “C” in PHYS 3536.

JUSTIFICATION:
Currently, the “Quantum Optics” course is listed as a PHYS 5230/5230G course. The PHYS 5230G course is being deleted. However, the department desires to begin offering the course as a 4000 level course. This course will continue to serve as a physics elective for the B.S. in Physics program. Since this is no longer a 5000 level course, the prerequisite of PHYS 5557 has been replaced by a prerequisite of PHYS 3536 to match the change in level of the course.

FROM: PHYS 5439 - Properties of Materials
Introduction to the properties of semiconductors, magnetic materials and superconductors. Particular emphasis will be placed on semiconductors with regard to developing an understanding of light emitting diodes, diode lasers and quantum well devices. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO: PHYS 4232 - Properties of Materials
Introduction to the properties of semiconductors, magnetic materials and superconductors. Particular emphasis will be placed on semiconductors with regard to developing an understanding of light emitting diodes, diode lasers and quantum well devices.

JUSTIFICATION:
Currently, the “Properties of Materials” course is listed as a PHYS 5439/5439G course. The PHYS 5439G course is being deleted.
However, the department desires to begin offering the course as a 4000 level course. This course will continue to serve as a physics elective for the B.S. in Physics program.

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

Revised Programs
B.A. Physics
JUSTIFICATION:
The B.A. in Physics is being updated to reflect the revisions and deletions of courses which have not been taught in recent years. The following courses are been deleted: Applications of Lasers (PHYS 5234), Laser Technology (PHYS 5235), and Laser Lab Techniques and Laser Technology (PHYS 5715). The Quantum Optics course is been changed from PHYS 5230 to PHYS 4131. The Properties of Materials course is been changed from PHYS 5439 to PHYS 4232. The Principles of Lasers course is been changed from PHYS 5134 to PHYS 4332. The revision of last three courses listed above will give students an opportunity to cover many of the same topics included in these courses previously in addition to those topics included in the deleted courses listed above. The Sound Waves and Acoustics course is been changed from PHYS 5130 to PHYS 3130. The new PHYS 3130 Sound Waves and Acoustic course along with existing Optics course will give students a strong foundation in Wave Mechanics.

B.S. Physics
JUSTIFICATION:
The B.S. in Physics is being updated to reflect the revisions and deletions of courses which have not been taught in recent years. The following courses are been deleted: Applications of Lasers (PHYS 5234), Laser Technology (PHYS 5235), and Laser Lab Techniques and Laser Technology (PHYS 5715). The Quantum Optics course is been changed from PHYS 5230 to PHYS 4131. The Properties of Materials course is been changed from PHYS 5439 to PHYS 4232. The Principles of Lasers course is been changed from PHYS 5134 to PHYS 4332. The revision of last three courses listed above will give students an opportunity to cover many of the same topics included in these courses previously in addition to those topics included in the deleted courses listed above. The Sound Waves and Acoustics course is been changed from PHYS 5130 to PHYS 3130. The new PHYS 3130 Sound Waves and Acoustic course along with existing Optics course will give students a strong foundation in Wave Mechanics. The following changes were approved last year, however these changes were not reflected in the new catalog. Thermal Physics (PHYS 5530) course was changed from a physics elective to a required physics course. The Required Physics Courses were increased from 30 hours to 33 hours while decreasing the General Electives by 3 hours.

Physics Minor
JUSTIFICATION:
The Physics Minor is being updated to reflect the creation of new courses as well as the revision and deletion of courses in recent years. The
following astronomy courses have been added to the minor: The Search for Life in the Universe (ASTR 3137), Physical Astronomy (ASTR 3538), Astrophysics (ASTR 4130), and Observational Techniques in Astronomy (ASTR 4330). The following courses are being deleted: Applications of Lasers (PHYS 5234), Laser Technology (PHYS 5235), and Laser Lab Techniques and Laser Technology (PHYS 5715). The Quantum Optics course is being changed from PHYS 5230 to PHYS 4131. The Properties of Materials course is being changed from PHYS 5439 to PHYS 4232. The Principles of Lasers course is being changed from PHYS 5134 to PHYS 4332. The Sound Waves and Acoustics course is being changed from PHYS 5130 to PHYS 3130.

An Aasheim/R. Smith motion to approve these program revisions was passed unanimously.

VII. COLLEGE OF INFORMATION TECHNOLOGY

Dr. Cheryl Aasheim presented the following agenda item for the College of Information Technology.

Course Revisions

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

TO: IT 3131 - Web Application Design and Development
Prerequisites: A minimum grade of “C” in IT 1430, IT 2333, IT 3233, and CISM 2230. A minimum average GPA of 2.5 for IT 1130 (or CISM 2530) and IT 1430.

JUSTIFICATION:
Enable IT3131 to focus on 3-tier application development and remove SQL coverage from IT1130.

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

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

JUSTIFICATION:
To shorten prerequisite chain.

FROM: IT 4335 - Network Architecture
Prerequisite: A minimum grade of “C” in CISM 3134.

TO: IT 4335 - Network Architecture
Prerequisites: A minimum grade of “C” in CISM 3134 and IT 2333.

JUSTIFICATION:
IT 2333 covers some of the foundations which IT4335 needs.

FROM: WBIT 3200 - Database Design, Development and Deployment
Prerequisite: A minimum grade of “C” in WBIT 2311.

TO: WBIT 3200 - Database Design, Development and Deployment
Prerequisite: Prior or concurrent enrollment with a minimum grade of “C” in WBIT 2311.

JUSTIFICATION:
Change the prerequisite to a concurrent prerequisite to allow students a little additional flexibility in scheduling and progression.

FROM: 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.

TO: **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.

**JUSTIFICATION:**
This change in course title and content was approved by the Operating Board of the WebBSIT program which is a consortium of 5 Georgia universities delivering a fully online undergraduate program in information technology.

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

**Revised Programs**
**B.S.I.T. Information Technology**

**JUSTIFICATION:**
Include information about the WebBSIT program which is currently delivered along with courses currently listed in the catalog with WBIT prefixes, but there is no information about the degree program itself. Georgia Southern University is one of 5 Georgia universities who, as a consortium, deliver this program.

**B.S.I.T. Information Technology (WebBSIT)**

**JUSTIFICATION:**
Include information about the WebBSIT program which is currently delivered along with courses currently listed in the catalog with WBIT prefixes, but there is no information about the degree program itself. Georgia Southern University is one of 5 Georgia universities who, as a consortium, deliver this program.

A Rogers/Higgins motion to approve these program revisions was passed unanimously.
New Courses

ART 3272 - Northern Renaissance Art History
This course will address the visual arts of northern Europe during the Renaissance, the 14th through the 16th century. The class will primarily cover the painting, printmaking, and sculpture of Germany, Flanders, France, and the Netherlands. The class will begin by establishing the artistic traditions of the medieval era and exhibit how the early Northern Renaissance artists both operated within these traditions and made marked innovations to the visual vocabulary, and will conclude with the 16th-century North’s responses to the Protestant Reformation and to the influence of works of the Italian Renaissance. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532 or permission of instructor. 3 credit hours.

JUSTIFICATION:
Elective to fulfill required upper division course work (9 hours) in art history for BA, BFA degree programs.

GCM 3231 - Print Media Processes
An intermediate technical study of lithography, flexography, screen and specialty printing and digital outputs processes and the image preparation requirements for each. The course will provide experiences that demonstrates the similarities and differences of print media and discuss criteria for choosing one versus another. Students will gain a greater understanding of the mass production options available for graphic communication. Prerequisites: A minimum grade of “C” in GCM 1131, GCM 1321, and GCM 1411. 3 credit hours.

JUSTIFICATION:
The GCM program has been deficient of an intermediate level technical course related to the production of graphic communications. Students currently get production experiences in the first course, GCM 1131, and may not see it again until their senior year. Providing an intermediate level of production content better prepares students for their internship experience.

An Aasheim/L. Smith motion to approve these new courses was passed unanimously.

Course Deletions

ART 3438 - Art of Asia
ART 3535 - Native American Art
AMST 3535 - Native American Art
ART 4737 - Art History Thesis

JUSTIFICATION:
1. Courses no longer taught; faculty with specialized content no longer on faculty at Georgia Southern University. 2. ART 4737 Art History Thesis is a duplicate course with ART 4831 Senior Art History Thesis will remain in the catalog.

An Aasheim/R. Smith motion to approve these course deletions was passed unanimously.

GCM 2722 - Industrial Practicum Laboratory
GCM 5514 - Lithographic Reproduction Laboratory
JUSTIFICATION:
GCM 2722 - Surveys from alumni have indicated that the lecture and lab courses should be compressed into one course, GCM 2721. While GCM is restructuring its curriculum, this is the opportunity to improve the course and the overall program. This lab was totally arranged with a local business where the student would observe and participate as much as possible. This part of the lab will be incorporated in a reduced fashion into GCM 2721.

GCM 5514 - GCM is restructuring its program to increase efficiency and to strengthen students learning opportunities, we will offer students a choice of two of four production courses changed from requiring only one reflecting the change of technology in the field. Three of the existing courses are structured as a single course for a total of 3 hours credit each. The current Lithographic course is 4 credit hours with lecture and lab courses combined (GCM 5434 & GCM 5514). All of the current lab experience will be placed in the revised Lithographic course, GCM 5434. The lecture will be reduced from three hours to two and the lab will be 3 contact hours. Additionally, some of the content from GCM 5434 will be moved to the new GCM 3231 Print Media Production Processes course.

An Aasheim/R. Smith motion to approve these course deletions was passed unanimously.

Course Revisions
FROM: ART 2531 - Art History I
A chronological survey of world visual arts from pre-historic times through the Middle Ages in the West and various non-western cultures. Emphasis is on architecture, sculpture, painting, and other major media. This course introduces questions of style, meaning, and cultural context for works of art.

TO: ART 2531 - Art History I
This course surveys the arts of the western and non-western world from the prehistoric eras through the 14th century. The emphasis is twofold: 1) recognizing the visual characteristics of period and individual styles through a study of major monuments and, 2) utilizing works of art to better understand the social, cultural and economic realities of the historical eras. The format for the course is lecture with discussion.

JUSTIFICATION:
Update Catalog description changed to reflect course content.

FROM: ART 2532 - Art History II
A chronological survey of the visual arts from the Renaissance to contemporary times. Emphasis is on architecture, sculpture, painting, and other major media. This course introduces questions of style, meaning, and cultural context for works of art. Prerequisite: ART 2531.

TO: ART 2532 - Art History II
This course surveys the arts of the western and non-western world from the 15th century to the present. The emphasis is twofold: 1) recognizing the visual characteristics of period and individual styles through a study of major monuments and, 2) utilizing works of art to better understand the social, cultural and economic realities of the historical eras. The format for the course is lecture with discussion. Prerequisite: A minimum grade of “C” in ART 2531.

JUSTIFICATION:
1. Update Catalog description changed to reflect course content.  2. Change minimum grade to C on Pre-requisite course ART 2531.
FROM: ART 3435 - African Art  
Surveys the major themes, cultural groups, and art traditions of Africa. Focusses on materials, function, meaning, and the contexts in which art is used. Prerequisites: ART 2531 and ART 2532.

TO: ART 3435 - African Art History  
Surveys the major themes, cultural groups, and art traditions of Africa. Focusses on materials, functions, meaning and the distinctive aesthetic values of cultural objects and their ritual significance in African societies. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:  
Update title to reflect art history discipline; revise course description to reflect current content; add minimum pre-requisite grade of C.

FROM: ART 3436 - African American Art  
Prerequisites: ART 2531 and ART 2532.

TO: ART 3436 - African American Art History  
Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:  
Update title to reflect art history discipline; change prerequisite to minimum of C.

FROM: ART 3437 - American Art  
Surveys in detail the development of the artistic avant-garde in Europe and America from the late nineteenth century to the present. Major movements, individuals, and theoretical issues will be considered. Emphasis on painting and sculpture with some attention to photography, architecture, printmaking and other areas. Prerequisite: ART 2532.

TO: ART 3437 - American Art History  
This course examines the history of American Art from the Colonial Period through the present. Works of art and other forms of material culture will be explored and discussed within the context of philosophical, historical, social, and cultural developments. Attention will be given to the writings of artists and critics, as well as texts by contemporary art historians, historians, and other scholars which illustrate the variety of methodologies and interpretations that are currently being brought to bear on American art, architecture, and material culture. The format for this course is lecture with discussion. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:  
1. Students need foundation surveys ART 2531 and ART 2532 before enrolling in this upper division course. 2. Update course description to reflect contemporary research in American Art History. 3. A minimum grade of C or better is required for art classes in area F and in major.

FROM: ART 3530 - Ancient Art  
A study of the architecture, sculpture, painting, and applied arts of major civilizations in the Middle East and the Mediterranean world from prehistory to the 4th century C.E., with emphasis on developments in Greece and Rome. Prerequisite: ART 2531.

TO: ART 3530 - Art and Architecture of the Ancient World  
This course will encompass a study of the visual arts, primarily sculpture, painting, and metalwork, and architecture, both secular and religious, of the ancient world from Prehistoric times through circa 350 CE, with an emphasis on the art of Greece and Rome. A historical and cultural background will be provided to lay a contextual groundwork for the more specific information of the works of art and architecture. The material will begin with the examination of the earliest artistic creations by humankind in the Paleolithic era, proceed
with the works of the ancient Egyptian, Greek, Etruscan, and ancient Roman cultures, and conclude with the conversion of the Roman Empire to Christianity and to the era known as Early Christian. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:
Add discipline designation of art history to title; update course description to better reflect course content; identify additional prerequisite of Art History II (Area F) and minimum pre-requisite grade of C.

FROM: ART 3531 - Medieval Art
A study of architecture, painting, sculpture, and applied arts in Europe and the Mediterranean world from the fall of Rome to the thirteenth century. Prerequisites: ART 2531 and ART 2532.

TO: ART 3531 - Medieval Art History
This course will encompass a study of the visual arts in Europe, primarily sculpture, painting, and architecture from the fall of the Roman Empire to the thirteenth century. While some secular works will be covered, primarily the course will address Christian art because of the Church’s strong sway in the Medieval world. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:
Add discipline designation of art history to title; update course description to better reflect course content; identify additional prerequisite of Art History II (Area F) and minimum pre-requisite grade of C.

FROM: ART 3532 - Renaissance Art
A study of the architecture, sculpture, painting, and applied arts in Europe from the fourteenth through the sixteenth centuries with emphasis on developments in Italy and Northern Europe. Prerequisites: ART 2531 and ART 2532.

TO: ART 3532 - Italian Renaissance Art History
This course will encompass a study of the visual arts, primarily sculpture, painting, and architecture, both secular and religious, from the Italian Renaissance. The course will begin by establishing the artistic traditions of the Medieval era and exhibit how the early Renaissance artists both operated within these traditions and made marked innovations to the visual vocabulary, moves which eventually led to the new individualism of the artist and the renowned works of the High Renaissance, with which we will conclude the semester. The class will address differences in style between many of the Italian cities: Florence, Rome, Siena, Mantua, among others. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:
Add discipline designation of art history to title; update course description to better reflect course content; identify additional prerequisite of Art History II (Area F) and minimum pre-requisite grade of C.

FROM: ART 3533 - Baroque and Rococo Art
A study of architecture, painting, sculpture, and graphic arts in Europe during the seventeenth and eighteenth centuries. Prerequisite: ART 2531.

TO: **ART 3533 - Baroque and Rococo Art History**
This course will address the visual arts of the Baroque and Rococo periods in both Northern and Southern Europe. The class will primarily cover painting, and sculpture, with the inclusion of some architectural works. The course will begin by establishing the artistic traditions of the Late Renaissance era to lay the groundwork for the revised aesthetic and innovations of the Baroque, and go on to examine further shifts in style as we move into the Rococo. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

*JUSTIFICATION:*
Add discipline designation of art history to title; update course description to better reflect course content; identify additional pre-requisite of Art History II (Area F) and minimum pre-requisite grade of C.

FROM: **ART 3534 - Nineteenth Century Art**
Examines the major tendencies in contemporary painting, sculpture, printmaking, performance, video, photography, and environmental art from the middle of the twentieth century to the present. Emphasis is on the major themes, styles, and approaches to art in the contemporary worlds. Prerequisite: ART 2531.

TO: **ART 3534 - 19th Century Art History**
This course examines the art, artists and issues in 19th century art through lectures and discussion. Topics for discussion include: Classicism & Romanticism, Representations of other cultures, Issues of gender, Realism, Impressionism & Post-Impressionism, Modernism, Abstraction, Symbolism. The format of the course is lecture with discussion. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

*JUSTIFICATION:*
1. Catalog description update to reflect current research and course content. 2. Add pre-requisite of ART 2532 (Art History II); 3. Title change to reflect art history discipline.

FROM: **ART 4435 - Art History Travel**
Repeatable for credit. Fees: None. Prerequisite: ART 2531.

TO: **ART 4435 - Art History Travel Research**
Not repeatable for credit. Fees: varies per travel destination. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

*JUSTIFICATION:*
1. Title change to indicate research based course. 2. Add pre-requisite of ART 2532 (Art History II); 3. Add non-repeatable for credit; 4. Add Fees dependent upon travel destination

FROM: **ART 4530 - 20th Century Art**
Surveys in detail the development of the artistic avant-garde in Europe and America from the late nineteenth century to the present. Major movements, individuals, and theoretical issues will be considered. Emphasis on painting and sculpture with some attention to photography, architecture, printmaking and other areas. Prerequisite: ART 2532.

TO: **ART 4530 - 20th Century Art History**
This course surveys European and American art, artists and issues/movements in the 20th century. The purpose of this course is to provide an understanding of not only stylistic principles of the century, but also those human values and cultural events which served as inspiration. Lectures, readings, discussions, and assignments focus on the intentions, creative biographies, and historical circumstances of 20th century artists. The format for this course is lecture with discussion. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:
1. Update Catalog description changed to reflect course content. 2. Title change to reflect art history discipline as subject. 3. Add Art History II (ART 2532) as required pre-requisite.

FROM: ART 4531 - Contemporary Art
Examines the major tendencies in contemporary painting, sculpture, printmaking, performance, video, photography, and environmental art from the middle of the twentieth century to the present. Emphasis is on the major themes, styles, and approaches to art in the contemporary worlds. Prerequisites: ART 2531 and ART 2532.

TO: ART 4531 - Contemporary Art History
Through lectures and class discussion, this course explores the development of contemporary art from the 1970s to the present day. We will investigate issues pertaining to contemporary art such as place, memory, consumption, spirituality, identity, power, stories, loss and desire, time, humor, ecology and protest. Course content also considers the nature of “mega-exhibitions” and the changing role of art, artists, and curators as cultural activists; art as the product of economic relations between parties with different vested interests in the material object; visual strategies used in the media and advertising; and the impact of technology on contemporary culture in general and art in particular. Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:
1. Students must earn a C or above in foundation prerequisites ART 2531 (Art History I) and ART 2532 (Art History II) before enrolling in upper division art history course such as this one. 2. Catalog description changed to reflect course content. 3. Title change to reflect art history discipline.

FROM: ART 4631 - Art History Seminar
Prerequisite: Permission of instructor.

TO: ART 4631 - Art History Seminar
Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532.

JUSTIFICATION:
Add prerequisite of foundation art history courses, ART 2531 and ART 2532 as required prior to advance level art history course.

FROM: ART 4831 - Senior Art History Thesis
Prerequisite: Senior standing.

TO: ART 4831 - Senior Art History Thesis
Prerequisites: A minimum grade of “C” in ART 2531 and ART 2532, 18 hours of Art History, and approval of advisor.

JUSTIFICATION:
Add prerequisite of foundation art history courses, ART 2531 and ART 2532 as required prior to advance level art history course.

FROM: GCM 2721 - Industrial Practicum
Corequisite: GCM 2722.

TO: GCM 2721 - Industrial Practicum
Corequisite: None.

JUSTIFICATION:
GCM 2722 is being deleted and content from GCM 2722 will be incorporated into GCM 2721. The co-requisite is no longer necessary.

FROM: GCM 3130 - Customer Service for Graphic Communications
Prerequisite: A minimum grade of “C” in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

TO: GCM 3130 - Customer Service for Graphic Communications
Prerequisite: 11 hours of GCM courses.

JUSTIFICATION:
GCM students’ internship experience increasingly focuses on shadowing Customer Service representatives. Students should have the opportunity to have taken the class before their internship.

FROM: GCM 3745 - Graphic Communications Internship I
Designed for students to receive practical work experience with an approved graphic communications firms. A minimum of 480 contact hours with the host site is required. Prerequisites: A minimum grade of “C” in GCM 2721, GCM 2722 and a minimum 7 hours from GCM 2432, GCM 2332 and GCM 2412, and GCM 2532 and GCM 2512. 4 credit hours.

TO: GCM 3735 - Graphic Communications Internship I
Designed for students to receive practical work experience with an approved graphic communications firms. A minimum of 400 contact hours with the host site is required. Prerequisites: A minimum grade of “C” in GCM 2721 and a minimum 7 hours from GCM 2432, GCM 2332 and GCM 2412, and GCM 2532 and GCM 2512. 3 credit hours.

JUSTIFICATION:
As a result of changes to the University calendar over several years, students have been under increasing pressure to fulfill the 480 hours of work for the internship during the summer. Over 90% of our students do their internship in the summer as it fits best in their sequence of classes. Internships may be completed in the spring or fall, but these times may put the student out of sequence. Changing to 400 hours is 10 full weeks of work and the credit hours reflect the reduced work obligation. The course number change reflects the credit hour change from 4 credit hours to 3. The prerequisite change reflects the deletion of GCM 2722.

FROM: GCM 4132 - Screen Printing
This course introduces the student to the methods, procedures and technologies used in the screen and specialty printing industry, including screen printing, pad printing, sublimation printing and embroidery. Projects and discussions involve the various production methods and material requirements. Experiences include planning, image preparation, image carrier preparation, single and multi-color printing, medium curing and drying, finishing and hands-on experiences with the various process. Prerequisite: A minimum grade of “C” in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

TO: GCM 4132 - Screen and Specialty Printing
This course introduces the student to the methods, procedures and technologies used in the screen and specialty printing industry, including
screen printing, pad printing, sublimation printing and embroidery. Projects and discussions involve the various production methods and material requirements. Experiences include planning, image preparation, image carrier preparation, single and multi-color printing, medium curing and drying, finishing and hands-on experiences with the various process. Prerequisite: A minimum grade of “C” in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned Graphic Communications Management advisor).

JUSTIFICATION:
The desire is to give students the opportunity to take some of the production courses before their internship which provides more print knowledge in their preparation for the internship experience. The intermediate production course, GCM 3231, is identified as the prerequisite as it has introductory content related to screen printing. The name change and catalog description change reflects the expanding content to include more processes in this area.

FROM: GCM 4746 - Graphic Communications Internship II
Designed for students to further their industry experience beyond GCM 3745. A minimum of 480 hours contact hours with the host site is required. Prerequisites: A minimum grade of “C” in GCM 3745 and 9 or more hours from the following: GCM 5234, GCM 5314, GCM 5434, GCM 5514, GCM 4132, GCM 5331, GCM 5334 and GCM 5534. 4 credit hours.

TO: GCM 4736 - Graphic Communications Internship II
Designed for students to further their industry experience beyond GCM 3735. A minimum of 400 hours contact hours with the host site is required. Prerequisites: A minimum grade of “C” in GCM 3735 and 9 or more hours of 3000 and above GCM courses. 3 credit hours.

JUSTIFICATION:
As a result of changes to the University calendar over several years, students have been under increasing pressure to fulfill the 480 hours of work for the internship during the summer. Over 90% of our students do their internship in the summer as it fits best in their sequence of classes. Internships may be completed in the spring or fall, but these times may put the student out of sequence. Changing to 400 hours is 10 full weeks of work and the credit hours reflect the reduced work obligation. The course number change reflects the credit hour change from 4 credit hours to 3. The prerequisite change reflects the number change of GCM 3735.

FROM: GCM 5331 - Flexography
Prerequisite: A minimum grade of “C” in GCM 3745 required for undergraduate course only.

TO: GCM 5331 - Flexography
Prerequisite: A minimum grade of “C” in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned Graphic Communications Management advisor).

JUSTIFICATION:
The desire is to give students the opportunity to take some of the production courses before their internship which provides more print knowledge in their preparation for the internship experience. The intermediate production course, GCM 3231, is identified as the prerequisite as it has introductory content related to flexography.

FROM: GCM 5332 - Multimedia Presentations
Prerequisite: Successful completion of a college level computer course.

TO: GCM 5332 - Multimedia Presentations
Prerequisite: A minimum grade of “C” in GCM 1631 (required for Graphic Communications Management majors only, IT second discipline
students should consult with the assigned Graphic Communications Management advisor).

JUSTIFICATION:
The prerequisite is changed to have students begin with GCM 1631, Introduction to Multimedia. This course is a continuation of GCM 1631 and adds more complex techniques to the development and editing of multimedia presentations. IT second discipline students typically have enough computer background to be successful at this level.

FROM: GCM 5434 - Lithographic Reproduction
Designed to introduce the student to film assembly and presswork. Topics include imposition layouts, film assembly, platemaking, proofing systems, and press operation. Prerequisites: A minimum grade of “C” in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor). Corequisite: GCM 5514. 3 lecture hours.

TO: GCM 5434 - Lithographic Reproduction
Designed to introduce the student to image assembly for presswork. Topics include imposition layouts, image assembly, platemaking, proofing systems, press operation and safety. Graduate students will do a research project related to course content and present their finding to the class. Prerequisites: A minimum grade of “C” in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor). Corequisite: None. 2 lecture hours and 3 lab hours.

JUSTIFICATION:
As GCM restructures its program, it will be offering students a choice of two of four production courses. Three of the four production courses are structured as single courses for a total of 3 hours credit. The Lithographic course has a total of 4 credit hour between lecture and lab. All of the current lab experience will be incorporated into this course. The contact hours are changed to accommodate the lab content being added while some of the lecture content is being moved to the new Print Media Production Processes course, GCM 3231. The prerequisite is also changed to require some past experience with lithography. The intermediate production course, GCM 3231, is identified as the prerequisite or equivalent experience. The co-requisite is being remove because GCM 5514 is being deleted.

FROM: GCM 5534 - Digital Output Applications
Prerequisite: A minimum grade of “C” in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

TO: GCM 5534 - Digital Output Applications
Prerequisite: A minimum grade of “C” in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

JUSTIFICATION:
The desire is to give students the opportunity to take some of the production courses before their internship which provides more print knowledge in their preparation for the internship experience. The intermediate production course, GCM 3231, is identified as the prerequisite as it has introductory content related to digital outputs.
An Aasheim/L. Smith motion to approve these course revisions was passed unanimously.

New or Revised Programs
B.A. Art, Concentration in Art History
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Update of department advising information.

B.A. Art, Concentration in Studio
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Update of department advising information.

B.A. Art, Concentration in Ceramics
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Revise courses offered and number of credit hours in Exploratory studio area. 5. Revise required courses and number of credit hours in the major concentration. 6. Update of department advising information.

B.A. Art, Concentration in Drawing
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Revise courses offered and number of hours in Exploratory studio area. 5. Revise required courses and number of credit hours in the major concentration. 6. Update of department advising information.

B.A. Art, Concentration in Graphic Design
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Update of department advising information.

B.A. Art, Concentration in Jewelry
JUSTIFICATION:
1. Degree Program title change. 2. Deletion of courses. 3. Addition of new courses. 4. Revision of course titles. 5. Revise courses offered and number of credit hours in Exploratory studio area. 6. Revise required courses and number of credit hours in the major concentration. 7. Update of department advising information.
B.A. Art, Concentration in Painting
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Revise courses offered and number of credit hours in Exploratory studio area. 5. Revise required courses and number of credit hours in the major concentration. 6. Update of department advising information.

B.A. Art, Concentration in Photography
JUSTIFICATION:
1. Degree Program Title Change. 2. Deletion of courses. 3. Addition of new courses. 4. Revision of course titles. 5. Revise courses offered and number of credit hours in Exploratory studio area. 6. Revise required courses and number of credit hours in the major concentration. 7. Update of department advising information.

B.A. Art, Concentration in Printmaking
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Revise courses offered and number of credit hours in Exploratory studio area. 5. Revise required courses and number of credit hours in the major concentration. 6. Update of department advising information.

B.A. Art, Concentration in Sculpture
JUSTIFICATION:
1. Deletion of courses. 2. Addition of new courses. 3. Revision of course titles. 4. Revise courses offered and number of credit hours in Exploratory studio area. 5. Revise required courses and number of credit hours in the major concentration. 6. Update of department advising information.

B.S. Graphic Communications Management
JUSTIFICATION:
The changes made to the major are a result of one course addition, two course deletions, and course revisions that focus on prerequisite changes. These prerequisite changes are made to provide students the ability to take more major courses before their internship and provides more flexibility in scheduling courses efficiently. Course revisions prompt a change in the number of credit hours required for the major (+2) and University electives (-2). Courses in Area F were changed because one of the required classes will no longer be offered by METEET and as part of the purpose in our re-designation as a program in the Department of Art, an art course is selected to strengthen students design and compositional skills.

A Warren/Aasheim motion to approve these program revisions was passed unanimously.

Department of Communication Arts
Dr. Reed Smith, Dr. Patrick Wheaton, Dr. Steve Stepanek, and Ms. Urkovia Andrews presented the following agenda items for the Department of Communication Arts.
New Courses

FILM 4020 - Digital Filmmaking Applications
Practicum course providing students with experience in their respective areas of interest in Digital Filmmaking, including directing, cinematography, editing, and producing. The course requires six hours of approved practicum activity per week for the two credit course. Course activity will culminate in one completed, long form documentary or narrative film per instructor approved crew. Prerequisites: A minimum grade of “C” in MMC 4134, FILM 3331, and MMC 3530 or JOUR 3530 or permission of instructor. 2 credit hours.

JUSTIFICATION:
Course requirement for major.

FILM 4910 - Digital Filmmaking Capstone
Students will create a web and hard copy portfolio and reel utilizing projects created through his or her MMC filmmaking courses. Students will also address current issues in the field and their role as future practitioners. Prerequisites: A minimum grade of “C” in BRCT 3434, FILM 3434, or MMC 3434 and senior MMC rank. 1 credit hour.

JUSTIFICATION:
This course will act as the final course in the MCC Digital Filmmaking Emphasis program; required for major.

JOUR 3430 - Media Management and Sales
This course studies the organization and operation of media operations’ policies and procedures. Examines media management theory and practice, key media administrator roles, media industry processes and departments, and media manager skills in finances, personnel, programming, promotion/marketing, selling of commercial advertising in media and audience research. Prerequisites: A minimum grade of “C” in JOUR 2331, MMC or JOUR major status or 2.5 institutional GPA. 3 credit hours.

JUSTIFICATION:
Media Management and Sales updates and combines two outdated courses currently in the catalog (BRCT 3338 and BRCT 4333), while providing students with the basics in media management and sales necessary for any position in the ever-changing industry of Multimedia. It allows students to learn the basics of media operations and sales, including the competitive environment between traditional media and emerging technologies.

JOUR 3631 - Fundamentals of Multimedia Production
Focuses on new forms of journalism based on the Internet and other digital platforms. Examines the digital revolution and the creation of a global information society, with a special focus on the effects upon journalism, such as computer-assisted reporting in the area of news gathering, and media convergence in news dissemination. Prerequisites: A minimum grade of “C” in JOUR 2331, JOUR major or IT second discipline students and 2.35 GPA. 3 credit hours.

JUSTIFICATION:
Fundamentals of Multimedia aspires to be a basic knowledge course for non-broadcast communicators to identify and produce media related to the impact of new and emerging electronic media technologies.
JOUR 4712 - Journalism Capstone  
Journalism capstone course that draws upon students’ previous work within the program to generate a portfolio of material that can both demonstrate and confirm aptitude in the disciplines’ skill sets and re-emphasize the overall critical importance of journalism in the life of a democratic people. Prerequisites: Prior or concurrent enrollment with a minimum grade of “C” in JOUR 4333 and JOUR 4335. 1 credit hour.

JUSTIFICATION:  
Under new curriculum proposal, this would be needed for major as the newly revised capstone course.

MMC 2110 - Broadcast Technologies  
This course introduces the student to the technical aspects of video and audio signal requirements, video and audio signal set-up, trouble-shooting signals problems, and maintenance of equipment. Prerequisites: MMC major or IT second discipline and 2.5 GPA. 1 credit hour.

JUSTIFICATION:  
This course is required for the major. This course introduces the student to the technical aspects of video and audio signal requirements, video and audio signal set-up, trouble-shooting signals problems, and maintenance of equipment.

MMC 3234 - Directing for the Screen  
Students will learn the techniques for working with actors for screen performance with particular focus on film acting. Auditioning, screen tests, and casting will also be discussed. Students will direct a minimum of three individual scenes for video. Prerequisite: A minimum grade of “C” in MMC 3434. 3 credit hours.

JUSTIFICATION:  
This course will be offered as an elective for students in the MMC Digital Filmmaking track with a directing interest.

MMC 3339 - Field Video Production and Editing  
This course is designed to teach students the fundamentals of video editing and the techniques of producing, directing, and equipment operation for field (location) productions. Students will produce and direct various types of video programs shot on-location. Prerequisites: A minimum grade of “C” in MMC 2110 and MMC major status or 2.5 GPA. 3 credit hours.

JUSTIFICATION:  
This course is required for the major in Multimedia Communication.

MMC 3430 - Media Management and Sales  
Studies the organization and operation of media operations’ policies and procedures. Examines media management theory and practice, key media administrator roles, media industry processes and departments, and media manager skills in finances, personnel, programming, promotion/marketing, selling of commercial advertising in media and audience research. Prerequisites: A minimum grade of “C” in MMC 2335 and MMC or JOUR major status or 2.35 or higher GPA. 3 credit hours.

JUSTIFICATION:  
Media Management and Sales updates and combines two outdated courses currently in the catalog (BRCT 3338 and BRCT 4333), while providing students with the basics in media management and sales necessary for any position in the ever-changing industry of Multimedia. It allows students to learn the basics of media operations and sales,
including the competitive environment between traditional media and emerging technologies.

**MMC 4134 - Advanced Digital Filmmaking**
This course will expand on the basic digital filmmaking principles established in MMC 3434 and will focus more on developing student’s ability to tell visual stories. Prerequisite: A minimum grade of “C” in MMC 3434. 3 credit hours.

**JUSTIFICATION:**
This course will be a required course for MMC Production students in the Digital Filmmaking Track.

**MMC 4135 - Advanced Lighting and Cinematography**
This course will build on the basic lighting and cinematography skills established in MMC 3434. Students will learn to use more advanced equipment, develop complex compositions and camera movement, and create unique lighting schemes. Prerequisite: A minimum grade of “C” in MMC 3434. 3 credit hours.

**JUSTIFICATION:**
This course will be offered as an elective for MMCM production students. It will be a recommended elective for students interested in the Digital Filmmaking track.

**MMC 4331 - History of Mass Communication**
Surveys the history of newspapers, magazines, radio and television, with emphasis upon their correlations with political, social and economic trends in America. Prerequisite: A minimum grade of “C” in COMM 2331. 3 credit hours.

**JUSTIFICATION:**
This course already exists as JOUR/AMST 4331, but the MMC prefix is being added so the course can be included in the new Multimedia Communication curriculum.

**MMC 4910 - Multimedia Capstone**
A course is which students demonstrate their mastery of the material they have learned during their major course work by producing a high-quality final project or portfolio. The product will be of a quality necessary to be entered into adjudicated competitions, for graduate school applications, or as part of a job application. A panel comprised of MMC faculty members and/or area advisory board members will evaluate the project’s suitability for acceptance. Prerequisite: Senior MMC rank. 1 credit hour.

**JUSTIFICATION:**
This course will evaluate the level of competence of students who are near completion of their four year degree in the Multimedia Communication program.

**THEA 3231 - Movement for the Actor**
This course will introduce the student to various movement techniques used in the theatre. These techniques are intended to increase the individual’s ability to inhabit the physicality of the character. Each time the course is offered it will pursue a specific technique or combination of techniques that will be determined by the instructor of the class. May be repeated once for credit. 3 credit hours.
JUSTIFICATION:
This would add an essential area of study for the Theatre Major and Minor. It would provide a balance for the course “Voice for the Actor” that is already part of the Theatre Program. This course has been offered as a selected topics course and enrollment was full.

THEA 3232 - Vectorworks for the Stage
This course will introduce the student to various 2D and 3D computer aided drafting techniques used in the theatre. These techniques are intended to increase the individual’s ability to present construction drawings, elevations, groundplans and lighting plots for industry needs. Prerequisite: A minimum grade of “C” in THEA 2332. 3 credit hours.

JUSTIFICATION:
This would add an essential area of study for the Theatre Major and Minor. It would provide a foundation for the design courses that are already part of the Theatre Program. This course has been offered as a selected topics course and enrollment was full.

THEA 3234 - Acting for the Screen
Students will learn acting for screen performance techniques with particular focus on film acting. Auditioning, screen tests, and casting will also be discussed. Students will perform in a minimum of two scenes for video. Prerequisite: A minimum grade of “C” in THEA 2333. 3 credit hours.

JUSTIFICATION:
This course will be offered as an elective for THEA students.

A Moore/Aasheim motion to approve these new courses was passed unanimously.

Course Deletions
BRCT 3333 - Telecommunications
BRCT 3338 - Electronic Media Sales
BRCT 4333 - Electronic Media Management
JOUR 4332 - Contemporary American Newspapers
AMST 4332 - Contemporary American Newspapers

JUSTIFICATION:
As the Broadcasting program converts to its new MMC designation, the content of BRCT 3333 is being merged into other existing courses, making this course redundant. BRCT 3338 and 4333 are being merged into one course, which will cover the content of both courses (MMC 3430).

An Aasheim/Warren motion to approve these course deletions was passed unanimously.

Course Revisions
FROM: AAST 5330 - African-Hispanic Culture
An introduction to African-Hispanic culture through the reading and discussion of poetry, short stories, historical documents, and movies in which Afro-Hispanics play a central role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: Three 3000-level SPAN courses or permission of instructor.
TO: **AAST 5330 - African-Hispanic Culture**
An introduction to African-Hispanic culture through the reading and discussion of poetry, short stories, historical documents, and movies in which Afro-Hispanics play a central role. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisites: A minimum grade of “C” in one 4000-level Spanish course, or permission of instructor.

**JUSTIFICATION:**
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5330. The catalog description change includes the new prerequisite.

FROM: **AMST 4331 - History of American Journalism**
Surveys the history of journalism in America, with emphasis upon its correlations with political, social and economic trends. Prerequisites: None.

TO: **AMST 4331 - History of Mass Communication**
Surveys the history of newspapers, magazines, radio and television, with emphasis upon their correlations with political, social and economic trends in America. Prerequisite: A minimum grade of “C” in COMM 2331.

**JUSTIFICATION:**
The course is being broadened in scope so it can better represent the full spectrum of US mass communication history. The prerequisite is needed so students in this senior level course will possess a background in the terminology employed in the course.

FROM: **BRCT 3233 - Politics and the Media**
Prerequisites: A minimum grade of “C” in COMM 2332 and POLS 1101 or permission of instructor.

TO: **MMC 3233 - Politics and the Media**
Prerequisites: A minimum grade of “C” in COMM 2332 and POLS 1101

**JUSTIFICATION:**
Course title and catalog description altered to reflect change in BRCT curriculum to MMC major curriculum.

FROM: **BRCT 3331 - Audio Production**
Introduces the fundamentals of audio production and equipment, production principles and techniques, station operations, radio history and FCC regulations. Focus and emphasis is on production of laboratory projects and programs with student activity in various studio tasks involved with broadcast radio production. Prerequisite: A minimum grade of “C” in COMM 2332.

TO: **MMC 3331 - Audio Production & Announcing**
Introduces the fundamentals of digital audio use across multiple platforms and diverse formats. Examines the theory, principles, practices and ethical considerations of using voice, sound effects and music to produce audio. This hands-on course provides students an opportunity to explore audio story telling through commercials, newscasts, interviews and entertainment programming. Prerequisites: A minimum grade of “C” in COMM 2332 and MMC 2335; 2.5 institutional GPA for non-MMC majors.

**JUSTIFICATION:**
The department faculty have determined that this is the best course in the broadcasting program in which to instruct students in not only audio production activity but in the foundations of proper vocal performance as
well. There is currently no separate announcing course offered in the area, so the faculty determined that the need existed for it to be included at this point in the curriculum.

**FROM:** BRCT 3332 - Video Production
Introduces basic television equipment and elements of studio operation. Analyzes the techniques, equipment, materials, aesthetics, and problems of video and lighting. Students will participate in various studio roles while producing several laboratory programs. Prerequisite: A minimum grade of “C” in COMM 2332.

**TO:** MMC 3332 - Studio Video Production
Introduces multiple camera studio production. Students will participate in every studio position required to accomplish live media production. Students will be expected to grow in knowledge concerning live directing, producing, lighting, composition, set design, studio equipment operation and crew management. This is the basic multipurpose camera, large crew course and should prepare students for field and web studio environments. Prerequisite: A minimum grade of “C” in MMC 2335; 2.5 institutional GPA for non-MMC majors.

**JUSTIFICATION:**
The core of learning tasks to complete in this course is multiple camera and multiple crew studio production management. Video, film or web designations are not relevant as industry is moving towards converged media applications. Building the students knowledge of concepts and terms as well as large group management is what is learned in this course.

**FROM:** BRCT 3334 - Broadcast News
Prerequisite: A minimum grade of “C” in JOUR 2331.

**TO:** MMC 3334 - Broadcast News
Prerequisite: A minimum grade of “C” in JOUR 2331 and MMC or JOUR major status or 2.5 institutional GPA.

**JUSTIFICATION:**
Prefix being changed to comply with new major name change, and prerequisite changed to limit course to students who have met other MMC or JOUR major entrance requirements.

**FROM:** BRCT 3335 - Writing for Electronic Media
Provides the principles and techniques necessary for adapting the principles of copy writing to the electronic media, specifically radio and television. Prerequisite: A minimum grade of “C” in COMM 2332.

**TO:** MMC 2335 - Introduction to Media Writing
Provides the principles and techniques necessary for adapting the principles of copy writing to the electronic media, specifically radio, television and Internet. Prerequisite: A minimum grade of “C” in COMM 2332 and passage of English Proficiency Exam or a minimum grade of “C” in WRIT 3520.

**JUSTIFICATION:**
Introduction to Media Writing is designed to be an introductory course for Multimedia Communication majors, particularly for those in Production and Film, with other majors in Communication Arts using the course for exposure to the basics of writing for the various Electronic Media. By lowering the course number, it becomes a prerequisite for students to become MMC majors; thus better preparing them for the writing requirements in upper level MMC courses.

**FROM:** BRCT 3336 - International Media Systems
Prerequisite: Permission of instructor.
TO:  MMC 3336 - International Media Systems
Prerequisite: A minimum grade of “C” in COMM 2332.

JUSTIFICATION:
Submitted due to change in BRCT subject designation to MMC. Was cross-listed with INTS/JOUR 3336 which are being changed to INTS/JOUR 3336.

FROM:  BRCT 3337 - Law and Ethics of Mass Communications
Prerequisite: COMM 2332.

TO:  MMC 3337 - Media Law and Ethics
Prerequisite: A minimum grade of “C” in COMM 2332.

JUSTIFICATION:
Course subject change is made to match program name change relating to multi-media communication instead of just broadcasting or journalism.

FROM:  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.

TO:  MMC 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, diversity and shifting cultural issues as journalists and media consumers. Prerequisites: A minimum grade of “C” in COMM 2331 and MMC or JOUR major status or 2.35 institutional GPA.

JUSTIFICATION:
The course prefix is being changed from BRCT to MMC to reflect the major name change. The prerequisites are being altered to reflect a new course creation and to designate the course for adequately prepared students.

FROM:  BRCT 4030 - Selected Topics in Broadcasting
Offers varied courses in specialized areas of the field of broadcasting study. Prerequisite: BRCT 3333 and permission of instructor.

TO:  MMC 4030 - Selected Multimedia Topics
Offers varied courses in specialized areas of the field of multimedia study. Prerequisites: MMC major status and permission of instructor.

JUSTIFICATION:
Course title and catalog description changed to reflect change of major name to MMC.

FROM:  BRCT 4090 - Broadcast Applications
Practicum course providing experience in audio or video production of broadcast news or corporate news or corporate programming. Course requires three hours of approved practicum activity per week per semester hour of credit. With instructor approval, student may register for one to three hours of credit per semester, and may repeat the course up to a maximum of 12 hours. Only six hours may be counted toward broadcast major. Prerequisite: Permission of instructor. 3 credit hours.

TO:  MMC 4090 - Broadcast Applications
Practicum course providing experience in audio or video production of broadcast news, corporate news or corporate programming. Course requires three hours of approved practicum activity per week per semester hour of credit. Student must register for one hour one semester and two hours the next. Course may be repeated but only three hours
count toward graduation. Prerequisite: A minimum grade of “C” in MMC 2110, MMC 2335, and MMC 3339 or permission of instructor. 1-2 credit hours.

JUSTIFICATION:
Revision needed for continuity with new MMC courses and curriculum.

FROM:  **BRCT 4331 - Advanced Audio Production**
Designed to increase audio production techniques including, but not limited to, enhancement of audio with signal processing techniques, multi-voice production, and digital audio editing procedures. Students produce audio projects such as complex commercials and simulated live programming in the style of professional radio broadcasters.
Prerequisite: BRCT 3331.

TO:  **MMC 4334 - Specialized Audio Production Topics**
Designed to plan, develop and produced a wide range of audio production types in long-form areas such as news, documentary, or uses of music and special effects to support drama and/or visual sound track activities. Final projects are expected to be of the quality necessary for public airing and submission to competitions. The topics are rotated on a thematic basis and this course may be repeated for different topics.
Prerequisites: A minimum grade of “C” in COMM 2331, MMC 2335, and MMC 3331.

JUSTIFICATION:
As technology has changed, so have the opportunities in audio production. No longer are students limited to producing programming for radio. Audio programming for the internet, sound design for film and theater, audio narratives offer students an opportunity to broaden their experience to fields that are new and developing.

FROM:  **BRCT 4332 - Advanced Video Production**
Offers understanding in video editing techniques, field production techniques, and greater understanding of video aesthetics and producing/directing of a variety of video aesthetics and a variety of video programs on location. Prerequisites: BRCT 3331 and BRCT 3332.

TO:  **MMC 4332 - Specialized Video Production Topics**
On a thematic basis, emphasizes planning, development and production of advanced program types in long-form areas such as news, documentary and corporate training as well as uses of special effects and post production activities that support dramatic or electronic music productions. Final projects expected to be of the quality necessary for public airing or submission to competitions. May be repeated for different topics. Prerequisites: A minimum grade of “C” in MMC 2110 and MMC 3339.

JUSTIFICATION:
Course subject being altered to fit into new program title; description and prerequisites updated to reflect new course numbers and emphasis of course.

FROM:  **BRCT 4337 - Digital Video Editing**
Prerequisite: BRCT 3332.

TO:  **MMC 4337 - Digital Video Editing**
Prerequisites: A minimum grade of “C” in MMC 3339 and MMC major or 2.5 GPA.
**JUSTIFICATION:**
Course subject change is made to match program name change relating to multi-media application instead of just broadcasting.

**FROM:** BRCT 4791 - Broadcast Internship
Optional internship open only to broadcast majors who have earned 2.75 total institution GPA and have completed all other major requirements. Faculty place student applicants in approved electronic media facility. Requires 400 clock hours of approved and supervised site activity during semester. May be taken in conjunction with BRCT 4792, with instructor approval. A maximum of six hours of internship credit may be applied toward the Broadcasting major. Prerequisite: None.

**TO:** MMC 4791 - Broadcast Internship
Optional internship open only to broadcast majors who have earned 2.75 total institution GPA and have completed all other major requirements. Faculty place student applicants in approved electronic media facility. Requires 400 clock hours of approved and supervised site activity during semester. A maximum of three hours of internship credit may be applied toward the MMC major. Prerequisite: 2.75 Institutional GPA, Completion of all Major course work, and Instructor Permission.

**JUSTIFICATION:**
Course prefix must be changed to reflect new major title MMC: Multimedia Communication, and description changed to reflect accreditation standards.

**FROM:** BRCT 4792 - Broadcast Internship
Optional internship course open only to broadcast majors who have earned 2.75 total institution GPA and have completed all other Broadcast major requirements. Faculty place student applicants in approved electronic media facility. Students will work 30 hours per week over 15 weeks or 40 hours per week over ten weeks-to equal a total of 400 clock hours during a semester. A maximum of six hours of internship credit may be applied toward the Broadcasting major. Prerequisite: 2.75 total institution GPA or instructor permission.

**TO:** MMC 4792 - MMC Internship
Internship course open only to MMC majors who have earned a 2.75 cumulative GPA and completed all other major MMC degree requirements. Faculty place applicants in approved media facilities. Students must complete a minimum of 400 clock hours of supervised work during the semester, and complete required paperwork to qualify for credit. Prerequisite: Instructor Permission, all other degree work completed, and 2.75 GPA

**JUSTIFICATION:**
The course prefix is being modified to reflect the new MMC designation for the program in which this internship is administered.

**FROM:** BRCT 4891 - Directed Study in Broadcasting
Permits students to conduct in-depth study of issues associated with broadcasting. Students may enroll for one, two or three hours of credit, and may take the course more than one, but not for a credit hour total that exceeds three hours. Course designs must be approved by the instructor and the department chair. This course cannot be used to replace existing BRCT major courses. Prerequisite: Permission of instructor.

**TO:** MMC 4891 - Directed Study in Multimedia
Permits students to conduct in-depth study of issues associated with multimedia. Students may enroll for one, two or three hours of credit, and may take the course more than once, but not for a credit hour total
that exceeds three hours. Course designs must be approved by the instructor and the department chair. This course cannot be used to replace existing MMC major courses. Prerequisite: MMC major status and permission of instructor.

JUSTIFICATION:
Course prefix and descriptions being updated to reflect new major title.

FROM: COMM 2332 - Introduction to Mass Communication
TO: COMM 2332 - Media and Society
JUSTIFICATION:
Over the past 20 years, the field of mass communication has undergone a massive transformation. While changes in media ownership rules are credited with limiting diverse viewpoints, changes in technology offer access to an exorbitant amount of information with multiple viewpoints. It is imperative that students understand the role that media plays in society and in their individual lives. On a daily basis students actively select and choose to which media messages they will attend. This introductory course examines the historical significance of mass communication as well as introducing students to a lifelong endeavor of being media literate. The introductory course that is currently offered is too limited in scope to adequately address the needs that are crucial for college students today.

FROM: COMS 1711 - Speech Practicum
TO: COMS 1711 - Communication Studies Practicum
JUSTIFICATION:
Course title change is necessitated by previous change in the program name. “Speech Communication” was previously changed to “Communication Studies.” This course title change is to reflect the current name of the program.

FROM: COMS 2711 - Speech Practicum
TO: COMS 2711 - Communication Studies Practicum
JUSTIFICATION:
Course title change is necessitated by previous change in the program name. “Speech Communication” was previously changed to “Communication Studies.” This course title change is to reflect the current name of the program.

FROM: COMS 3030 - Special Topics in Speech Communication
Offers varied courses in specialized areas of the field of speech communication.
TO: COMS 3030 - Special Topics in Communication Studies
Offers varied courses in specialized areas of the field of communication studies.
JUSTIFICATION:
Course title and catalog description change are necessitated by previous change in the program name. “Speech Communication” was previously changed to “Communication Studies.” These changes are to reflect the current name of the program.

FROM: COMS 3711 - Speech Practicum
TO: COMS 3711 - Communication Studies Practicum
JUSTIFICATION:
Course title change is necessitated by previous change in the program name. “Speech Communication” was previously changed to “Communication Studies.” This course title change is to reflect the current name of the program.

FROM: COMS 4711 - Speech Practicum
TO: COMS 4711 - Communication Studies Practicum
JUSTIFICATION:
Course title change is necessitated by previous change in the program name. “Speech Communication” was previously changed to “Communication Studies.” This course title change is to reflect the current name of the program.

FROM: COMS 4791 - Speech Internship
TO: COMS 4791 - Communication Studies Internship
JUSTIFICATION:
Provides practical experience in a professional setting appropriate for a student trained in speech communication. Will be under the supervision of a skilled practitioner in the particular area of communication. May be taken only by Speech Communication majors. A maximum of six hours may be applied to the major.

TO: COMS 4791 - Communication Studies Internship
Provides practical experience in a professional setting appropriate for a student trained in communication studies. Will be under the supervision of a skilled practitioner in the particular area of communication. May be taken only by Communication Studies majors. A maximum of six hours may be applied to the major.

JUSTIFICATION:
Course title and catalog description change are necessitated by previous change in the program name. “Speech Communication” was previously changed to “Communication Studies.” These changes are to reflect the current name of the program.

FROM: COMS 4831 - Directed Study in Speech
TO: COMS 4831 - Directed Study in Communication Studies
JUSTIFICATION:
Offers students opportunities to design and conduct directed research and/or projects in specialized speech communication areas. Must be approved in advance by instructor and department chair. This course may not be used to replace an existing course in the catalog.

TO: COMS 4831 - Directed Study in Communication Studies
Offers students opportunities to design and conduct directed research and/or projects in specialized communication studies areas. Must be approved in advance by instructor and department chair. This course may not be used to replace an existing course in the catalog.

JUSTIFICATION:
Course title and catalog description change are necessitated by previous change in the program name. “Speech Communication” was previously changed to “Communication Studies.” These changes are to reflect the current name of the program.

FROM: FILM 2331 - Introduction to Film
TO: FILM 2331 - Introduction to Film Studies
JUSTIFICATION:
Title Change to more clearly describe the course content, as well as, the separation of film studies as a minor and digital filmmaking as a production track in MMCM B.S. program in communication arts.
FROM: FILM 3335 - Introduction to Screenwriting  
Prerequisites: A minimum grade of “C” in ENGL 1102; and FILM 2331 or ENGL 2434; or permission of instructor.

TO: FILM 2531 - Introduction to Screenwriting  
Prerequisites: A minimum grade of “C” in ENGL 1102; and FILM 2331 or ENGL 2434; or passage of Grammar Proficiency Exam or WRIT 3520.

JUSTIFICATION:  
Given the introductory level of the course, it is appropriate to drop it to a sophomore level course. Moreover, this allows the course to be offered as a writing option in area F for the Digital Filmmaking program track in the MMC production degree in communication arts.

FROM: FILM 3434 - Introduction to Digital Filmmaking  
Prerequisite: A minimum grade of “C” in FILM 2331, ENGL 2434, or BRCT 3332.

TO: MMC 3434 - Introduction to Digital Filmmaking  
Prerequisite: A minimum grade of “C” in FILM 2331.

JUSTIFICATION:  
Prefix change from FILM to MMC is to (1) keep consistency in the production area of the communication arts department as it changes from BRCT to MMC to address the program shifts to multimedia production and (2) to delineate digital filmmaking production courses from the established film studies minor courses.

FROM: FILM 4131 - Advanced Screenwriting  
Prerequisite: A minimum grade of “C” in FILM/WRIT 3335 or permission of instructor.

TO: FILM 3531 - Advanced Screenwriting  
Prerequisite: A minimum grade of “C” in FILM 2531 or WRIT 2531.

JUSTIFICATION:  
The pre-requisite course shifted from a 3000 level course to a 2000 course. Given that change, it is appropriate to adjust down this course, as well, from a 4000 to 3000 level course.

FROM: JOUR 3334 - Broadcast News  
Cross-list: None. Prerequisite: JOUR 2331.

TO: JOUR 3334 - Broadcast News  
Cross-list: MMC 3334. Prerequisite: A minimum grade of “C” in JOUR 2331 and MMC or JOUR major.

JUSTIFICATION:  
Cross list with MMC and update prerequisites to enforce major restrictions.

FROM: JOUR 3336 - International Media Systems  
Cross-list: BRCT 3336. Prerequisite: Permission of instructor.

TO: JOUR 3336 - International Media Systems  
Cross-list: MMC 3336 and INTS 3336. Prerequisite: A minimum grade of “C” in COMM 2332.

JUSTIFICATION:  
Submitted due to change in BRCT subject designation to MMC. Was cross-listed with BRCT 3336, which is being changed to MMC 3336.

FROM: JOUR 3337 - Law and Ethics of Mass Communication  
Cross-list: BRCT 3337.

TO: JOUR 3337 - Law and Ethics of Mass Communication  
Cross-list: MMC 3337.

JUSTIFICATION:
Change crosslisted course from BRCT 3337 to MMC 3337 to match program change.

FROM:  **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. Cross-list: BRCT 3530.

TO:  **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, diversity and shifting cultural issues as journalists and media consumers. Prerequisite: A minimum grade of “C” in COMM 2332. Cross-list: MMC 3530.

**JUSTIFICATION:**  
The prerequisites are being altered to reflect a new course creation and to designate the course for adequately prepared students. This change also reflects the cross-listing change of BRCT 3530 to MMC 3530.

FROM:  **JOUR 4331 - History of American Journalism**  
Surveys the history of journalism in America, with emphasis upon its correlations with political, social and economic trends. Prerequisite: None. Cross-list: AMST 4331 and BRCT 4331.

TO:  **JOUR 4331 - History of Mass Communication**  
This course surveys the history of newspapers, magazines, radio and television, with emphasis upon their correlations with political, social and economic trends in America. Prerequisite: A minimum grade of “C” in COMM 2332. Cross-list: AMST 4331 and MMC 4331.

**JUSTIFICATION:**  
The course is being broadened in scope so it can better represent the full spectrum of US mass communication history. The prerequisite is needed so students in this senior level course will possess a background in the terminology employed in the course. Adds MMC 4331 as new crosslisted course.

FROM:  **JOUR 4335 - Creative and Investigative Journalism**  
Serves as a capstone in providing instruction and practice in public affairs journalism, with emphasis on beat reporting, social science reporting, and investigative reporting.

TO:  **JOUR 4335 - Investigative Journalism**  
This course focuses students’ skills and attention on the methods, ethics and imperatives of in-depth reporting which is designed to reveal hidden and/or systemic problems within a readership’s community.

**JUSTIFICATION:**  
Change prompted by need to better define the nature of the course and to allow the formulation of a separate, stand-alone capstone course.

FROM:  **PRCA 3330 - Public Relations Writing**  
Examines writing techniques employed in media management programs including the strategic design and development of messages for mass and personal media, message dissemination, and evaluation of results.

TO:  **PRCA 3330 - Public Relations Writing**  
Examines writing techniques employed in media management programs including the strategic design and development of multimedia messages and message dissemination.

**JUSTIFICATION:**
Update of catalog description necessary to reflect increasing change and usage of technology to disseminate messages.

FROM: PRCA 3339 - Public Relations Publications
Provides students the opportunity to learn about and create specialized organizational publications such as brochures, annual reports, and magazines.

TO: PRCA 3339 - Public Relations Publications
Provides students the opportunity to learn about and create specialized organizational print and online publications such as brochures and newsletters.

JUSTIFICATION:
Update of catalog description necessary to reflect new technology.

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

Selected Topics Announcements
BRCT 4030 - Audio Production Sound Design
JUSTIFICATION:
Course Description: Teaches the process of sound design for theatrical production with basic instruction in the use of equipment. Teaches techniques necessary to reproduce sound effects and music for the stage. Remarks: This special topics course in BRCT will be cross listed with THEA 3334 Sound Design.

BRCT 4030 - Media Management and Sales
JUSTIFICATION:
This course will probably become a required offering in the broadcasting and journalism programs within the next year. Until that course is approved, this special topics offering will fill the immediate need for this course. It has become clear that this subject area has become a need within these two programs with the increased emphasis in media industries of these specialty areas. The course will feature an exploration of the business aspects of the communications industries, focusing on the selling of advertising and quality management strategies for successful commercial and non-commercial media operations.

JOUR 3030 - Media Management and Sales
JUSTIFICATION:
This course will probably become a required offering in the broadcasting and journalism programs within the next year. Until that course is approved, this special topics offering will fill the immediate need for this course. It has become clear that this subject area has become a need within these two programs with the increased emphasis in media industries of these specialty areas. The course will feature an exploration of the business aspects of the communications industries, focusing on the selling of advertising and quality management strategies for successful commercial and non-commercial media operations.

Selected Topics Announcements are for information only.
New or Revised Programs

B.A. Theatre

JUSTIFICATION:
The justification for adding the classes to the Program page is these are two new classes and the World Theatre class was not added when that class was added a couple years ago.

B.S. Communication Studies

JUSTIFICATION:
The Program name was previously changed, but several of the course titles were not changed to reflect the Program name change. This program change is to update the titles of courses in accordance with the Program name. Course names changed: COMS 1711, COMS 2711, COMS 3711, COMS 4711, COMS 3030, COMS 4791, and COMS 4831.

B.S. Journalism

JUSTIFICATION:
Revision needed to align program with accreditation requirements as detailed by ACEJMC advance team.

B.S. Broadcasting, Administration Emphasis

JUSTIFICATION:
This program revision is in response to the consistent demand from students for courses in digital filmmaking. Many current students have voiced interest over the years of wanting more creative video work as opposed to that which has been the focus of broadcasting in television, specifically news. With the drop in administration emphasis students in the Broadcasting area and the increasing interest in film, this revision of emphasis is appropriate to address students needs as well as balance the broadcasting area as we progress to keep pace with the current industry shifts toward multimedia convergence and interdisciplinary training.

B.S. Broadcasting, Information Emphasis

JUSTIFICATION:
The BS in Broadcasting is being revised for two reasons: 1. To meet qualification standards for the Accrediting Council on Education in Journalism and Mass Communication; and, 2. To create a course of study that will better prepare graduates for contemporary trends of the electronic media industry development of Convergence Media.

B.S. Broadcasting, Production Emphasis

JUSTIFICATION:
The BS in Broadcasting is being revised for two reasons: 1. To meet qualification standards for the Accrediting Council on Education in Journalism and Mass Communication; and, 2. To create a course of study that will better prepare graduates for contemporary trends of the electronic media industry development of Convergence Media.

B.S. Public Relations

JUSTIFICATION:
Changes in the program are necessary as we move towards accreditation.

Communication Studies Minor

JUSTIFICATION:
Current catalog description says COMM - Upper division courses (15).” It should read “COMS - Upper division courses (15).” COMS is the proper designation for Communication Studies courses.
Electronic Broadcast Media Second Discipline Concentration

JUSTIFICATION:
With the change of the Broadcasting program to Multimedia Communication, it is necessary to change the title and courses for this second discipline.

Broadcasting Minor

JUSTIFICATION:
Broadcasting program is changing name to Multimedia Communication, and course alterations within major requires comparable alterations within minor.

Multimedia for Information Technology Second Discipline

JUSTIFICATION:
With the change of the Broadcasting program to Multimedia Communication, it is necessary to change the title and courses for this second discipline.

Web Media Minor

JUSTIFICATION:
With the change of the Broadcasting program to Multimedia Communication, it is necessary to change the title and course numbers for this minor.

B.A. Communication Arts

JUSTIFICATION:
Broadcasting program is changing name to Multimedia Communication, and course alterations within major requires comparable alterations within this major.

Public Relations Minor

JUSTIFICATION:
Change in course title for COMM 2332.

Journalism Minor

JUSTIFICATION:
Revisions based on changes to courses.

A Moore/Jackson motion to approve these program revisions was passed unanimously.

Department of Foreign Languages

Dr. Eric Kartchner presented the following items for the Department of Foreign Languages.

New Courses

FORL 2090 - Intermediate Foreign Language

Study of a foreign language at the Intermediate level. Continued building upon proficiency skills (speaking, writing, listening, reading) and cultural understanding. Focus on development of the ability to create with the language, to resolve simple situations, to ask and answer questions, and to begin to describe in detail and to narrate. Prerequisite: One year of elementary language study in the language at the college level or permission of instructor. 1-3 credit hours.
JUSTIFICATION:
We do not currently have an Intermediate level FORL course to accommodate the study of second year languages not regularly offered by the university. We have a 1000 level and a 3000 level, but, currently, since we don’t have a 2000 level, we are forced to register students for a 3000-level class when that does not clearly reflect the linguistic sophistication of the class. Creating a FORL 2090 would allow us to resolve this problem.

SPAN 3132 - Spanish Phonetics and Phonology
A detailed analysis both in theory and in practice of Spanish speech patterns, vowels, consonants, and intonation. Prerequisites: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor. 3 credit hours.

JUSTIFICATION:
We are in the process of trying to make our program more proficiency oriented. Our program is currently heavy in literature and light in other areas. This course will present a detailed analysis both in theory and practice of Spanish speech patterns, vowels, consonants and intonation, thus helping our student to overcome many of the incorrect speech patterns that they have learned in high school or transfer from their native language.

SPAN 3336 - Mexican Culture
Focuses on improving linguistic and cultural proficiency within the context of Mexican cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisites: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor. 3 credit hours.

JUSTIFICATION:
We are in the process of trying to make our program more proficiency oriented. One of our students' principal barriers to improved proficiency is a shortage of 3000-level courses that specifically target the linguistic functions they need to work on. This course rounds out a group of three others that we have renumbered from the 4000-level to the 3000-level in an attempt to provide a series of content-based culture courses in which the students can develop their advanced-level proficiency skills. We currently have no culture course on Mexico, arguably the most influential Spanish-speaking country. This course is an attempt to rectify that gap.

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

Course Deletions
SPAN 3531 - Technology for Spanish for Business
SPAN 2131 - Spanish for Hospitality and Tourism
SPAN 5890 - Hispanic Culture through Cinema
GRMN 3230 - Introduction to German Literature
GRMN 4331 - Business German
GRMN 4332 - Current Issues and Events in Germany
SPAN 4531 - Advanced Spanish for Business II
SPAN 4534 - The Manufacturing Enterprise
JUSTIFICATION:
Upon changing the title of SPAN 4530 from Advanced Spanish for Business I to Advanced Spanish for the Professions, SPAN 3531 is no longer needed. Advanced Spanish for the Professions will cover the material covered in SPAN 4531, in addition to providing more in-depth study and analysis of Spanish vocabulary and discourse used in a variety of professions.

SPAN 2131: With our new proficiency-oriented approach to foreign language learning, it is unfeasible to offer content-specific courses before the 3000 level. Professions-related content-specific courses are offered at the 3000-level that cover the material formerly offered in this course.

SPAN 5890/5890G: This course entered the catalog in error some time ago. It duplicates a course of the same title numbered 5332/5332G.

“GRMN 3230: Introduction to German Literature”: We no longer have a sizable literature track; content taught in “GRMN 4230--Readings in German Literature.”

- “GRMN 4331: Business German”: Content taught though GRMN 3330 (proposes new course) and/or GRMN 4030.
- “GRMN 4332: Current Issues and Events in Germany”: Too narrow and impractical; content merged to changed GRMN 4330.

SPAN 4531 and 4534: Upon changing the title of SPAN 4530 from Advanced Spanish for Business I to Advanced Spanish for the Professions, SPAN 4531 and 4534 are no longer needed. Advanced Spanish for the Professions will cover the material covered in these courses in addition to providing more in-depth study and analysis of Spanish discourse used in a variety of professions.

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

Course Reactivation
GRMN 3030 - Selected Topics in German
JUSTIFICATION:

This course would allow us to offer Selected Topics at the 3000 level.

An Aasheim/Higgins motion to approve this course reactivation was passed unanimously.

Course Revisions
FROM: GRMN 3030 - Selected Topics in German
No prior catalog description. Prerequisites: None.

TO: GRMN 3030 - Selected Topics in German
Study of topics in German literature, culture, society, thought, or language not included in the regular offerings. Continued development of all five language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: A minimum grade of “C” in GRMN 2002 or GRMN 2060 or permission of instructor.

JUSTIFICATION:
With our increased emphasis on student proficiency, we find that the students need more practice with third-year (Advanced-level) linguistic and cognitive skills. This course allows us to explore a variety of themes and topics not included in our regular offerings while we continue to strengthen students’ advanced-level linguistic proficiency.
FROM: GRMN 3132 - German Grammar Review
Intensive review of grammar with extensive practice in the application of the grammar in communicative situations.

TO: GRMN 3132 - German Grammar Review
Intensive review with extensive practice of German grammar, including advanced aspects.

JUSTIFICATION:
This update reflects current practice and allows more course design flexibility by eliminating the restriction to “communicative situations”.

FROM: GRMN 3330 - Germany Today
A study of the geographic setting and the institutions in the contemporary German-speaking countries.

TO: GRMN 3330 - German Language and Society
A study of various aspects of the German-speaking countries, including geography, history, politics, business, and the arts.

JUSTIFICATION:
This update will allow more course design flexibility.

FROM: GRMN 4030 - Selected Topics in German
Prerequisite: GRMN 2002 or permission of instructor.

TO: GRMN 4030 - Selected Topics in German
Prerequisite: Two German courses at the 3000 level or equivalent or permission of instructor.

JUSTIFICATION:
With the introduction of “GRMN 3030: Selected Topics in German” at the 3000-level, the prerequisite for this course needs to be brought in line with that for all other 4000 level courses.

FROM: GRMN 4330 - German Heritage
A study of various aspects of the German cultural heritage, including German music, art, architecture, literature, and language

TO: GRMN 4330 - German Culture and Civilization
Presentation and discussion of topics, issues, and events relevant to understanding the German-speaking countries. Can be repeated for credit with different content.

JUSTIFICATION:
This proposed course is an updated and merged version of the existing “GRMN 4330: German Heritage” and “GRMN 4331: Current Issues and Events in Germany” (the latter being proposed for elimination). This will give us more curricular and course design flexibility and better serve students' needs.

FROM: SPAN 2001 - Intermediate Spanish I
Prerequisite: SPAN 1001 and SPAN 1002 or equivalent.

TO: SPAN 2001 - Intermediate Spanish I
Prerequisite: A minimum grade of “C” in SPAN 1002 or SPAN 1060 or permission of instructor.

JUSTIFICATION:
The change of prerequisites reflects in incremental acquisition of language at the lower division.

FROM: SPAN 2002 - Intermediate Spanish II
Development of writing skills and closer examination of grammatical structures of the Spanish language. Writing assignments based on both oral and written authentic sources. May be exempted through Department of Foreign Languages testing program. Prerequisite: Prior or concurrent enrollment in SPAN 2001 or equivalent.
TO: SPAN 2002 - Intermediate Spanish II
Continued building upon proficiency skills (speaking, writing, listening, reading) and cultural understanding. Focus on development of the ability to create with the language, to resolve simple situations, and to ask and answer questions. After completing this course, successful students should be prepared to function minimally in a Spanish-speaking environment and to take SPAN upper-division courses. Prerequisite: A minimum grade of “C” in SPAN 2001 or permission of instructor.

JUSTIFICATION:
The change of prerequisites reflects in incremental acquisition of language at the lower division. The change in the catalog description reflects our emphasis on acquisition of practical, communicative proficiency in the language.

FROM: SPAN 3030 - Selected Topics in Spanish
Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

TO: SPAN 3030 - Selected Topics in Spanish
Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

JUSTIFICATION:
The prerequisites now adequately reflect the progression on acquisition of language proficiency.

FROM: SPAN 3131 - Spanish Grammar and Composition
A treatment of fine points of grammar and idioms, with special attention to the verbal and pronominal systems. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

TO: SPAN 3131 - Spanish Grammar and Composition
A thorough study of Spanish grammar. Practice in writing short compositions. Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

JUSTIFICATION:
The prerequisites and description now adequately reflect the progression on acquisition of language proficiency.

FROM: SPAN 3195 - Studies Abroad: Language
Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

TO: SPAN 3195 - Studies Abroad: Language
Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

JUSTIFICATION:
The prerequisites now adequately reflect the progression on acquisition of language proficiency.

FROM: SPAN 3230 - Approach to Hispanic Literature
Introduction to reading literary texts in Spanish. Selected literary works by genre of poetry, narrative prose, drama, and essay will be studied with attention to the study of their forms of literary expression in Spanish and introduction of terms related to the discussion of literature in Spanish. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.
TO: SPAN 3630 - Introduction to Hispanic Literature
Introduction to literary and cultural texts in Spanish, to their production, interpretation, and signification. Selected works may include examples of poetry, narrative, drama, essay, and film. Students will study and practice the rudiments of literary analysis while they continue to work on the ability to narrate, describe, and explain in all tenses. Prerequisite: A minimum grade of “C” in SPAN 3130 and one other 3000 level course or permission of instructor.

JUSTIFICATION:
In order to encourage students to take 3000-level courses before they take the challenging Introduction to Hispanic Literature, the course number will be changed from 3230 to 3630. By assigning the literature class a higher number, students first will take the other 3000-level classes they will need to succeed in 3630. The catalog description now reflects the change in prerequisites and also a greater emphasis on continued proficiency building.

FROM: SPAN 3295 - Studies Abroad: Literature
Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

TO: SPAN 3295 - Studies Abroad: Literature
Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

JUSTIFICATION:
The prerequisites now adequately reflect the progression on acquisition of language proficiency.

FROM: SPAN 3395 - Studies Abroad: Culture
Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

TO: SPAN 3395 - Studies Abroad: Culture
Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

JUSTIFICATION:
The prerequisites now adequately reflect the progression on acquisition of language proficiency.

FROM: SPAN 3530 - Introduction to Spanish for Business
Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

TO: SPAN 3530 - Introduction to Spanish for Business
Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

JUSTIFICATION:
The prerequisites now adequately reflect the progression on acquisition of language proficiency.

FROM: SPAN 4130 - Advanced and Applied Conversation
Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

TO: SPAN 4130 - Advanced and Applied Conversation
Prerequisite: A minimum grade of “C” in SPAN 3630.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4130.
FROM: SPAN 4131 - Stylistics
Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

TO: SPAN 4131 - Stylistics
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4131.

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

Prerequisites: Completion of SPAN 3130 or equivalent.

TO: SPAN 4132 - Introduction to Hispanic Linguistics
What is language? How do languages function? How is human language different from other communication systems? Focusing on Spanish, this course also explores language acquisition, language contact and bilingualism. Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
We are in the process of trying to make our program more proficiency oriented. Our program is currently heavy in literature and light in other areas. The study of Hispanic linguistics will help our students better understand the nature of the language. SPAN 4132 was formerly titled “Phonetics.” Phonetics focuses on the sound system, and can easily be understood by students immediately after completing the lower-division sequence (SPAN 2002 or 2060). We want this 4000-level course to be a true introduction to the entire array of Hispanic linguistics, not merely to phonetics and phonology.

FROM: SPAN 4231 - Introduction to Spanish American Literature I
Prerequisite: SPAN 2002 or equivalent.

TO: SPAN 4231 - Spanish-American Literature I
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4231.

FROM: SPAN 4232 - Introduction to Spanish American Literature II
Prerequisite: SPAN 2002 or equivalent.

TO: SPAN 4232 - Spanish-American Literature II
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4232. Title change removes the unnecessary “Introduction to.”

FROM: SPAN 4233 - Peninsular Literature I
Prerequisite: SPAN 2002 or equivalent.
TO: **SPAN 4233 - Peninsular Literature I**  
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

**JUSTIFICATION:**  
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4233.

FROM: **SPAN 4234 - Peninsular Literature II**  
Prerequisite: Completion of SPAN 2002 or equivalent.

TO: **SPAN 4234 - Peninsular Literature II**  
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

**JUSTIFICATION:**  
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4234.

FROM: **SPAN 4332 - Caribbean Culture and Civilization**  
Study of the development of the Caribbean in terms of history, culture, and civilization. In addition, the course will examine the literature, pictorial art, music, and the economic, social and political aspects of the area today. Emphasis on Cuba, Puerto Rico, and the Dominican Republic. Prerequisite: None.

TO: **SPAN 3337 - Caribbean Culture**  
Focuses on improving linguistic and cultural proficiency within the context of Caribbean cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

**JUSTIFICATION:**  
In order to help students continue in the acquisition of linguistic proficiency, it is necessary to refocus some of our content courses to allow students to develop advanced-level skills at the 3000 level before they jump into the superior level skills of the 4000 level. This course is one of a series of courses that will help us bridge the current gap we have between intermediate-level classes and superior-level classes.

FROM: **SPAN 4334 - Peninsular Civilization and Culture**  
General survey of culture and civilization of the Iberian peninsula from its earliest inhabitants to the present. Prerequisites: Completion of SPAN 2002 or equivalent.

TO: **SPAN 3338 - Peninsular Culture**  
Focuses on improving linguistic and cultural proficiency within the context of Peninsular cultural content (Spain). Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.
JUSTIFICATION:
In order to help students continue in the acquisition of linguistic proficiency, it is necessary to refocus some of our content courses to allow students to develop advanced-level skills at the 3000 level before they jump into the superior level skills of the 4000 level. This course is one of a series of courses that will help us bridge the current gap we have between intermediate-level classes and superior-level classes.

FROM: **SPAN 4335 - Spanish American Civilization and Culture**
A study of the culture and civilization of Spanish America from the time of the pre-Colombian Indian societies through the present.
Prerequisites: Completion of SPAN 2002 or equivalent.

TO: **SPAN 3335 - Spanish American Culture**
Focuses on improving linguistic and cultural proficiency within the context of Spanish American cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisite: A minimum grade of “C” in SPAN 2002 or SPAN 2060 or permission of instructor.

JUSTIFICATION:
In order to help students continue in the acquisition of linguistic proficiency, it is necessary to refocus some of our content courses to allow students to develop advanced-level skills at the 3000 level before they jump into the superior level skills of the 4000 level. This course is one of a series of courses that will help us bridge the current gap we have between intermediate-level classes and superior-level classes.

FROM: **SPAN 4431 - 19th Century Literature in Spain**
A study of literary works which focus on recurrent themes of transition from Spain’s status as a world power and the decay of traditional social values during the nineteenth century in Spain. Prerequisite: SPAN 2002 or equivalent.

TO: **SPAN 4431 - 18th-19th Century Culture and Literature in Spain**
A study of literary works and cultural artifacts that emphasize themes and values prominent during the eighteenth and nineteenth centuries in Spain. Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
The new course allows for more flexibility in melding student interest with important aspects of Spanish literature and culture during the eighteenth and nineteenth centuries.

FROM: **SPAN 4432 - 20th Century Spanish Literature**
A study of literary works and trends in twentieth century Spain. Prerequisite: SPAN 4230 or permission of instructor.

TO: **SPAN 4432 - 20th-21st Century Culture and Literature in Spain**
A study of literary works and trends within their cultural context in twentieth and twenty-first century Spain. Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
The new course provides students with a more comprehensive study of Spanish literature and culture during the twentieth and twenty-first centuries.
FROM:  **SPAN 4433 - Golden Age Prose and Poetry**  
Prerequisite: Completion of SPAN 2002 or equivalent.

TO:  **SPAN 4433 - Golden Age Prose and Poetry**  
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

**JUSTIFICATION:**  
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4433.

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

TO:  **SPAN 4434 - Golden Age Drama**  
Study of representative works, authors, and themes of Spanish drama during the 16th and 17th centuries. Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

**JUSTIFICATION:**  
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in this 4000-level course. The catalog description change gives the course more flexibility.

FROM:  **SPAN 4436 - 20th-Century Spanish American Literature**  
Prerequisite: SPAN 4231 or permission of instructor.

TO:  **SPAN 4436 - 20th-Century Spanish-American Literature**  
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

**JUSTIFICATION:**  
Prerequisite change will better reflect the students’ needs and allow them to take this course when they are adequately prepared.

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

TO:  **SPAN 4530 - Advanced Spanish for the Professions**  
An advanced level of Spanish vocabulary and discourse related to functional business areas and situational practice for success in the Spanish speaking business world. Prerequisites: SPAN 3530 and one additional 3000 level SPAN course or permission of instructor.

**JUSTIFICATION:**  
The revision allows for more flexibility while at the same time providing students with a comprehensive study of the vocabulary and discourse that will provide a solid foundation for the profession they choose to enter after graduation.

FROM:  **SPAN 4532 - Translation and Interpretation**  
Introduction to comparative stylistics through translations. Comparative study of characteristic modes of expression and introduction to the theoretical aspects and techniques of translation, using a variety of commercial documents in business and industry. Prerequisites: Completion of SPAN 2002 or the equivalent.
TO: SPAN 4532 - Translation and Interpretation
Introduction to the field of interpretation and translation. Comparative study of characteristic modes of expression and introduction to the theoretical aspects and practical techniques of translation and interpretation, using documents from a variety of professions. Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4532. The course description change reflects a more flexible approach to the course material.

FROM: SPAN 4533 - Business through Literature
Prerequisites: Completion of SPAN 2002 or the equivalent.

TO: SPAN 4533 - Business through Literature
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4533.

FROM: 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. Prerequisite: None.

TO: SPAN 4635 - Capstone Course for Spanish Majors
In this course, proficiency skills (speaking, listening, writing, reading) are refined as depth and nuance are added to the understanding of Hispanic history, literature, culture and contemporary events through and in-depth study of a particular topic. Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4635.

FROM: SPAN 4790 - Internship in Spain
Prerequisites: Permission of instructor and department chair.

TO: SPAN 4790 - Spanish Internship
Prerequisite: A minimum grade of “C” in SPAN 3630 and permission of instructor and of department chair.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4790.

FROM: SPAN 4890 - Directed Study in Spanish
Prerequisites: Two Spanish courses at the 3000 level.

TO: SPAN 4890 - Directed Study in Spanish
Prerequisite: A minimum grade of “C” in SPAN 3630 and permission of instructor and of department chair.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4890.
FROM:  SPAN 5030 - Selected Topics
Selected topics in Spanish. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO:  SPAN 5030 - Selected Topics
Selected topics in Spanish. Graduate students will be assigned extra work that undergraduates will not be required to do.

JUSTIFICATION:
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5030.

FROM:  SPAN 5230 - Medieval Literature
Study of representative authors and their works through the 15th century. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.
Prerequisite: Completion of SPAN 2002 or equivalent.

TO:  SPAN 5230 - Medieval Literature
Study of representative authors and their works through the 15th century. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5230. Catalog description change reflects the change of prerequisites.

FROM:  SPAN 5232 - Literature of Hispanic Minorities
Acquaints students with the representation of various minority groups in Hispanic society as represented in literature. Emphasis on ethnicity, cultural traditions, and their relation to historical and political events. Representative narrative works and poetry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: SPAN 3230 and two other Spanish courses at the 3000 level or permission of instructor.

TO:  SPAN 5232 - Literature of Hispanic Minorities
Acquaints students with the representation of various minority groups in Hispanic society as represented in literature. Emphasis on ethnicity, cultural traditions, and their relation to historical and political events. Representative narrative works and poetry. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5232.

FROM:  SPAN 5234 - Modern Peninsular Women Writers
This course explores current literary works (prose, poetry, drama) by women in Spain. Analyzes selected works as individual literary creations, and also situates them in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: Completion of SPAN 2002 or equivalent.

TO:  SPAN 5234 - Peninsular Women Writers
This course explores literary works (prose, poetry, drama) by women in Spain. Analyzes selected works as individual literary creations, and also situates them in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5234. The title change allows for a broader scope of women writers. The catalog description change removes the work “current” to allow for greater flexibility and includes the new prerequisite.

FROM: SPAN 5235 - Modern Spanish American Women Writers
This course introduces students to major works of modern Spanish American women writers and texts by Latina writers in the U. S. The course will focus on contemporary women’s issues, women’s lives and feminist thinking in connection to class, race, and culture, both through prose and poetry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SPAN 2002.

TO: SPAN 5235 - Spanish American Women Writers
This course introduces students to major works of modern Spanish American women writers and texts by Latina writers in the U. S. The course will focus on contemporary women’s issues, women’s lives and feminist thinking in connection to class, race, and culture, both through prose and poetry. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5235. The title change allows for more flexibility in choice of content.

FROM: SPAN 5330 - African-Hispanic Culture
An introduction to African–Hispanic culture through the reading and discussion of poetry, short stories, historical documents, and movies in which Afro-Hispanics play a central role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

TO: SPAN 5330 - African-Hispanic Culture
An introduction to African–Hispanic culture through the reading and discussion of poetry, short stories, historical documents, and movies in which Afro-Hispanics play a central role. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5330.

FROM: **SPAN 5331 - Latinos in the United States**
This course is designed to familiarize students with significant cultural, historical, and social contributions of Latinos in the United States. Emphasis will be placed on the diversity within the Latino community and the contributions of Latino literature. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: Completion of SPAN 2002 or equivalent.

TO: **SPAN 5331 - Latinos in the United States**
This course is designed to familiarize students with significant cultural, historical, and social contributions of Latinos in the United States. Emphasis will be placed on the diversity within the Latino community and the contributions of Latino literature. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.

Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5331.

FROM: **SPAN 5332 - Hispanic Culture through Cinema**
This course will provide knowledge of Hispanic culture through films from Spain and Spanish America and will focus on Hispanic culture with discussion of a variety of themes, including traditions and customs, history, women’s roles, marginalized individuals, and the search for identity. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: Completion of SPAN 2002 or equivalent.

TO: **SPAN 5332 - Hispanic Culture through Cinema**
This course will provide knowledge of Hispanic culture through films from Spain and Spanish America and will focus on Hispanic culture with discussion of a variety of themes, including traditions and customs, history, women’s roles, marginalized individuals, and the search for identity. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.

Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5332.

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

New or Revised Programs

B.A. Modern Languages, Concentration in French, German, Spanish

JUSTIFICATION:
In the Department of Foreign Languages we have updated our goals to reflect the reality of language needs in today’s society. Our program now focuses on preparing students to have functional linguistic and cultural proficiency in a second language so that they may leave the university with the levels of proficiency required to use their language skills successfully in life. We have streamlined our major program to meet these needs, making it more flexible and effective. This program, if
adopted, will allow students to take a menu of courses based on the proficiency level of the course and of the student, rather than specifying a specific course that the student must take which is often not offered when that student is prepared linguistically to take it.

**French Minor**  
*JUSTIFICATION:*  
The current wording confuses “hours” for “courses.” The new wording fixes the problem.

**German Minor**  
*JUSTIFICATION:*  
The current wording confuses “hours” for “courses.” The new wording fixes the problem.

**Spanish for Business Minor**  
*JUSTIFICATION:*  
Currently, the Spanish Business minor requires students to take one prescribed class and four electives and are rarely offered. In order to make the Spanish for the Professions minor more accessible to students, the Department of Foreign Languages proposes to offer a menu of courses that will satisfy the students' need to attain functional proficiency that would allow the students to work in a variety of professions. Students would complete the Spanish for the Professions minor by taking three prescribed courses and two professions-related Spanish courses selected under the direction of a Spanish advisor.

**Spanish Minor**  
*JUSTIFICATION:*  
Currently, the Spanish minor requires students to take three prescribed classes and two electives. Due to schedule conflicts with the prescribed classes, many students are not able to complete a Spanish minor in a timely fashion. In order to make the Spanish minor more accessible to students, the Department of Foreign Languages proposes to offer a menu of courses that will satisfy the students' need to attain functional proficiency. Students would complete the Spanish minor by taking any five upper-division Spanish classes. This will put the Spanish minor in line with those of French and German.

_A Warren/Jackson motion to approve these program revisions was passed unanimously._

➢ **Department of History**  
**Selected Topics Announcements**  
**HIST 3030 - Islam in Southeast Asia**  
*JUSTIFICATION:*  
This course will examine the history of Islam in the geographic region of Southeast Asia (the eleven countries south of China and East of India - Burma to the Philippines) from its arrival ca. 1,000 to today. The course will compare Islam as it is practiced in this region with the religion's origins in the Middle East, examine the cultural context that has shaped Islam's history in this region, explore the religion's role in the social, political and economic lives of the region's countries where Islam is practiced (Indonesia, Malaysia, Brunei, Singapore, the Philippines, Thailand, and even among the Cham minority of southern Vietnam). The course will conclude with an examination of the relative absence of radical movements in these countries and the reasons why this is so. An overall objective of the course is to discover and define an
alternative Muslim historical narrative that complements, but is also different from, the dominant national (and nationalistic) historical narratives of the countries of the region that are strongly secular.

Selected Topics Announcements are for information only.

➢ Department of International Studies
*Dr. Amy Heaston presented the following items for the Department of International Studies.*

Course Revisions

FROM: INTS 3336 - International Media Systems  
Prerequisite: Permission of instructor. Cross-list: BRCT 3336.

TO: INTS 3336 - International Media Systems  
Prerequisite: A minimum grade of “C” in COMM 2332. Cross-list: MMC 3336 and JOUR 3336.

JUSTIFICATION:
Submitted due to change in BRCT subject designation to MMC. Was cross-listed with BRCT 3336 which is being changed to MMC 3336.

FROM: LAST 4231 - Introduction to Spanish American Literature I  
Prerequisite: SPAN 2002.

TO: LAST 4231 - Spanish American Literature I  
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take additional classes at the 3000-level so that they are better prepared to succeed in SPAN 4231.

FROM: LAST 4436 - 20th-Century Spanish American Literature  
Prerequisite: SPAN 2002.

TO: LAST 4436 - 20th-Century Spanish American Literature  
Prerequisite: A minimum grade of “C” in SPAN 3630 or permission of instructor.

JUSTIFICATION:
Prerequisite change will better reflect the students’ needs and allow them to take this course when they are adequately prepared.

FROM: LAST 5232 - Literature of Hispanic Minorities  
Acquaints students with the representation of various minority groups in Hispanic society as represented in literature. Emphasis on ethnicity, cultural traditions, and their relation to historical and political events. Representative narrative works and poetry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: SPAN 3230 and two other Spanish courses at the 3000 level or permission of instructor.

TO: LAST 5232 - Literature of Hispanic Minorities  
Acquaints students with the representation of various minority groups in Hispanic society as represented in literature. Emphasis on ethnicity, cultural traditions, and their relation to historical and political events. Representative narrative works and poetry. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.

JUSTIFICATION:
Prerequisite change will require students to take at least one 4000-level course so that they are better prepared to succeed in SPAN 5232. The catalog description change includes the new prerequisite.
An Aasheim/L. Smith motion to approve these course revisions was passed unanimously.

- Department of Literature and Philosophy
  Dr. David Dudley presented the following items for the Department of Literature and Philosophy.

New Courses

AMST 5231 - American Romanticism
A study of representative authors of the Romantic Period in American literature (1820-1865). This course focuses on the complex social, cultural, and political forces at work in these writings and in the Romantic Movement in general, and especially the influences of the earlier Romantic Period in English literature (1798-1832). This course traces the development of the major literary styles and patterns in American Romanticism, such as the archetype of the American Adam and the myth of the American Dream; the importance of American innovation in literary language and form, especially in the use of frontier dialect; and the contributions to world literature of American literary theorists, such as Poe. Graduate students will be required to do additional work as determined by the instructor. Prerequisite: ENGL 2111 or ENGL 2112. 3 credit hours.

JUSTIFICATION:
This course fills an important place in the period courses for the study of American Literature. It covers the flowering of American Literature, a period known as “the American Renaissance.” Our major has had a course in Colonial American Literature for many years, but we have not had further period courses in American Literature available to our undergraduates. With the addition of this course (and the course in American Realism), the area of American Literature from the beginnings to 1900 will finally be adequately represented.

AMST 5233 - American Realism
A study of prose works of the American Realist period from 1850-1910, including writers such as Twain, Jewett, Chesnutt, Gilman, Dreiser, Wharton, James, Crane, and Norris. Attention will be paid to canonical and non-canonical writers of the period, as well as regional and sentimental fiction. Graduate students will be required to do extra work as determined by the instructor. Prerequisite: ENGL 2111 or ENGL 2112. 3 credit hours.

JUSTIFICATION:
The American Realist period is crucial to a comprehensive understanding of American literature. The era's ground-breaking emphasis on regional settings and dialects, the careful attention to common speech and everyday situations, and the difficult struggles Realist writers had with objective narration are important building blocks in the creation of modern American fiction. Students wanting to work not only with 19th but also with 20th Century American fiction need the literary, historical, and social background a detailed study of this period provides.

ENGL 5231 - American Romanticism
A study of representative authors of the Romantic Period in American literature (1820-1865). This course focuses on the complex social, cultural, and political forces at work in these writings and in the Romantic Movement in general, and especially the influences of the earlier Romantic Period in English literature (1798-1832). This course traces the development of the major literary styles and patterns in American Romanticism, such as the archetype of the American Adam...
and the myth of the American Dream; the importance of American innovation in literary language and form, especially in the use of frontier dialect; and the contributions to world literature of American literary theorists, such as Poe. Graduate students will be required to do additional work as determined by the instructor. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite). 3 credit hours.

JUSTIFICATION:
This course fills an important place in the period courses for the study of American Literature. It covers the flowering of American Literature, a period known as “the American Renaissance.” Our major has had a course in Colonial American Literature for many years, but we have not had further period courses in American Literature available to our undergraduates. With the addition of this course (and the course in American Realism), the area of American Literature from the beginnings to 1900 will finally be adequately represented.

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JUSTIFICATION:
The American Realist period is crucial to a comprehensive understanding of American literature. The era’s ground-breaking emphasis on regional settings and dialects, the careful attention to common speech and everyday situations, and the difficult struggles Realist writers had with objective narration are important building blocks in the creation of modern American fiction. Students wanting to work not only with 19th but also with 20th Century American fiction need the literary, historical, and social background a detailed study of this period provides.

ENGL 5235 - Irish Literature to 1850
The course examines Irish literature from its beginnings in the Gaelic oral tradition to the Great Famine of the 1840s. Students gain clear understanding of how Ireland’s colorful and complex history has yielded exceptional prose, poetry, and drama. Matters considered include Ireland’s four mythological cycles; its pseudo-historical invasion narratives; and its hagiographies (accounts of saints’ lives). Students also study writings that reflect the four major stages of British colonization: Cambro-Norse, Tudor, Jacobean (or Scots-Irish), and Cromwellian. In addition, they explore literary genres specific to Ireland: dinnseanchas (place-lore literature); the aisling (nationalist vision literature); the caoineadh (bardic lament literature); and the Big House novel, which often has Gothic overtones. The course exposes participants to other important phenomena, too: the so-called stage Irishman; the peasant archetype; literature of resistance and revolution; and travel writings in the sublime tradition. All texts studied are in English or English translation. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and
prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite). 3 credit hours.

JUSTIFICATION:
We offer this course as one of the foundations for the minor in Irish Studies. It serves as a historical overview and also as an introduction to more narrow historical and literary periods. It is the first half of a two-course sequence which covers the history of Irish literature.

ENGL 5236 - Irish Literature since 1850
Irish Literature since 1850 examines novels, short stories, plays, and poems produced in Ireland since the country’s Great Famine. The course explores the Irish Cultural Revival that began in 1884 and lasted until the 1920s. It also considers literature about the revolutionary activity that precipitated the founding of the Irish Free State and Northern Ireland. The course ends by studying literary works that reflect changes in culture and identity caused by Ireland’s unprecedented economic boom, which began in the mid-1990s. Students gain knowledge about a range of authors, including James Joyce, William Butler Yeats, Lady Augusta Gregory, George Bernard Shaw, Samuel Beckett, Seamus Heaney, Evan Boland, and others. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite). 3 credit hours.

JUSTIFICATION:
Irish Literature since 1850 is highly desirable for a fully comprehensive Major in English; and it is essential for the Minor in Irish Studies. No student should graduate a university program in English Literature without the opportunity to study the modern literature of Ireland. Irish Literature since 1850 complements the course called Irish Literature to 1850. Together, these two courses constitute the foundational sequence for further, more specialized undergraduate study of Irish literature, such as single-author courses on Jonathan Swift, Oscar Wilde, and Brian Friel. They also undergird the two other regularly offered courses in the Irish literature rotation: Irish Women Writers and Irish Global Literatures.
Many graduate students also need Irish Literature since 1850. Increasingly, Irish literature is a significant focus within the department’s graduate program, the largest in the College of Liberal Arts and Social Sciences. At this writing, five English literature graduate students are embarked on Irish Studies theses that, in whole or part, analyze Irish literature written since 1850.

ENGL 5432 - Twentieth Century British Literature
A study of major British and Commonwealth poets, novelists, and dramatists against the background of the major social and cultural changes of the twentieth century. Graduate students will be required to do extra work as determined by the instructor. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite). 3 credit hours.

JUSTIFICATION:
We offer this course as part of the major because most schools in our field address British Literature through a process of periodization: Medieval, Renaissance, 18th century, Romanticism, Victorianism, and 20th Century. This course covers the final period. It serves as both a historical overview and as an introduction to more narrow topics such as
the Modernist and Postmodern periods, the advent of the unreliable narrator, fiction and metafiction, the carnivalesque text, etc.

**IRSH 5235 - Irish Literature to 1850**

The course examines Irish literature from its beginnings in the Gaelic oral tradition to the Great Famine of the 1840s. Students gain clear understanding of how Ireland’s colorful and complex history has yielded exceptional prose, poetry, and drama. Matters considered include Ireland’s four mythological cycles; its pseudo-historical invasion narratives; and its hagiographies (accounts of saints’ lives). Students also study writings that reflect the four major stages of British colonization: Cambro-Norse, Tudor, Jacobean (or Scots-Irish), and Cromwellian. In addition, they explore literary genres specific to Ireland: dinnseanchas (place-lore literature); the aising (nationalist vision literature); the caoineadh (bardic lament literature); and the Big House novel, which often has Gothic overtones. The course exposes participants to other important phenomena, too: the so-called stage Irishman; the peasant archetype; literature of resistance and revolution; and travel writings in the sublime tradition. All texts studied are in English or English translation. Prerequisite: ENGL 2111 or ENGL 2112. 3 credit hours.

**JUSTIFICATION:**

We offer this course as one of the foundations for the minor in Irish Studies. It serves as a historical overview and also as an introduction to more narrow historical and literary periods. It is the first half of a two-course sequence which covers the history of Irish literature.

**IRSH 5236 - Irish Literature since 1850**

Irish Literature since 1850 examines novels, short stories, plays, and poems produced in Ireland since the country’s Great Famine. The course explores the Irish Cultural Revival that began in 1884 and lasted until the 1920s. It also considers literature about the revolutionary activity that precipitated the founding of the Irish Free State and Northern Ireland. The course ends by studying literary works that reflect changes in culture and identity caused by Ireland’s unprecedented economic boom, which began in the mid-1990s. Students gain knowledge about a range of authors, including James Joyce, William Butler Yeats, Lady Augusta Gregory, George Bernard Shaw, Seamus Heaney, Evan Boland, and others. Prerequisite: ENGL 2111 or ENGL 2112. 3 credit hours.

**JUSTIFICATION:**

Irish Literature since 1850 is highly desirable for a fully comprehensive Major in English; and it is essential for the Minor in Irish Studies. No student should graduate a university program in English Literature without the opportunity to study the modern literature of Ireland. Irish Literature since 1850 complements the course called Irish Literature to 1850. Together, these two courses constitute the foundational sequence for further, more specialized undergraduate study of Irish literature, such as single-author courses on Jonathan Swift, Oscar Wilde, and Brian Friel. They also undergird the two other regularly offered courses in the Irish literature rotation: Irish Women Writers and Irish Global Literatures.

Many graduate students also need Irish Literature since 1850. Increasingly, Irish literature is a significant focus within the department’s graduate program, the largest in the College of Liberal Arts and Social Sciences. At this writing, five English literature graduate students are embarked on Irish Studies theses that, in whole or part, analyze Irish literature written since 1850.
RELS 3335 - Introduction to the New Testament
This course introduces the fundamental ideas, themes, and trajectories represented in New Testament texts. We shall examine the historical, cultural, and religious contexts of the New Testament and broaden our understanding of the various claims of its texts. We shall also question and reflect upon the New Testament’s contemporary relevance. Close attention will be paid to the texts. 3 credit hours.

JUSTIFICATION:
Essential for the RELS minor. A course in the Hebrew Bible already exists; a course in the New Testament completes the coverage of the entire Bible. This course has already been taught as a special topics course and always fills. Students who are not RELS minors take this course, too.

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

Course Deletions
AMST 3238 - The American Dream
JUSTIFICATION:
This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. ENGL/AMST 3238 falls into this category.

COML 5334 - Modern Drama
JUSTIFICATION:
This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. COML 5334 falls into this category.

ENGL 3238 - The American Dream
JUSTIFICATION:
This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. ENGL 3238 falls into this category.
ENGL 3537 - Special Topics in English  
**JUSTIFICATION:**  
This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. Special Topics in English is being deleted because we have another course (English 5090: Selected Topics) that can do the same work.

ENGL 5130 - Twentieth Century Irish Literature  
**JUSTIFICATION:**  
This course is being deleted as part of a comprehensive revision of the English Major and the Irish Studies Minor program. The expanding Irish Studies Center and the Irish Studies Minor require a more robust and comprehensive menu of courses. We are deleting ENGL/IRSH 5130/5130G to make way for these changes.

ENGL 5333 - Studies in English Drama  
**JUSTIFICATION:**  
This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. ENGL 5333 falls into this category. For unclear reasons, ENGL 5333 is also titled British Drama to 1900 in the Course Catalogue.

ENGL 5334 - Modern Drama  
**JUSTIFICATION:**  
This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. ENGL 5334 falls into this category.

ENGL 5436 - Spirit of Place in British Literature  
**JUSTIFICATION:**  
This course is being dropped as part of a comprehensive revision of the English major. The revised English major requires that students become conversant in major periods in English and American Literature. These new requirements mean that courses which are infrequently taught, or those whose content will be absorbed in other courses, must be dropped to make way for the new program. English 5436 is such a course.

IRSH 3338 - Irish Cultural Identities  
**JUSTIFICATION:**  
This course is being deleted as part of a comprehensive revision of the Irish Studies Minor program. The expanding Irish Studies Center and the Irish Studies Minor require a more robust and comprehensive menu of courses as well as contraction where redundancies occur. We feel the material addressed in this course will be adequately covered in IRSH 3330 (currently being revised to IRSH 2130) Contemporary Irish Culture.
IRSH 4890 - Seminar in Irish Studies

**JUSTIFICATION:**
This course is being deleted as part of a comprehensive revision of the Irish Studies Minor program. The expanding Irish Studies Center and the Irish Studies Minor require a more robust and comprehensive menu of courses as well as contraction where redundancies occur. Because Irish Studies is only a minor program at this point, we feel the intensive focus of a seminar style course is not as valuable for Irish Studies minors as survey type courses covering larger literary and cultural fields. Irish Studies minors will also no longer be required to complete a seminar as part of the Irish Studies Minor program.

IRSH 5130 - Twentieth Century Irish Literature

**JUSTIFICATION:**
This course is being deleted as part of a comprehensive revision of the English Major program and the Irish Studies Minor program. The expanding Irish Studies Center and the Irish Studies Minor require a more robust and comprehensive menu of courses. We are deleting ENGL/IRSH 5130 to make way for these changes.

An Aasheim/R. Smith motion to approve these course deletions was passed unanimously.

**Course Revisions**

FROM: **COML 4538 - Literary Criticism**
A study of literary criticism from Plato to Derrida with concluding emphasis on the theory, approaches, and techniques of current literary study. Prerequisites: ENGL 2111 or ENGL 2112; ENGL 2131 must be taken prior to or concurrent with all upper division courses. Permission of instructor required for all non-English majors.

TO: **COML 5533 - Literary Criticism and Theory**
An historical survey of literary criticism and theory from antiquity to modern times. Literary criticism considers issues important for all students of literature, such as the value of poetry in our world, the power of poets to represent reality or truth, and the sources of poetic inspiration. This course also delves into the subject of aesthetics, the nature of beauty, and the variety of forces that impact how humans respond to literature. Prerequisites: COML 2531.

**JUSTIFICATION:**
As we revise the English major, we believe that this survey of Literary Criticism should be available to MA students who wish to take a survey-type course in literary criticism instead of or in addition to what is available to them as a graduate seminar.

FROM: **COML 5330 - Drama to Romanticism**
Prerequisites: ENGL 2111 or ENGL 2112; ENGL 2131 must be taken prior to or concurrent with all upper division courses. Permission of instructor required for all non-English majors.

TO: **COML 5330 - World Drama to Romanticism**
Prerequisites: COML 2531.

**JUSTIFICATION:**
As we revise the English major, this course title needs to be changed in order to more accurately reflect course content.
FROM: **ENGL - Various**
Prerequisites: vary.

TO: **ENGL - Various**
Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

**JUSTIFICATION:**
As part of the comprehensive revision of the English major the prerequisites for all upper division courses are being bolstered so that students come to those courses better prepared to succeed in them.

FROM: **ENGL 2131 - Introduction to Literary Studies**
Prerequisite: None.

TO: **ENGL 2131 - Introduction to Literary Studies**
Prerequisite: A minimum grade of “C” in ENGL 1102.

**JUSTIFICATION:**
We feel students must complete freshman composition before enrolling in this class.

FROM: **ENGL 3121 - British Literature I**
Prerequisite: ENGL 2131.

TO: **ENGL 2231 - British Literature I**
Prerequisite: A minimum grade of “C” in ENGL 1102.

**JUSTIFICATION:**
We are making this a 2000 level course in order to conform to USG standards. We feel students should be able to enroll in this survey as soon as possible after completing ENGL 1102.

FROM: **ENGL 3122 - British Literature II**
Prerequisites: ENGL 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.

TO: **ENGL 2232 - British Literature II**
Prerequisite: A minimum grade of “C” in ENGL 1102.

**JUSTIFICATION:**
We are making this a 2000 level course in order to conform to USG standards. We feel students should be able to enroll in this survey as soon as possible after completing ENGL 1102.

FROM: **ENGL 3131 - American Literature I**
Prerequisites: ENGL 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.

TO: **ENGL 2331 - American Literature I**
Prerequisite: A minimum grade of “C” in ENGL 1102.

**JUSTIFICATION:**
We are making this a 2000 level course in order to conform to USG standards. We feel students should be able to enroll in this survey as soon as possible after completing ENGL 1102.

FROM: **ENGL 3132 - American Literature II**
Prerequisites: ENGL 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.

TO: **ENGL 2332 - American Literature II**
Prerequisite: A minimum grade of “C” in ENGL 1102.
JUSTIFICATION:
We are making this a 2000 level course in order to conform to USG standards. We feel students should be able to enroll in this survey as soon as possible after completing ENGL 1102.

FROM: ENGL 4538 - Literary Criticism
A study of literary criticism from Plato to Derrida with concluding emphasis on the theory, approaches, and techniques of current literary study. Prerequisites: ENGL 2111 or ENGL 2112; ENGL 2131 must be taken prior to or concurrent with all upper division courses.

TO: ENGL 5533 - Literary Criticism and Theory
An historical survey of literary criticism and theory from antiquity to modern times. Literary criticism considers issues important for all students of literature, such as the value of poetry in our world, the power of poets to represent reality or truth, and the sources of poetic inspiration. This course also delves into the subject of aesthetics, the nature of beauty, and the variety of forces that impact how humans respond to literature. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

JUSTIFICATION:
As we revise the English major, we believe that this survey of Literary Criticism should be available to MA students who wish to take a survey-type course in literary criticism instead of or in addition to what is available to them as a graduate seminar.

FROM: ENGL 4630 - Senior Seminar
Catalog Description: None. Prerequisite: None.

TO: ENGL 4630 - Senior Seminar
In the senior seminar, English majors will study a discrete body of literature and conduct extensive research in literary criticism related to a specific topic. Emphasis will be on the individual preparation of research papers. Seminar topics will vary with professor.

JUSTIFICATION:
The Senior Seminar in English is being reactivated and revised in recognition of the need for a capstone course that will enable us to assess English majors at the end of their university experience.

FROM: ENGL 5134 - British Neo-Classical Literature
Prerequisite: ENGL 2111 or ENGL 2112.

TO: ENGL 5134 - The Age of Exub erance: British Literature 1660-1790
Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

JUSTIFICATION:
As we revise the English major, this course title needs to be changed in order to more accurately reflect course content.

FROM: ENGL 5136 - English Medieval Literature, Excluding Chaucer
A study of Old and Middle English literature emphasizing the major genres of prose and poetry unique to this period. Graduate students will be given an extra assignment determined by the instructor that
undergraduates will not be required to do. Prerequisite: ENGL 2111 or
ENGL 2112.

TO: **ENGL 5136 - Medieval British Literature: 700-1450**
This course explores the rich and varied literature of medieval Britain, the region of Europe with the earliest vernacular literary tradition. From the Old English period, students will read heroic and elegiac poetry, as well as the religious poetry and prose written after the Christian conversion of the pagan Germanic tribes. From the Middle English period after the Norman Conquest, students will read some of the earliest dramatic works in English, the powerful writings of female religious mystics, as well as a sampling of romances concerning King Arthur. All works will be read in modernized English. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

**JUSTIFICATION:**
As we revise the English major, this course title and description must be changed in order to more accurately reflect course content.

FROM: **ENGL 5330 - Drama to Romanticism**
Prerequisite: ENGL 2111 or ENGL 2112.

TO: **ENGL 5330 - World Drama to Romanticism**
Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

**JUSTIFICATION:**
As we revise the English major, this course title needs to be changed in order to more accurately reflect course content.

FROM: **ENGL 5331 - British Drama to 1642**
A study of selected Medieval, Elizabethan, Jacobean and Caroline plays, particularly Marlowe, Jonson, Webster, and Ford. Prerequisite: None. Repeatable for credit: No.

TO: **ENGL 5331 - British Drama to 1642**
A study of British drama from the Middle Ages through the Renaissance, focusing on historical and cultural contexts of the drama. Students will learn about medieval guilds and the mystery plays they produced, morality plays such as Everyman, and interludes and other dramas performed in courtly settings. Much of the course will focus on the vibrant professional theater that developed in sixteenth- and seventeenth-century London. Students will learn about some of Shakespeare’s talented contemporaries, not only Marlowe and Jonson but also Webster, Middleton, Ford, and other playwrights whose vigorous and sometimes shocking plays offer a fascinating look at early modern English theater and life. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite). Repeatable for credit: Yes.

**JUSTIFICATION:**
This course is being reactivated as part of a comprehensive revision to the English major. Part of that revision process involves fortifying the prerequisites for upper division courses and improving the course descriptions. Repeatable for Credit and Level are also being updated.
FROM: ENGL 5332 - British Drama since 1660
A study of British drama from 1660 into the modern period, including Restoration, Neoclassic, Romantic, Victorian, and early modern plays in their historical and critical contexts. Prerequisite: None. Repeatable for credit: No.

TO: ENGL 5332 - British Drama since 1660
A study of British drama from the reopening of the theatres in 1660 to modern times. Students will study important plays from the English Restoration and Neo-Classical period (e.g., Congreve, Dryden, Goldsmith, Sheridan), the Romantic period (e.g., Shelley), the Victorian period (e.g., Wilde, Synge, Shaw), as well as plays from the 20th Century (e.g., Pinter, Becket, Stoppard). Plays will be studied in their historical and critical contexts. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite). Repeatable for credit: Yes.

JUSTIFICATION:
This course is being reactivated as part of a comprehensive revision to the English major. Part of that revision process involves fortifying the prerequisites for upper division courses and improving the course descriptions. Repeatable for Credit and Level are also being updated.

FROM: ENGL 5434 - Donne and Milton
A study of two major poets that focuses on close study and interpretation of their greatest works, creating involvement in religious and historical circumstances of the time in which they were written. Amongst the poetry are the best loved poems of all time. May be used to fulfil the single author requirement. Prerequisite: ENGL 2111 or ENGL 2112.

TO: ENGL 5434 - Milton
A study of one of the greatest and most exciting of all English poets, based on close study of his work and exploration of the religious and historical circumstances of its time. We will read all of “Paradise Lost”, a wide selection of Milton’s other poetry, and some of the most important of his prose works. May be used to fulfil the single author requirement. Prerequisites: A minimum grade of “C” in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

JUSTIFICATION:
Donne and Milton are not a natural pair, from any perspective. They overlap historically, but have no sympathies, literary, political, or religious. Nor do they work well as a duo: in scale alone, there is something unavoidably jarring in reading four “Songs and Sonnets” one week and two books of “Paradise Lost” the next. The brighter students find the combination arbitrary. Milton, a poet of the greatest importance, needs and deserves a course to himself. Most students who study him find his poetry exhilarating - demanding but attractive. I think it would be a popular change, as well as being an improvement on academic grounds.

FROM: IRSH 3330 - Contemporary Irish Culture
Designed to expand awareness of the rich Irish traditions in music, dance, archeology, theater, and sport. The course will center on active participation in workshops focusing on traditional Irish singing, set dancing, bodhran (Irish skin drum) playing, weaving, local archeology, hill walking, contemporary poetry and traditional folklore. Field trips to Irish cultural sites will further enhance knowledge gained in the workshop.
TO: **IRSH 2130 - Introduction to Irish Culture**
This course explores the richness and diversity of the culture of Ireland, where Gaelic, Scots-Irish, and other venerable traditions exist within a globalized modern society and high-tech knowledge economy. Students gain understanding of Ireland’s storytelling, theater, art, dance, and song patrimonies; its musical styles, instruments, and performance customs; its indigenous folklore and folkways; its native and colonial-era sports; and its archeology and built environment. They also examine the country’s regional, linguistic, religious, and political variety, as well as the tensions and synergies that result from centuries of mixed culture. The course assesses the cultural impact upon Ireland of the vast, worldwide Irish diaspora, and it concludes with informed speculation about the status that traditional Irish cultural forms and practices will have, both at home and abroad, over coming decades.

**JUSTIFICATION:**
We currently have no lower division courses (outside of Gaelic language) for the Irish Studies Minor and need a course providing basic cultural literacy. We anticipate this course will attract students to the Irish Studies Minor, contributing to the university’s strategic goal, Transcultural Opportunities

FROM: **PHIL 3334 - Environmental Ethics**
Prerequisite: None.

TO: **PHIL 3334 - Environmental Ethics**
Prerequisite: PHIL 1030.

**JUSTIFICATION:**
Environmental Ethics is taken by many GTREP students to fulfill a core curriculum requirement for their engineering program. Many of these students have no background in philosophy and are therefore not prepared for the course materials. Furthermore, their lack of preparation hinders the learning experience for Philosophy majors who are prepared to understand the course. To help remedy this situation, we want to add PHIL 1030, Introduction to Philosophy, to make sure all students in PHIL 3334 are adequately prepared to do the course work.

FROM: **PHIL 3433 - Reason and Revolution: 19th Century European Philosophy**
TO: **PHIL 3433 - Nineteenth Century European Philosophy**

**JUSTIFICATION:**
Title change from “Reason and Revolution” 19th Century European Philosophy to “Nineteenth Century European Philosophy” simplifies the lengthy course title and more readily indicates the subject matter of the course. “Reason and Revolution” is also too prescriptive a title, implying that all of 19th century European philosophy touches on those two concepts, when, in fact, that philosophy is much more far-ranging in scope and concern.

A Warren/Jackson motion to approve these course revisions was passed unanimously.
Course Reactivations
ENGL 4630 - Senior Seminar
JUSTIFICATION:
As part of the revision of the English major we are reactivating a number of courses we feel are necessary for our students. The Senior Seminar is one of those courses.

ENGL 5331 - British Drama to 1642
JUSTIFICATION:
As part of the revision of the English major we are reactivating a number of courses we feel are necessary for our students.

ENGL 5332 - British Drama since 1660
JUSTIFICATION:
As part of the revision of the English major we are reactivating a number of courses we feel are necessary for our students.

A Higgins/Moore motion to approve these course reactivations was passed unanimously.

New or Revised Programs
American Studies Minor
JUSTIFICATION:
Several ENGL course numbers have changed, some ENGL courses have been dropped, some ENGL courses have been added.

B.A. English
JUSTIFICATION:
The English major was last revised when GSU converted from quarters to semesters in 1998. Even at that time, the revision process mainly involved fitting a program that was divisible by three quarters into a format divisible by two semesters. So, in reality, the English Major has not been thoroughly revised in more than twenty years. During that time, nearly all of the colleges and universities in the University System of Georgia have changed their English majors in three fundamental ways: 1) they have revised Area F to include the English survey courses that lay the groundwork for upper division coursework; and 2) they have established required introductory and capstone courses; and 3) they have organized the Major Requirements into groups of related courses from which students must select a minimum number of hours. The rationale undergirding this approach is that in order to graduate well-prepared English majors we must insure that students have been exposed to the main areas of English and American literature. We must also make sure that students have adequate preparation to succeed in the program and then have the means to evaluate their overall performance. The English major at Georgia Southern has addressed these issues by intensifying the ENGL portion of Area F, bolstering the specific requirements that are part of the Major Requirements, and combining most of our existing courses (along with some new courses and reactivated courses) into coherent areas. In areas where we have had a weak selection of courses we have improved the selection by creating courses similar to those offered at sister institutions. Redundant courses and courses no longer of general interest have been deleted. Some courses have simply been revised to make clearer their intent. In all cases, our goal has been to make the English major rigorous yet fair, offering a balance of guided instruction with the freedom to explore, in order to produce graduates who will be proud of their B.A. in English from Georgia Southern. We think that the revisions to the English major will do just that as well as
make our major at Georgia Southern a destination for students who wish to major in English

Comparative Literature Minor
JUSTIFICATION:
The English Major Program is deleting some courses and changing the numbers of others thereby necessitating these changes in the Comparative Literature Minor.

Humanities Concentration
JUSTIFICATION:
Changes in the English major necessitate these changes in the Humanities Concentration.

Humanities Minor
JUSTIFICATION:
Changes in the English major necessitate these changes in the Humanities Minor.

Irish Studies Minor
JUSTIFICATION:
The Center for Irish Studies has expanded its presence on campus in recent years and increased its course offerings for students. The changes in the composition of the minor reflect these changes.

B.A. Philosophy
JUSTIFICATION:
We want to make sure our Philosophy majors have a course in ethics. As it currently stands, a Philosophy major may take an ethics course, but has other, non-ethics choices that substitute for it. We proposing eliminating these non-ethics options and give the student a choice between 2 ethics courses as partial fulfillment of the PHIL major.

An Aasheim/Higgins motion to approve these program revisions was passed unanimously.

Department of Psychology
Course Revisions
FROM: PSYC 4433 - Principles of Animal Learning
Introduces the basic principles of animal learning and the scientific study of learning in nonhumans.

TO: PSYC 4433 - Principles of Learning
Introduces the basic principles of learning and the scientific study of learning in humans and nonhumans.
JUSTIFICATION:
Title and course description have been changed to better reflect the course content

FROM: PSYC 5530 - History and Systems
Prerequisites: PSYC 3141 and at least 17 hours of psychology courses.

TO: PSYC 5530 - History and Systems
Prerequisite: PSYC 3141 or permission of instructor.
JUSTIFICATION:
Prerequisite has been altered to allow psychology minors to enroll.

An Aasheim/L. Smith motion to approve these course revisions was passed unanimously.
Selected Topics Announcements
PSYC 5030 - Animal Cognition: Thought and Memory in Nonhumans
JUSTIFICATION:
This course will examine the study of cognition, primarily in non-humans. Topics to be covered include (but are not limited to): classical and operant condition, What is cognition, Methodology for studying cognition in nonhumans, memory in non-humans, mediational processes, and conceptual behavior.

Selected Topics Announcements are for information only.

New or Revised Programs
B.S. Psychology
JUSTIFICATION:
The program page for the BS is being revised to incorporate the change in course title of PSYC 4433 (from “Principles of Animal Learning” to “Principles of Learning”).

Psychology Minor
JUSTIFICATION:
This change in catalogue copy aligns with new changes in the Psychology major.

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

➢ Department of Sociology and Anthropology
Course Deletions
SOCI 3335 - Social Change
SOCI 3337 - Urban Sociology
SOCI 5131 - Population
SOCI 5136 - Sociology of Education
SOCI 5231 - Sociology of Politics
SOCI 5436 - Latin American Societies
JUSTIFICATION:
SOCI 3335 was last offered 5 years ago. The material covered in this course has been subsumed under SOCI/ANTH/INTS 5438/5438G. SOCI 3337 has not been offered in more than 15 years. SOCI 5131 has not been offered in 14 years. SOCI 5136 has not been offered for 5 years. SOCI 5231 was last offered 5 years ago. SOCI 5436 was last offered 5 years ago. These courses are not in demand by our students and are not required for the major or minor. The last 5 courses are not in demand by our students and are not required for the major or minor. Several of these courses were added to the course offerings for faculty who are no longer members of the department. The last 5 courses are not in demand by our students and are not required for the major or minor. Several of these courses were added to the course offerings for faculty who are no longer members of the department.

ANTH 4333 - Comparative Social Organization
ANTH 4335 - Anthropology and International Business
ANTH 5531 - Anthropological Theory
ANTH 5436 - Latin American Societies
JUSTIFICATION:
These courses are not in demand, nor are they necessary for our major or minor.
AMST 3337 - Urban Sociology
LAST 5436 - Latin American Societies

JUSTIFICATION:
AMST 3337: The SOCI section of this course has already been deleted and program page changes have been made. LAST 5436: The ANTH and SOCI sections of this class have already been deleted and program pages were submitted.

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

Course Revisions
FROM: SOCI 4334 - Organizations
Explores what it means to live in an organizational society and world. Theory, metaphor, and research findings provide insight and tools for understanding and, possibly, affecting our organizational world. Organizational and leadership effectiveness will be ongoing themes.

TO: SOCI 4334 - Organizations, Work, and Technology
Examines organizations with an emphasis on the workplace. The course will explore relations within and between organizations using both classical and contemporary sociological and organizational theories. The course will examine how technology and the increasingly global economy influence these relations.

JUSTIFICATION:
More accurately reflects what is taught in the course.

FROM: SOCI 5431 - Sociological Theory
An overview of the major classical sociological theorists, linking their contributions to contemporary issues and concerns. Covers key theorists and basic tenets of structural functionalism, conflict theory, and symbolic interactionism and introduces the process of theory construction. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO: SOCI 3431 - Sociological Theory
An overview of the major classical sociological theorists, linking their contributions to contemporary issues and concerns. Covers key theorists and basic tenets of structural functionalism, conflict theory, and symbolic interactionism and introduces the process of theory construction.

JUSTIFICATION:
We are lowering the prefix of the course in order to encourage students to take this class in their sophomore or junior year. This is in keeping with the recommendations of the American Sociological Association.

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

New or Revised Programs
B.A. Anthropology

JUSTIFICATION:
Eliminated courses that are not needed for the major or the minor.
B.A. Sociology  
JUSTIFICATION:  
We deleted six courses, changed title and description of one course, changed course number for theory, added courses that were incorrectly omitted from the program page, and eliminated double asterisks.

B.S. Sociology  
JUSTIFICATION:  
Delete Social Research emphasis, deleted six courses in BS Sociology program, changed title and description of one course, added courses that were incorrectly omitted from the program page, and deleted double and triple asterisks.

A Lester/Warren motion to approve these program revisions was passed unanimously.

Department of Women’s & Genders Studies  
Course Revision  
FROM: WGST 5235 - Modern Spanish American Women Writers  
Prerequisite: SPAN 2002.  
TO: WGST 5235 - Spanish American Women Writers  
Prerequisite: A minimum grade of “C” in one 4000-level Spanish course or permission of instructor.  
JUSTIFICATION:  
Changing prerequisite requirement to match requirements of Foreign Languages Department.

An Moore/Higginis motion to approve this course revision was passed unanimously.

New or Revised Programs  
Women’s and Gender Studies Minor  
JUSTIFICATION:  
Changing course prerequisite for course cross-listed with Foreign Languages to correspond to F.L. new requirement.

An Aasheim/Higgins motion to approve this program revision was passed unanimously.

Department of Writing and Linguistics  
Dr. Phyllis Dallas presented the following items for the Department of Writing and Linguistics.  
New Courses  
ENGL 1160 - First-Year Composition  
This combined composition course, which includes all of the requirements for English 1101 and 1102, covers the development of writing and research skills. Because this is a combo course, course content will be accelerated and rigorous. Evidence must be provided that the Regents’ Exam will be taken or satisfied by exemption while enrolled. A minimum of “C” must be earned. Earning less than a “C” requires taking English 1101 and 1102 again, either separately or in the combination if seating permits. This course will be offered only in Fall semesters in a limited number of sections. 6 credit hours.  
JUSTIFICATION:  
This course has been piloted for the past two falls and seeks to address the university’s mission for academic excellence through rigorous training and practice in composition.
WRIT 4790 - Internship in Writing and Linguistics
This course is an opportunity for students to gain professional writing experience. The semester prior to the internship, the student will find an internship, write a proposal that describes the internship and submit the proposal for approval to the department chair, who will assign a supervising faculty member. The student will provide periodic progress reports and either a portfolio or a final report. Prerequisites: A minimum grade of “C” in WRIT 3130, WRIT 3220, WRIT 3531, or LING 3630. 1-6 credit hours.

JUSTIFICATION:
Internships exist in a variety of majors in all colleges across the university. Writing and Linguistics students will benefit from being able to work as writers in terms of the direction they give their degree programs and for employment after graduation. The internship program can also help the Department of Writing and Linguistics to develop closer ties to industry.

WRIT 5650 - Writing for Publication
This course prepares students for writing for publication in a digital age. Students are encouraged to pursue various areas of research and interests as they learn how to locate suitable venues for publication, write query letters to publishers, format manuscripts for submission, and deal with revision and editing in today’s technological environment. Graduate students will be expected to do an extra project. Prerequisite: A minimum grade of “C” in ENGL 1102. 3 credit hours.

JUSTIFICATION:
This is an elective course that is appropriate for all areas of concentration within the Writing and Linguistics major and for students across the curriculum interested in the topic. The course has already been offered twice as a selected topics course and has filled both times.

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

Course Deletions
WRIT 4580 - Cultural Studies in Writing
WRIT 5331 - Twentieth Century Rhetoric
JUSTIFICATION:
WRIT 4580 has been replaced to better meet the needs of the department, majors, college, university, and discipline. WRIT 5331 has not been offered for several years.

An Aasheim/Warren motion to approve these course deletions was passed unanimously.

Course Revisions
FROM: LING 4333 - Semantics
Prerequisite: None.
TO: LING 4333 - Semantics
Prerequisite: A minimum grade of “C” in ENGL 1102.
JUSTIFICATION:
Alignment of prerequisites with other courses in LING area.

FROM: LING 4335 - Linguistic Analysis
Prerequisite: None.
TO: LING 4335 - Linguistic Analysis
Prerequisite: A minimum grade of “C” in ENGL 1102.
JUSTIFICATION:
Alignment of prerequisites with other courses in LING area.

FROM: WRIT 2130 - Technical Communication
Prerequisite: None.
TO: WRIT 2130 - Technical Communication
Prerequisite: A minimum grade of “C” in ENGL 1102.
JUSTIFICATION:
Alignment of prerequisites with other courses in LING area.

FROM: WRIT 3233 - Technical and Professional Editing
Prerequisite: ENGL 1101.
TO: WRIT 3233 - Technical and Professional Editing
Prerequisite: A minimum grade of “C” in ENGL 1102.
JUSTIFICATION:
This change is being made to be consistent with other upper-division Writing and Linguistics courses and to ensure that students are adequately prepared for the course.

FROM: WRIT 3335 - Introduction to Screen Writing
TO: WRIT 2531 - Introduction to Screen Writing
JUSTIFICATION:
Given the introductory level of the course, it is appropriate to drop it to a sophomore level course. Moreover, this allows the course to be offered as an option in area F for Writing and Linguistics majors.

FROM: WRIT 3531 - Frameworks in Writing Studies
Explores the areas of literacy, composition, rhetoric, and cultural studies as they pertain to writing studies and provides an overview of the ways in which culture shapes and is shaped by writing. Prerequisite: A minimum grade of “C” in ENGL 1102.
TO: WRIT 3531 - Introduction to Writing Studies
Introduces students to the field of writing studies and contemporary issues in the areas of literacy, composition, and rhetoric, with special attention to the ways in which culture shapes and is shaped by writing. Prerequisite: A minimum grade of “C” in ENGL 1102 or permission of instructor.
JUSTIFICATION:
The name “Introduction to Writing Studies” more accurately reflects the course and its purposes; ENGL 1102 is an adequate foundation for work students have to do in this course.

FROM: WRIT 4550 - Literacy Studies
Examines current and past theories of literacy; the ways literacy is shared and used by individuals, families, and cultures; and the political, social, and personal implications of literacy. Prerequisite: A minimum grade of “C” in WRIT 3531.
TO: WRIT 4550 - Literacy and Identity
Examines the ways literacy shapes identity and is shared and used by individuals, families, and cultures. Special attention to relationship between cultural and literate practices, and to political, social, and personal implications of literacy. Prerequisite: A minimum grade of “C” in ENGL 1102 or permission of instructor.
JUSTIFICATION:
Brings course into closer alignment with needs of students, department, college, and discipline.
FROM: **WRIT 4560 - Composition Studies**
Traces the field’s origins, significant figures, and publications. Students study key terms, theories, and controversies as well as explore how knowledge and identity are both mediated by writing. Prerequisite: A minimum grade of “C” in WRIT 3531.

TO: **WRIT 4560 - Writing Argument**
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. Prerequisite: A minimum grade of “C” in ENGL 1102 or permission of instructor.

**JUSTIFICATION:**
Brings course into closer alignment with needs of students, department, college, and discipline.

FROM: **WRIT 4570 - Rhetoric in Writing**
Surveys the rhetorical tradition as it applies to writing, examines the role of rhetorical studies in the field of writing, and explores how rhetoric informs the writing classroom. Prerequisite: A minimum grade of “C” in WRIT 3531.

TO: **WRIT 4570 - Writing, Rhetoric, and Culture**
Explores the interaction of writing, rhetoric, and culture and the relationship between public and private discourses; emphasizes rhetorical traditions in the field of writing studies and rhetorical practices in public discourse. Prerequisite: A minimum grade of “C” in ENGL 1102 or permission of instructor.

**JUSTIFICATION:**
Brings course into closer alignment with needs of students, department, college, and discipline.

FROM: **WRIT 5930 - Technical Writing**
Technical Writing--Focuses on the study and authoring of technical documents found in business, engineering, government, scientific, and other technical professions, including reports, proposals, manuals, presentations, and electronic communication. Students will have hands-on practice working with various computer applications, including word processing and spreadsheet applications, presentation software, and graphics and hypertext authoring tools. No previous computer experience necessary. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO: **WRIT 5930 - Technical Writing**
A required course for all Writing and Linguistics majors in the professional and technical communication area, this course offers study in technical communication topics relevant to the profession, such as usability, freelancing, document analysis, ethics, medical writing, or rhetoric of science and technology. Graduate students will complete an additional assignment determined by the instructor.

**JUSTIFICATION:**
This course was originally created before there was a BA in Writing & Linguistics to provide graduate students with an introductory course in technical writing. Since then, a course in technical communication pedagogy has been developed, and WRIT 5930 is now a required course for technical communication students in the BA in Writing & Linguistics.

*A Higgins/Warren motion to approve these course revisions was passed unanimously.*
Selected Topics Announcements
LING 2090 - Humor and Language (followed by summary by Martha Pennington)
JUSTIFICATION:
Humor is a form of verbal play that everybody enjoys. It exercises the intellect and reveals the workings of the mind in the interpretation of meaning. At its best humor pushes the limits of language and helps it to evolve. The course presents a linguistic view of humor at an introductory level. A foundation is laid at the beginning of the course connecting humor and language in evolution and child development, behavior and cognition, and production and comprehension of meaning. Humor is then examined in its many varieties and traditions, analyzed in terms of its structure and language, and considered in the light of a number of theories.

Selected Topics Announcements are for information only.

New or Revised Programs
B.A. Writing and Linguistics, Concentration in Creative Writing
JUSTIFICATION:
Revision reflects recent changes in the wording of Area F requirements in order to provide greater clarity; additional information about Advisement and Program Requirements; revision of course title (from Frameworks in Writing Studies to Introduction to Writing Studies); and revision of the Creative Writing concentration curriculum to allow students more flexibility in choosing courses to fulfill the degree requirements.

B.A. Writing and Linguistics, Concentration in Linguistics
JUSTIFICATION:
Revision reflects recent changes in the wording of Area F requirements in order to provide greater clarity; additional information about Advisement and Program Requirements; revision of course title (from Frameworks in Writing Studies to Introduction to Writing Studies); and revision of the Linguistics concentration curriculum to include WRIT 4790, Internship in Writing and Linguistics.

B.A. Writing and Linguistics, Concentration in Professional and Technical Writing
JUSTIFICATION:
To add courses to the degree and to clarify degree requirements across the concentration areas for the B.A. in Writing and Linguistics.

B.A. Writing and Linguistics, Concentration in Writing and Culture
JUSTIFICATION:
Course re-namings and deletions bring curriculum in line with needs of students, department, college, and discipline. The changes in Area F are to clarify requirements for all concentrations within the major.

A Warren/L. Smith motion to approve these program revisions was passed unanimously.

IX. ADDENDUM
Revised Program
Film Studies Minor
JUSTIFICATION:
This program revision updates course number revisions and new courses offered for the minor.
A Warren/Aasheim motion to approve these program revisions was passed unanimously.

X. OTHER BUSINESS

• None

XI. ADJOURNMENT

There being no further business to come before the committee, a Jackson/Warren motion to adjourn the meeting at 5:15 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary

Summary of the Academic Advisory Council

Chair: Linda Bleicken

Minutes from the Academic Advisory committee Meeting
February 24, 2009

In order of the agenda:
1. Admissions - they've contracted to use Hobson's Connect for marketing/tracking graduate applicants. Mary Pascarella started in Dec to manage this...it really went "live" in January. They can have potential students create their own web pages within programs of interest and use this to organize application information. It also allows Admissions to track the number of e-mails sent/received, etc.

Overall, grad applications for Fall are down over last year, undergrad applications up, but they expect about the same number (2600) with a possibility/contingency of an extra 300. Another 500 or so are expected through EIP. Housing is up 248 applications over this time last year (new priority application deadline of March 1.)

2. Registrar - covered the enrollment report - up about 800 from last year. They'll be sending the final numbers to the USG on March 4. Summer enrollments are down from last year at this point, but many students probably didn't preregister during Fall, so this should increase. (about 7200 registered for summer so far compared to 8200 last year on April 30).

3. Distance Education - there are new reporting requirements for hybrid/tech enhanced/etc classes. They got everything taken care of for Spring last week. They'll be starting a project to (possibly) get the information direct from instructors (with enrollment verification?) as opposed to from dept chairs.
***Possible changes to Calendar are coming from the USG. The USG Calendar committee made a recommendation in December to allow more flexibility in academic calendars - no more 75 day rule, and more leeway in terms of start/end dates for semesters. The proposal also includes "semesters (terms) consisting of 15 instructional weeks, including the final exam period." We can't do this in our current scheduling framework - SACS requires 2250 minutes (excluding final) for a 3 credit course. We get exactly that in 15 weeks (150 min/wk).

4. Jayne Perkins Brown - new reporting requirements for ethnicity from the Feds. They've already implemented for new students. There was some discussion on how to update info on current students, faculty and staff.

5. IT Services - We're going to be redesigning the web presence...again. My.GeorgiaSouthern will be the "main portal" for current students/faculty and GeorgiaSouthern.edu will focus externally - recruiting, alumni, etc. Phase 1 is a redesign of My - to look like a News page - lots of discussion on this one - including have faculty, etc been involved yet (no). Phase 2 will add Google apps to My. Phase 3 will redesign GeorgiaSouthern.edu. All subject to $$, of course. They've hired Dan Czech's brother to be the new web developer - he starts March 2.

Respectfully Submitted by

Michael Moore
Senate Librarian as reported by Pat Humphrey
Faculty Senate Librarian’s Report For April 22, 2009
A summary of business conducted by Faculty Senate committees since the
last Faculty Senate Librarian’s report.

Academic Standards Committee
Chair: David Rostal

Elections Committee
Chair: Michael Moore
The attached [pdf] contains the elections report by college

Faculty Welfare Committee
Chair: Jean Paul Carton

Faculty Welfare Committee Minutes
The committee met Friday, March 27, 2009 at 7:30 in the Board Room of the
Russell Student Union. Those present were: Jean-Paul Carton (CLASS, Chair),
Greg Harwood (CLASS), David Lowder (LIB),
Amy Heaston (Provost and VPAA), LeVon E. Wilson (COBA), Pat Humphrey
(COST), Marla Morris (COE), and Laura Gunn (JPHCOPH).

The topic of discussion was the proposed Lecturer Policy in light of the Faculty
Senate’s “no” vote on the motion at the Tuesday, March 24 meeting. The Senate
requested we revise the policy to address issues such as teaching load for these
positions, their eligibility for Senate and University committees, how they are
different from regular temporary positions, and make clearer the guidelines for
promotion to Senior Lecturer. There was also discussion of Clinical Instructors,
as these are also NTT positions.

Per Amy, both clinical Instructors and Lecturers are non-tenure track. As such,
with new BOR policy (BOR minutes, October 2008) they have the presumption of
future employment unless notified to the contrary before the deadline (that
depends on how long they’ve been employed). This is a change from the past,
when individuals had to be notified one way or the other about future
employment. This change also pertains to TT individuals. Given this change,
both these types of NTT people have the “expectation of future employment”
unless notified otherwise. Handbook language already specifies that notification
of these individuals must be done on the same schedule as TT individuals
(Section 214). This becomes, in effect, a two-year revolving contract after about
two years in the position because of the notification dates. This is a major
distinction from Temporaries, where no such expectation is given. Another
distinction between these NTT positions and Temporaries is the required break in
service every three years for Temporaries. There was some discussion about
how the “break” had become blurred by, of late, only requiring individuals to be part-time for a semester, where in the past a full “semester out” was required.

The hiring process is another point of difference between these NTT positions and Temporaries. Lecturers and Clinical Instructors are hired after a much more rigorous screening/interview process than temporaries. The NTT positions require a full search, whether internal, state-wide, or national; Temporaries require no search, nor even a formal interview.

Because of these differences, and distinctions, it was the sentiment of the committee members present that Clinical Instructors and Lecturers are eligible for Senate and University committee service.

Clinical Instructors and Lecturers have annual evaluations by their chair, and are eligible for merit raises. This is another major distinction between these positions and Temporaries. Clinical Instructors differ from Lecturers in that (at current) there is no “promotion path” for them, unless they were to be hired into a TT line.

Teaching load for Clinical Instructors and Lecturers was discussed. Faculty Senate (and FWC) cannot dictate workload assignments to the administration. We can, however, make recommendations. Pat Humphrey had proposed a statement to the effect of “Teaching assignments shall take into account the service responsibilities and professional growth expectations” for Lecturers. Not having a reply from Administration, Amy said this sounded reasonable, but that she was not the final arbiter.

We discussed the proposed raise for promotion to Senior Lecturer. Amy mentioned that Instructors don't have a promotion possibility (only merit). However, they and Lecturers are eligible for equity adjustments (when funds are available). The proposal to equate the raise to that for promotion to Associate Professor was discussed in terms of relative salary – Lecturers are (normally) hired at salaries lower than Assistant Professors. Both are eligible for merit raises. At promotion (which could be as early as four years after hire for an Assistant Professor), the new Associate Professor should still make more money. It was agreed that this reasoning should be expanded in the rationale.

There being no other business, the meeting adjourned at 8:30.

Submitted by Patricia Humphrey (4-1-09)

Library Committee
Chair: Tim Giles
Library Committee Meeting Minutes – Tuesday and Wednesday, March 24th (1:00 p.m.) and 25th (8:00 a.m.) 30, 2:30 P.M.

Voting Committee Members Present at March 24th meeting: Dr. Tim Giles, Library Chair, CLASS; Dr. John Hatem, COBA; Dr. Quentin Fang, COST; Dr. Gregory Chamblee, COE; Dr. Marie Botkin, CHHS; Dr. Hyo-Joo Han, CIT; Dr. Anthony Parillo, CHHS.

Voting Committee Members Absent: Dr. Patrick Wheaton, CLASS.

Non-Voting Committee Members Present: Dr. Bede Mitchell, Dean of the Library;

Guests: Mr. Jonathan Harwell, Librarian.

To accommodate diverse schedules, two meetings were held on consecutive days to address the same topic. As of this writing, we still await the official response from the administration to the Faculty Senate motion on how funds could be increased to support Henderson Library collections passed at the February meeting.

These meetings focused on how Henderson Library might go about allocating and managing the book budget for Fiscal Year 2010. Journals were also discussed in terms of how their subscriptions affect book purchases. Mr. Harwell led the presentation.

In general, the library staff sought feedback on the process they are undergoing to insure that Henderson Library’s budget is being spent wisely. Mr. Harwell began by presenting information that represented activity in different subject areas for interlibrary loans for journals and books. Some concern was raised over whether looking at library use in this manner would privilege one department over another; however, Mr. Harwell and Dean Mitchell pointed out that they were thinking more along the lines of making purchases to support subject areas, rather than departments.

Quite a bit of discussion ensued over the role of electronic books. Though there has been some dissatisfaction with them in the past, their popularity has been rapidly increasing. They are especially valuable for students in distance education programs because of access issues, and for the University, since otherwise making books available to these students increases Henderson Library operating costs. At present, there is not a system-wide plan to implement electronic books.

The meetings concluded with information about two forums to be scheduled at which the general faculty would be invited to express their concerns about library purchasing plans and constraints.

Respectfully submitted by Tim Giles
Faculty Development Committee
Chair: Fred Smith

March 6, 2009
2:00 – 4:00pm

Summer stipends: The Committee received a total of 28 applications. The Committee had not received word on the amount of the FY 2010 budget, but speculated that it would likely not include the extra $10,500 added by the Provost last year. In addition, several Committee members noted that with travel budgets cut to bare bones all over campus, the FDC was likely to be deluged with applications for funding next year. Given those circumstances, the Committee thought it prudent to be cautious on how much of the FY 2010 budget to allocate to summer stipends.

The scoring showed a break point between the third and fourth highest rated applications, so the first three were selected for funding. Each stipend is for $3,000 plus fringe benefits, for a total of roughly $10,500.

Successful applications folders: Patricia Hendrix of the CET has placed the successful travel applications from the last round in folders for faculty to view who want to see examples.

Funding declined and reallocated: One successful travel applicant from an earlier round has since accepted a position at another college. He thought it would be improper to accept the grant money when he was leaving Georgia Southern days after his conference, so he informed the Committee that he would not be using his funding. The next highest scoring grant requested very close to the same amount, so it was decided that that grant be substituted.

Faculty Development Committee
Chair: Fred Smith

April 17, 2009
2:00 – 4:30pm

Fiscal year ’10 Budget: As of April 17, there was still no word on the next fiscal year budget. Dr. Alan Altany and Patricia Hendrix from the CET Office said that as one might expect, they had had some inquiries from the summer stipend applicants as to the status of their applications. All they could tell them was that they would be told as soon as funding was approved for the next fiscal year.
**Summer Travel Grants:** Even with no budget, the Committee thought it best that they decide which proposals to fund so that those approved could be notified as soon as possible after the budget was made known. Seven were scored. There was a break point between the third and fourth highest. The first three were approved for funding, pending positive budget news for fiscal year 2010. The total amount requested by those three was $2,667.04

**Fiscal year budget consideration:** The Committee was asked by the Provost’s Office to examine the possibility of working with a budget which would always begin and end in the same fiscal year. The current practice is to fund summer stipends and travel taken between July and September out of the next year’s budget. This arrangement works well as long as the budget is about the same year to year, but in lean economic times it could present a recurring problem.

The Committee saw no reason the summer stipends could not be moved to May and June and thus be contained in one fiscal year. But the summer travel cycle was a sticking point. The decision to grant funding has to be made early enough for the travelers’ planning. This places them in one fiscal year, and the July – September travel itself would by definition take place in the next fiscal year. It was noted that those disciplines whose major national conferences were held in the late summer would be shut out of the FDC travel grants. One solution proposed was that the Committee be given the promise of a small amount of funding each year to cover summer travel. The rest of the fiscal year budget could be decided later. Dr. Altany will report back to Dr. Heaston on this.

**Wider distribution of Awards of Excellence teaching strategies, recognition for all nominees:** At the FDC meeting when the Awards of Excellence in Instruction materials were scored, there was agreement that the quality of all the nominees was outstanding and that many intriguing teaching ideas were presented. Alan Altany pointed out that this was often the case, and he had always thought it regrettable that, except for the cases of the winners, these ideas never reached anyone but the FDC members. He further noted that the two winners were recognized at graduation and the first fall faculty meeting, two events always well attended by their peers. But those who were nominated but did not win were barely known by anyone outside the FDC. Given the outstanding quality of the entire pool, all the nominees were worthy of more recognition. The Committee was asked to think about ways to address these issues.

One suggestion was that as FDC members read and score the Awards notebooks, they make note of ideas that stand out. After comparing notes, the Committee could then select about six or eight; the six or eight might or might not include the Awards recipients. These faculty would be asked to present short papers at a one day teaching workshop. While this idea was greeted with
enthusiasm, it was thought that perhaps a better approach would be to make it a panel discussion and invite audience participation.

Another related idea was to ask that the papers be compiled into a yearly pamphlet and added to a section of the Center’s web pages. Alan Altany said he thought these were good starting points, and the Committee agreed to pursue them next year.

On the matter of recognition for all nominees, a good model was recently provided by Janet O’Brien when she sent a note to the faculty listserv concerning the Teacher of the Year Award. Just after graduation, the Committee will send a similar note which will list the entire slate of nominees in addition to the winners.

**Checklist and revision of forms:** Trent Maurer, the FDC’s four year member, compiled a checklist of common problems and omissions for grant applicants. The items on the checklist were approved. The checklist asked the applicants to initial each item. One member said he thought asking applicants to initial each item was a bit patronizing, but the overall sentiment of the Committee was that patronizing or not, people weren’t as likely to read the whole list otherwise. The desirable end result – stronger proposals with a better chance of being funded – was worth it.

Dr. Maurer also undertook a major revision of many of the Committee’s forms and documents. Almost all his revisions were approved. The Committee specified lengths for parts of the applications and removed sections which could not be scored in a meaningful way. Unnecessary steps were removed from the process. These changes should result in greater clarity and better defined expectations for applicants as well as Committee members.

**The “Which committee funds what?” problem:** During the course of the discussion of the forms changes, it was noted that many faculty are not aware of the kinds of things each of the three grant funding committees funds, and that there is overlap. Pat Walker was recently Chair of the Service Committee, and she explained some of the differences and similarities in travel funded by the two committees. She said that she had been asked from time to time for an explanation of what exactly the Faculty Development Committee does. The Committee thought that linking the three on web pages with brief descriptions of what types of things they fund would be useful.

**Faculty Service Committee**  
Chair: Maria Smith

**Faculty Research Committee**  
Chair: Norman Schmidt
GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – March 12, 2009

Present: Dr. Jim McMillan, CHHS; Dr. Ardian Greca, CIT; Dr. Patrick Wheaton, CLASS; Dr. Lisa Schulz, COE; Dr. Robert Fernekes, Library; Dr. Tom Noland, COBA; Dr. David Rostal, COST; Dr. Richard Flynn, CLASS; Mr. Jonathan Harwell, Library; Dr. Jonathan Metzler, CHHS; Dr. Kenneth Clark, COE; Dr. Yan Wu, COST; Dr. Robert Vogel, JPHCOPH; Dr. Bede Mitchell, Dean (Alternate for Dean Chance); Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Dr. Timothy Mack, COGS

Absent with Notification: Dr. Cindi Chance, Dean, COE, [Academic Affairs]; Dr. William Amponsah, COBA; Dr. Vladan Jovanovic, CIT

Absent without Notification:

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Dr. Deborah Thomas, COE; Mrs. Pearl Middleton, Admissions; Dr. Danny Averette, COST

I. CALL TO ORDER: Dr. Robert Fernekes called the meeting to order on Thursday, March 12, 2009 at 9:00 AM.

II. APPROVAL OF AGENDA: Dr. Robert Vogel made a motion to move Section V part A, the College of Science and Technology’s Course Revision, to follow Section III. With no objections, the motion to change the order of the agenda was approved.

III. GRADUATE COMMITTEE CHAIR’S REMARKS: Dr. Robert Fernekes

Dr. Fernekes announced that throughout the meeting he would introduce some of the items being discussed. He then asked that the Committee members begin to think of a date for the August 2009 Graduate Committee Meeting, which will begin the 2009-2010 FY Graduate Committee Meeting Schedule.

IV. NEW BUSINESS:

1. College of Science and Technology
   Course Revisions:
   TMFG 5234G – Introduction to Technical Management & Leadership (prerequisite change)

MOTION: Dr. Vogel made a motion to approve the Course Revisions submitted by the College of Science and Technology. A second was made
by Dr. Richard Flynn. The motion to approve the Course Revision was passed.

V. A. OLD BUSINESS:

i. **Organization Structure For The Graduate Committee** – Dr. Fernekes distributed two handouts to the Committee. The first handout was Section 12 of the current Faculty Senate Bylaws, which lists the Graduate Committee’s responsibilities. The second handout included Article IV, Section 13 of the Bylaws and a list of the Graduate Committee members. He said that these documents state why the members are on the Committee. Dr. Fernekes suggested that the member(s) from each college review the curriculum items submitted by their college prior to the meetings along with one or two additional volunteers from the Graduate Committee on a rotating basis. Dr. Fernekes made several recommendations and then opened the floor for discussion of the Organization Structure of the Committee. There were several suggestions. The additional subcommittees where also discussed. Dr. Lisa Schulz expressed an interest in the development of an additional Ad Hoc or subcommittee to deal with issues related to Student Affairs. Dr. Flynn made a motion for Dr. Fernekes to create a proposal of the Organization Structure, including the suggestions discussed, and place it on GeorgiaVIEW for the members to post their comments, so that it can be voted on during the April meeting. Dr. McMillan provided the second, and the motion was passed.

Dr. Flynn motioned to continue the current structure until the proposed Organizational Structure is approved in the next meeting. With no objections from the Committee, the motion was approved.

ii. **Statement for Dual Listed Courses** – Dr. Mack distributed a handout related to Dual Listed Courses. He stated that this handout could provide the Committee with additional guidance if they chose to change the current statement for Dual Listed Courses. The current statement is:

> “Graduate students will be required to do extra work as determined by the instructor.”

The Committee agreed that a distinction should be made between graduate and undergraduate course expectations. Dr. Flynn stated that the Catalog language may need to be reviewed as well. Dr. McMillan made a motion for the Academic Standards & Policies subcommittee to create a proposed revision to the above statement and present it at the next meeting. A second was made by Dr. Flynn. The motion for the Statement for Dual Listed Courses to be revised and presented to the Committee for approval was passed.

Dr. McMillan asked for clarification regarding the Continuous Enrollment item that was voted on and approved during the November 13, 2008
Graduate Committee Meeting, since he was not present for the meeting when it was being discussed. He asked what would happen in the event that a graduate student could not afford to pay for the tuition, due to personal matters. There is an appeals process that graduate students can use in case something precludes their ability to pay.

V. B. SUBCOMMITTEE REPORTS & UPDATES:

i. Academic Standards & Policies Committee - There was no business to report from this subcommittee.

ii. Curriculum Committee - There was no business to report from this subcommittee.

iii. Program Review, Assessment & Strategic Planning Committee – There was no business to report from this subcommittee.

iv. Vision For Graduate Education (BluePrint Ad Hoc Committee) – Dr. Fernekes stated that the latest draft (version 7.2) of the BluePrint is currently being reviewed by Provost Linda Bleicken. Dr. Fernekes stated that the Provost has been asked to provide feedback and then it will go to both the Dean’s Council and the Graduate Committee for joint review. Dr. Fernekes then turned the floor over to Mr. Jonathan Harwell. Mr. Harwell reported that the Ad Hoc Committee worked on various drafts during the revision of the BluePrint and said that he is pleased with the current draft. It is currently being called a ‘Vision For Graduate Education.’ He stated that the Vision For Graduate Education has a good faculty perspective and that Dr. Mack has been helpful in clarifying the committee’s ideas. A sentiment was expressed that the current draft should be reviewed by the Graduate Committee before the Provost and the Dean’s Council reviews it. Dr. Mack stated that it would be helpful for Provost Bleicken to review the current draft prior to either Deans Council or Graduate Committee review so that she can verify that everything in it is factually correct. Dr. Mack also stated that it would seem sensible to ensure the factual correctness of a document before it is distributed to others, just to minimize confusion. He added that he wants to work in the spirit of shared governance, where the faculty and administration work together. Having the Dean’s Council and the Graduate Committee review different drafts could lead to a great deal of confusion. Dr. Fernekes said that the current document is a good one and it is close to being complete. He stated that he hopes to have it released to the Committee before the April Graduate Committee Meeting. Mr. Harwell was asked to highlight any changes made to the Vision For Graduate Education based on the feedback received from the Provost when the document is submitted to the Graduate Committee for approval in the April Meeting. This will ensure that the Committee is aware of all changes made during the revision process.
VI. REMAINING NEW BUSINESS:

1. Policy For Admitting Students Under Exceptional Circumstances
   – Dr. Mack distributed a handout with a policy proposal for the Committee to consider entitled ‘Degree Admission Based Upon Exceptional Qualifications.’ He explained that standardize test scores are required for admission into most of our graduate degree programs. He also stated that there have been situations where prospective students with advanced degrees such as Ph.Ds, M.Ds, and J.Ds are being told they must take or retake these tests. In some cases departments have requested this requirement to be waived. The proposed policy would require the graduate program director and the department chair to justify why the exception is being requested, and to submit this to the College of Graduate Studies for consideration. Developing a College of Graduate Studies policy that states that the College has the authority to waive the admission test scores for programs would help the admission process run more smoothly and prevent each program from having to submit their own policy. A motion was made for each committee member to take the document back to their Colleges for review and be prepared to vote on this during the April Graduate Committee Meeting. Dr. Mack was asked to provide the Committee with an electronic copy of the handout. With no objections, the motion to review and vote on this policy in the next meeting was approved.

VII. ROUND TABLE DISCUSSION: Dr. McMillan reported that his department had some concerns regarding the Graduate Admission process. He stated that the application status is not always listed in AppXtender, and that students are being told that their documents have not been received. Pearl Middleton stated that there is only one staff member processing this information for all applicants and for every graduate program. She stated that this process has a three-day turnaround. Dr. McMillan then asked if the department could request Graduate Admissions to only collect certain application documents and then release the file to the department to collect the remaining items. Mrs. Middleton said yes, the departments would just have to notify Graduate Admission of how they would like them to handle applicant’s application materials for their programs.

VIII. DEAN’S UPDATE: Dr. Mack announced that Graduate Appreciation Week is coming up. He stated that as of now (March 12th) there are a record 98 Graduate Research Symposium submissions, compared to last year’s 69 submissions. The Research Symposium is on March 31, 2009, and there will be a first and second place winner from each College. The first place winner will receive a certificate and a $250 reward. All second place winners will receive a certificate and a $100 reward. Dr. Mack then
asked for volunteers from the Committee to participate as judges during the Symposium. There will be two judges needed for each College.

IX. ANNOUNCEMENTS: There were no announcements made.

x. ADJOURNMENT: There being no further business, the meeting was adjourned on March 12, 2009 at 10:10 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved March 27, 2009 by electronic vote of Committee Members

Undergraduate Committee

Minutes were approved on November 25, 2007

UNDERGRADUATE COMMITTEE
MINUTES
MARCH 25, 2009
3:15 P.M.

I. CALL TO ORDER

Present: Dr. Bob Jackson, Dr. Cheryl Aasheim, Ms. Debra Skinner, Dr. Jacob Warren, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Patrick Wheaton, Dr. Reed Smith, Dr. Amy Heaston, Ms. Ann Evans, Ms. Caroline James

Visitors: Dr. Michael Pemberton, Dr. Shahnam Navaee

Absent: Dr. Allison Dobson Long, Dr. Barry Munkasy, Dr. Camille Rogers, Dr. Donna Saye, Dr. Marla Morris

Dr. Patrick Wheaton called the meeting to order at 3:23 p.m.

II. APPROVAL OF AGENDA

A Jackson/Higgins motion to approve the agenda was passed unanimously.

III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Michael Pemberton presented the following agenda item for the College of Liberal Arts and Social Sciences.

- Department of Writing and Linguistics
  - Course Revisions
  FROM: WRIT 2533 - Writers on Writing
Prerequisite: A minimum grade of “C” in ENGL 1102.

**TO:** WRIT 2533 - Writers on Writing
Prerequisite: None.

**JUSTIFICATION:**
As a 2000-level class, Writers on Writing does not need a pre-requisite; dropping the pre-req allows for both earlier recruitment of majors to the program and university-wide elective options for students.

**FROM:** WRIT 2535 - Writing and Place
Prerequisite: A minimum grade of “C” in ENGL 1102.

**TO:** WRIT 2535 - Writing and Place
Prerequisite: None.

**JUSTIFICATION:**
As a 2000-level class, Writing and Place does not need a pre-requisite; dropping the pre-req allows for both earlier recruitment of majors to the program and university-wide elective options for students.

*An Moore/Aasheim motion to approve these course revisions was passed unanimously.*

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

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

➢ **Department of Chemistry**

**Course Revisions**

FROM: CHEM 3090 - Selected Topics in Chemistry
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours. Schedule Type A.

TO: CHEM 3090 - Selected Topics in Chemistry
1-5 Credit Hours. 0-3 Lecture Hours. 0-6 Lab Hours. Schedule Type A, B, E.

**JUSTIFICATION:**
This course was initially established as a lecture-only course with no lab hours (1 to 3 - 0 - 1 to 3). This change in credit hours is needed to allow the course to be used for development of new lab-based courses. Schedule Type updated to match hours.

*An Aasheim/Jackson motion to approve this course revision was passed unanimously.*

**Selected Topics Announcements**

 CHEM 3090 - Biochemical Principles

**JUSTIFICATION:**
Description: This non-laboratory course surveys the fundamental principles of biochemistry including the structure and function of proteins, carbohydrates, nucleic acids, and lipids. Other topics include oxygen transport proteins, enzymatic mechanisms, immunoglobins, biological membranes, and recombinant DNA technologies.
Prerequisite: A minimum grade of "C" in CHEM 3090 (Analytical Principles). Corequisite: Concurrent enrollment in CHEM 3090 (Bioanalytical Lab).

Justification: This course is being offered as part of a grant awarded to the chemistry department to try new pedagogy in teaching the chemistry curriculum. This course is the follow-up to the current Selected Topics course (Analytical Principles) that was approved previously. The laboratory content of both courses is being taught in the concurrent Selected Topics course (Bioanalytical Lab) that will meet 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.

CHEM 3090 - Bioanalytical Lab

JUSTIFICATION:
Description: This inquiry based laboratory course focuses on the integration of analytical laboratory skills with biochemical techniques. Topics include classical and modern methods of chemical analyses, isolation and purification of biomolecules, and applicable DNA technologies. Students develop a capstone project based on their own interests in alignment with the course objectives. Prerequisite: A minimum grade of "C" in CHEM 3090 (Analytical Principles). Corequisite: concurrent enrollment in CHEM 3090 (Biochemical Principles).

Justification: This course is being offered as part of a grant awarded to the chemistry department to try new pedagogy in teaching the chemistry curriculum. It is the laboratory content for two Selected Topics courses (Analytical Principles and Biochemical Principles). The 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.

Selected Topics Announcements are for information only.

➢ Department of Mechanical & Electrical Engineering Technology
Course Revisions
FROM: TENS 2146 - Electrical Devices and Measurements
0-4 Credit Hours. 0 or 3 Lecture Hours. 0 or 3 Lab Hours.
TO: TENS 2146 - Electrical Devices and Measurements
0-4 Credit Hours. 0 or 3 Lecture Hours. 0 or 2 Lab Hours.
JUSTIFICATION:
The lab hours should be changed from 3 to 2 hours (3-2-4) to correspond to the current experiment performed by students in the laboratory and to allow for multiple lab offerings for each lecture section.

FROM: TEET 3343 - Electrical Distribution Systems
A study of electrical power distribution, primarily the National Electrical Code residential and industrial, with emphasis on services, feeders, branch circuits, metering, voltage drops, sizing of conductors, demand limiting, etc. Also includes laboratory activities in support of instruction. Corequisite: TEET 3314. 4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.
TO: TEET 3343 - Electrical Distribution Systems
This course is a study of electrical power generation, transmission, and distribution. It primarily focuses on the parameters affecting the transfer of electric power over the transmission lines, with emphasis on power flow control and NEC regulations. The course also includes laboratory activities in support of instruction. Corequisite: None. 0-4 Credit Hours. 0 or 3 Lecture Hours. 0 or 2 Lab Hours.
JUSTIFICATION:
The lab hours should be changed from 3 to 2 hours (3-2-4) to correspond to the current experiments performed by students in the laboratory. To accommodate the number of students in the lecture portion of the class, multiple lab offerings are required to allow students to work in small groups because of limited lab space and equipment. The corequisite for this class (TEET 3314) is being removed because this course has already been deleted from the EET curriculum. The proposed catalog description is changed to better reflect the topics covered in the course.

FROM: TEET 5531 - Programmable Logic Controllers
Prerequisites: TENS 2146; and TEET 2441 or ENGR 2332. 3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.
TO: TEET 5531 - Programmable Logic Controllers
Prerequisite: TENS 2146 or permission of instructor. 0-3 Credit Hours. 0 or 2 Lecture Hours. 0 or 2 Lab Hours.
JUSTIFICATION:
The elimination of the pre-requisites of TEET 2441 and ENGR 2332 allows MET students to enroll in the course. The lab hours should be changed from 3 to 2 hours (2-2-3) to reflect the current experiments performed by students in the laboratory. To accommodate the number of students in the lecture portion of the class, multiple lab offerings are required to allow students to work in small groups because of limited lab space and equipment.

An Aasheim/L. Smith motion to approve these course revisions was passed unanimously.

➢ Pre-Professional Programs
Revised Programs
Pre-Med & Pre-Dent Program
JUSTIFICATION:
This curriculum proposal is submitted to change the requirement for the Pre-Medical/Pre-Dental Program. The following paragraphs describe the present practice, problems with the present practice, and the details of the proposed change. Note that this change has already been approved by the "Enrollment Management Council" this semester, pending the approval of the Curriculum Committee.

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

Pre-Vet Program
JUSTIFICATION:
The form is submitted to delete BIOL 5146 (Developmental Biology) as one of the electives of the Pre-Veterinary Medicine program page. This course was recently deleted and no longer exists.

An Aasheim/L. Smith motion to approve this program revision was passed unanimously.

V. OTHER BUSINESS
   • None

VI. ADJOURNMENT
There being no further business to come before the committee, a Jackson/Aasheim motion to adjourn the meeting at 3:37 p.m. passed unanimously.
Respectfully Submitted,

Caroline D. James
Recording Secretary

**Summary of the Academic Advisory Council**
*Chair: Linda Bleicken*

**Academic Advisory Council Meeting**

The Academic Advisory Council met March 24, 2009 at 9:00 am.

We first recognized the following recent birthdays: Fred Whitt, Amy Heaston, Charlie Hardy, Charles Patterson, and Tim Mack.

Sonya Shepherd and Pattie Beblowski presented an update on the Library’s Learning Commons. It was envisioned as a place for active learning, adaptable (hence, movable furniture), functional, with the ability to manage noise as well as provide a safe space. They now have 1900 seats with a capacity of 2300, including 29 group study rooms (three are reserved for graduate students). They daily track wireless users (peaked at over 700 in December (finals) and have 230 wired computers whose users are "counted" daily - Peak computer usage is generally Monday - Wednesday (typically over 2000 per day) and falls off toward the weekend. They also have laptops students can checkout (18) as well as two projectors, a digital camera, and a video camcorder. They also have separate rooms available for students to practice presentations and watch DVDs and VHS tapes.

Susan Davies gave the admissions report. Undergrad applications for Fall are up as well as accepts, but her projection is still in the range of 2600 - 2650 new freshmen for next year. Last year (and so far this year) the number of "late" freshman applications is down; UGA will be sending their acceptance letters out April 1 (we don't know if they will be accepting a larger class than typical). As of March 1 there were 1900 housing applications (450 more than last year). Students already with a room assignment have until April 16 to accept the offered room. Student visitations and attendance at events is up for this year. Graduate applications for Fall are down somewhat, but they're not sure if the numbers are real, or are due to incomplete applications from Spring not being updated.

Mike Deal gave the registration report. Final numbers for Spring are a total of 16,730 students (up from 15,894 in 2008). So far, 9136 students have registered for Fall and 8506 for Summer (up from 8222 last year). Honors Day is April 1.
Graduation is May 9. The graduation speaker will be Judge Avant Edenfield. Gary Means added that they are planning on having our own Freedom fly this year. Steve Hein has been training him at the football stadium for the new flight path, as well as its obstacles. They plan on some rehearsals with sorority/fraternity members as the crowd.

Steve Burrell reported on the latest proposed revisions to My.GeorgiaSouthern, and provided a mock-up design. They’ve hired a web designer to help them. The latest proposal was also shown to a group of students, who seemed to like it - they said it compared reasonably to MyYahoo, Apple, etc. It looks functional and cleaner than the version seen earlier. The new design will hopefully be out before the first SOAR. They have also been working on an IT strategy, and list of projects that address that. The intent is to begin making incremental changes rather than large ones. Among current projects are having deans (and related personnel) catalog current web content for its intended audience (and whether or not it is still relevant), implementing Joomla open source content management system, and piloting the use of Google applications (this will be done in early April).

Dr. Bleicken said she wanted to institute a “theme” for future AAC meetings. The April theme will be "helping retention." Alan Altany (CET), Steve Engel (Honors Program), and Chris Caplinger (First Year Experience) will be asked to address the group on their parts of the puzzle.

There being no other announcements, the meeting was adjourned at 10:15.

Respectfully Submitted by

Michael Moore
Senate Librarian as reported by Pat Humphrey

**Academic Advisory Council Meeting**

The Academic Advisory Council met April 22, 2009 at 9:00 am in the CIT Professional Development Room

We heard a panel presentation on the University’s retention effort.

1. Presentation and Discussion of Student Retention Efforts:
   a. Jayne Perkins Brown, Associate VP, Strategic Research & Analysis
   b. Georj Lewis, Dean of Students
   c. Joy Hamm, Assistant Dean of Students, Director of Greek Life
d. Steve Engel, Director, University Honors Program

e. Mike Deal, Registrar

f. Advisement Center Coordinators

g. Chris Caplinger, Director, First Year Experience

h. Alan Altany, Director, Center for Excellence in Teaching

2. Information items (sent electronically)

a. Admissions Update

b. Registrar’s Update

The Panel, Susan Davies, and Mike Deal all accepted questions on their information. We also bid Susan Davies a fond farewell as she leaves for a new position at Appalachian State University.

Respectfully submitted by

Michael Moore
Senate Librarian
Faculty Senate Librarian’s Report For June 23, 2009

A summary of business conducted by Faculty Senate committees since the last Faculty Senate Librarian’s report. Approval of the Librarian’s report does not constitute senate approval of individual committee minutes. Approval of this report constitutes approval that these are the minutes reported to the Librarian.

Academic Standards Committee
Chair: David Rostal

Elections Committee
Chair: Michael Moore

Faculty Welfare Committee
Chair: Jean Paul Carton

Library Committee
Chair: Tim Giles

Faculty Development Committee
Chair: Fred Smith

Faculty Service Committee
Chair: Maria Smith

Faculty Research Committee
Chair: Norman Schmidt

Faculty Research Committee
Meeting Minutes
March 3, 2009

1) Call to Order, Chair at 8:30 AM
2) Membership Roll Call

Members Present: Members Absent:
• Norman Schmidt, chair Charles Patterson, AVP Research
• Robert Vogel, JPHCOPH
• Marian Tabi, CHHS
• Sophie George, COST
• James Harris, CIT
• Kathleen Comerford, CLASS
• Tom Noland, COBA
3) Agenda and minutes unanimously approved as read

4) The chair of the committee reviewed the committee action plan for determining the 2009 grants to be funded.
   a) Ele distributed a compilation of grant applicants names, title, budget request and reviewer rankings compiled from emailed reviews. A copy of review comments was also provided in alphabetic order.
   b) Grant applications reviewers presented their reviews for each grant application in alphabetical order. The two reviewers provided their summary, their rank on a scale of 1-5 and their rational for the ranking. The committee discussed the reviews and amended rankings as agreed by consensus. Unallowable expenses were removed from budgets where found.
   c) Applications that received a double rank of 4.5 or better were placed in a first tier category
   d) Applications with a double rank of 3 or less were placed in a 3rd tier
   e) Applications between 3 and 4.5 were placed in a second tier.

5) Committee members will review the first and second tier applications to provide a rank order and budget recommendations
   a) The committee will review all 9 first tier projects to provide a rank order for funding and a rating on one to 5 against other first tier applications
   b) The committee will review all 17second tier projects to provide a rank order for funding and a rating on one to 5 against other second tier applications
   c) Ele will add costs not reflected in budgets (where faculty omitted fringe, etc) and drop excluded costs to provide the committee with the actual cost of funding each project on the 1 and 2 tier list.
   d) Rank order and ratings for tier 1 and 2 are due on March 27 at 5 PM.

6) The Chair reminded the committee of the upcoming calendar of scheduled meetings.
   i) March 31 meeting – Funding decision
   ii) April 14 meeting – Guideline review

7) Our next meeting will return to Veazey Hall.

Adjournment at 10:50 AM.

Faculty Research Committee
Meeting Minutes
March 31, 2009

8) Call to Order, Chair at 9:00 AM
9) Membership Roll Call
Members Present:
• Norman Schmidt, chair
• Robert Vogel, JPHCOPH
• Marian Tabi, CHHS
• Sophie George, COST
• James Harris, CIT
• Kathleen Comerford, CLASS
• Tom Noland, COBA
• Stephen Jenkins, COE
• Eleanor Haynes, ORSSP

Members Absent:
• Charles Patterson, AVP Research
• Bob Fernekes, LIB

10) Agenda and minutes unanimously approved as read

11) The chair of the committee reviewed the committee action plan for determining the 2009 grants to be funded.
   a) Norman gave a brief overview of the compiled numeric ranking and scores as provided by the committee members displayed on a projected excel spreadsheet.
   b) The committee voted to distribute the remaining funds based upon highest total combined score to the limit of committee funding.
      i) The committee funds the excellence awards at a total cost of $9391.
      ii) The publication fund will be funded at $4906.50
      iii) The highest scoring 12 projects will be funded to a balance of $0
      iv) The award letters will be held until released by the Provost’s office based upon available funding.
      v) The chair of the committee will work with Ele to produce award letters, award agreements and rejection letters to contain reviewer comments for improvement.

12) The Chair reminded the committee of the upcoming calendar of scheduled meetings.
   i) April 14 meeting – Guideline review
   ii) The goal for our next meeting is to evaluate the guidelines, forms and deadlines for the excellence award and the internal grants.
   iii) The committee should also be prepared to comment on the committee process for award selection and tools for review.
   iv) Our intent is to improve the process for next year.

13) Our next meeting will be in Veazey Hall on April 14 at 9:00 AM.

14) Adjournment at 10:00 AM.
15) Call to Order, Chair at 9:00 AM  
16) Membership Roll Call

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17) Agenda and minutes unanimously approved as read

18) Guideline Review
   a) General
      i) The committee agreed that earlier deadlines for the award nominations would serve the committee as the committee work could be spread over both semesters instead of concentrated in spring.
      ii) The date deadlines should be moved slowly over a two year period to avoid confusing or disrupting workload planning for faculty.
      iii) Committee deadlines should be posted on the web in the summer and advertised in the fall.
   b) Excellence Award
      i) New nomination deadline will be October 5, 2009 at 5 PM
      ii) New Application deadline will be November 30, 2009 at 5 PM
      iii) Amend guideline to require recipients to have a minimum of 3 years employment history with GSU and provide a statement that review emphasis will be placed upon work done while at GSU.
      iv) Self nomination will not be accepted.
   c) Grant Competition –
      i) New application deadline will be January 15, 2009 at 5 PM
      ii) An assurance that application to the IRB, IBC or IACUC as appropriate will be made prior to July 1 if funded and work will not begin until approval obtained should be included in guideline.
      iii) Proposals that are incomplete or not in compliance with the guidelines will be eliminated from the competition without review.
      iv) The budget and budget justification explanation should be moved below the narrative in the guidelines to match the application format.
      v) Update evaluation summaries to become a 5 point scale.
   d) Review process was very successful
      i) 3 reviewers of each proposal will be used to provide initial review in the first round instead of 2.
19) Publication Fund –
   i) Add "off-prints" behind “reprints’ as an allowable cost.
   ii) Typographical errors provided on annotated printout for repair.

20) Committee process format for excellence awards and funding:
   a) Applications will be received by ORSSP. Access to all of the proposals will be
      provided for the committee.
   b) Three assigned committee members will serve as reviewers for each proposal or
      excellence nominee packet.
   c) Reviewers will summarize the proposals they review and provide written
      comments using a model review format to assure consistency. Due to vast
      differences in scholarly activity across the college no such model can exist for the
      excellence award. Committee members will also provide a rating (1-5, 5 = high)
      for each proposal or excellence nominee to provide an initial rating for
      comparative purposes.
   d) The Committee will then meet and reviewers will summarize each proposal or
      excellence nominee for the committee and offer comments.
   e) The committee will work toward consensus to identify the highest rated
      excellence nominees or proposals that will be moved forward to the second
      round of review.
   f) In the second round of review, each committee member will review each
      remaining excellence nominee or proposal and provide a merit rating on an
      absolute scale of 5 – 1 (1=lowest score) plus a total rank order (1 - # of nominees
      or proposals submitted, 1=lowest score).
   g) Final funding recommendations will be provided in total rank order to assist the
      committee in funding decisions in the event more or less than anticipated funding
      is available.
   h) Final decisions will be arrived at by consensus if possible and by simple majority
      vote if no consensus can be reached.

21) Catalyst Grant Reviews
   a) Dr. Schmidt gave a brief overview of the Catalyst program. It is a pilot grant
      program funded with University funds that provides seed money to GSU core
      faculty researchers who are seeking first time external funding. The program is
      new to the University. The Associate Vice President for Research has asked the
      committee to serve as the reviewing body for this round of funding. There are 9
      grant applications. Each committee member would be asked to review 3
      applications as one of 3 reviewers. We will meet back in 2 weeks. Reviewers
      will provide a synopsis of the grant and review comments. The committee will
      provide funding recommendations to Dr. Patterson.
   b) The reviews will be similar in scope and nature to the reviews complete for
      Faculty Research funding. Major differences include:
      i) Each proposal needs to have an identified granting agency to which the
         project result will translate into a submitted grant proposal.
ii) Proposals are presented in the format appropriate to the agency to which the applicant intends to submit. ORSSP grant coordinators have screened for format.

iii) Summer salary is allowable in this competition up to a maximum of $6000 including calculated fringe benefits.

c) Review assignments:
   i) Kathleen Comerford is an applicant to this ORSSP competition. In order to assure no conflict of interest, she recused herself from the remainder of committee business associated with the Catalyst competition.
   ii) Each member received a copy of the 9 proposals submitted for competition.
   iii) The remaining committee members chose 3 projects to review based upon expertise and interest.
   iv) ORSSP will provide an electronic copy of the review matrix.

22) Our next meeting will be in Veazey Hall on April 28 at 9:00 AM.

23) Adjournment at 11:00 AM.

Faculty Research Committee
Meeting Minutes
April 28, 2009

24) Call to Order, Chair at 9:00 AM
25) Membership Roll Call

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26) Agenda and minutes unanimously approved as amended

27) Catalyst proposal review:
   a) The committee reconvened, having independently reviewed the 9 submissions by assignment in 3 person teams.
   b) The committee members present reviewed and discussed the three review sheets provided by each of 3 reviewers on each of the 9 submissions for catalyst funding.
   c) The committee ranked the proposals based upon total point scores.
   d) The committee agreed by consensus to fully fund the top two proposals.
e) The third top point value proposal can be partially funded by reducing the graduate student stipend. The committee decided to reduce the stipend by 50% to meet available funding ($6250) and reducing the faculty stipend ($500 plus fringe) to acquire the remainder. The minimum GA stipend for FY10 is $7200 allowing only a $5300 reduction to be made.

f) Ele will seek gap funding through ORSSP for the difference between the minimum GA stipend and remaining reductions. ($950)

g) If no additional funding can be secured, the reduction will be made in the offered faculty stipend.

28) Ele will return the committee recommendations to Charles Patterson. ORSSP will provide feedback letters to each applicant and funding agreements to the competition winners.

29) The committee thanked Norman Schmidt for his service as chair of the committee. It has been a highly productive year. The committee processes instituted will be helpful to succeeding committees.

30) Adjournment at 9:35 AM.

Graduate Committee
Chair: Robert Fernekes

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – April 9, 2009

Present: Dr. Jim McMillan, CHHS; Dr. Patrick Wheaton, CLASS; Dr. Lisa Schulz, COE; Dr. Robert Fernekes, Library; Dr. Tom Noland, COBA; Dr. David Rostal, COST; Dr. Richard Flynn, CLASS; Dr. William Amponsah, COBA; Mr. Jonathan Harwell, Library; Dr. Jonathan Metzler, CHHS; Dr. Vladan Jovanovic, CIT; Dr. Yan Wu, COST; Dr. Robert Vogel, JPHCOPH; Dr. Cindi Chance, Dean, COE, [Academic Affairs]; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS; Dr. Timothy Mack, COGS

Absent with Notification: Dr. Ardian Greca, CIT; Dr. Kenneth Clark, COE

Absent without Notification:

Guests: Ms. Candace Griffith, VPAA; Dr. Deborah Thomas, COE; Mrs. Pearl Middleton, Admissions; Dr. Donna Hodnicki, CHHS; Dr. Shahnam Navaee, COST; Ms. Ann Evans, Registrar’s Office; Dr. Lynn Woodhouse, JPHCOPH; Dr. Sam Todd, CHHS
I. CALL TO ORDER: Dr. Robert Fernekes called the meeting to order on Thursday, April 9, 2009 at 9:00 AM.

II. APPROVAL OF AGENDA: Dr. Fernekes announced that he received a request to change the order of the agenda. He turned the floor over to Dr. Donna Hodnicki, who explained that she would like to have the School of Nursing agenda items moved to the beginning of Section IV, New Business. Dr. Hodnicki made a motion to alter the order of the agenda. A second was made by Dr. Jim McMillan. The motion to change the order of the agenda was passed.

III. GRADUATE COMMITTEE CHAIR’S REMARKS: Dr. Robert Fernekes

Dr. Fernekes announced that Provost Linda Bleicken may or may not come in during the meeting. He explained that Provost Bleicken had asked to discuss some topics with the Graduate Committee but had prior engagements that she had to attend. Dr. Fernekes stated that if she did arrive, whatever discussion as occurring would be put on hold so that the Provost could speak to the Committee.

IV. NEW BUSINESS:

1. College of Health and Human Sciences (Part 1)
   School of Nursing
   Policy Change:
   Remove the Women’s Health Nurse Practitioner Concentration in the Master of Science in Nursing program.

   New/Revised Program:
   Program Change: Policy changes for the MSN program
   Justification: The Women's Health Nurse Practitioner Concentration will be removed as a graduate option in the Master of Science in Nursing program. The concentration is no longer in compliance with national criteria to offer this option. Only 2 persons have graduated from this concentration since 2000. In addition there are some Policy Changes requested for the MSN program. These are also incorporated into the catalog page with this form.

   Course Deletions: (From eliminated MSN Concentration)
   NURS 7331 – Women’s Health 2: Advanced OB
   NURS 7322 - Women’s Health Clinical 2
   NURS 7341 – Women’s Health Care 3: GYN/PC
   NURS 7342 – Women’s Health Care Clinical 3
   Justification: The Women's Health Nurse Practitioner concentration and Post-MSN WHNP Certificate are being deleted from the Graduate Nursing Program. The 4 deleted courses above are specific to this WHNP concentration. The other courses in the WHNP concentration are still in use with other MSN options and therefore are not being deleted.

   Course Revision:
NURS 9133 – Applied Evidence Based Practice

Selected Topics Announcement:
Nursing in a Global Community: Summer Study Abroad in London, Great Britain

There was some discussion of the Course Revision, NURS 9133 – Applied Evidence Based Practice. Dr. Jim McMillan asked if the School of Nursing checked with the Library to ensure that the appropriate resources were available to support this course. Dr. McMillan also stated that there were a few typographical errors in the submissions. Dr. Hodnicki explained that this course has already been approved, and that the only revision is a title change.

MOTION: Dr. Richard Flynn made a motion to approve the Programs, Course Deletions and Course Revision submitted by the School of Nursing. A second was made by Dr. McMillan, with the understanding that the typographical errors would be corrected and placed on the Amended Agenda. The motion to approve these agenda items was passed.

Dr. Fernekes announced that Dr. Timothy Mack would like a moment to hand out something to the Committee. Dr. Mack distributed a gift of business card holders to the Graduate Committee Members. He stated that the same item was given to all the graduate students who participated in the Research Symposium during Graduate Appreciation Week.

2. College of Liberal Arts and Social Sciences

New Course:
ANTH 7891 – Independent Study in Anthropology

Course Deletions: (in order listed on form)
ANTH 6335 – Anthropology and International Business
ANTH 5436G – Latin American Societies
ANTH 6333 – Comparative Social Organization
SOCI 5136G – Sociology of Education
SOCI 5231G – Sociology of Politics
SOCI 5436G – Latin American Societies
SOCI 5131G – Population
AAST 5435G – Rural South
AMST 5435G – Rural South

Justification: Each of these courses used to have a ANTH or SOCI undergraduate section with the same title and description. Each of the undergraduate courses has already been deleted and we are cleaning up the catalog by eliminating the graduate sections that will no longer be taught.

MOTION: Dr. Flynn made a motion to approve the New Course and Course Deletions submitted by the College of Liberal Arts and Social Sciences. A second
was made by Dr. Vladan Jovanovic. The motion to approve the New Course and Course Deletions was passed.

3. College of Education
   Revised Program:
   M.Ed. in Teaching and Learning: Concentration Two, Secondary Education
   Justification: ESED 7133 Trends, Issues, and Research in Education is being added as a required course in the M.Ed. in Teaching and Learning: Concentration Two: Secondary Education in order to include a course that addresses the National Board for Professional Teaching standards. The number of required hours of advanced subject-specific methods courses is being reduced from 9 hours to 6 hours. Currently, two advanced subject-specific methods courses are sufficient for M.Ed. candidates.

Master of Arts in Teaching
Justification:
- Candidates seeking admission to the MAT in Study Concentration Three: Special Education do not have to submit passing scores on the GACE Content Assessment since they do not have a teaching field prior to admission.
- Also, all candidates enrolled in the MAT in Study Concentration One complete their subject specific methods course in Step One; therefore, the statement about completing the methods course during student teaching or internship for those teaching full time is not longer valid.
- Also, in Study Concentration Three: Special Education, a footnote is being moved from Step Five to the appropriate section which is Step Four.
- Deactivate the MAT Study Concentration Four: P-12 Education with Teaching Field in Art Education effective Summer 2009 due to low enrollments. Transition Plan is attached.

Course Revisions:
ESED 7131 – prerequisites
MGED 8131 – prerequisites
MGED 8132 - prerequisites
MGED 8633 – prerequisites
SCED 8633 – prerequisites

MOTION: Dr. McMillan made a motion to approve the Program and Course Revisions submitted by the College of Education. A second was made by Dr. Patrick Wheaton. The motion to approve the Revised Program and Courses was passed.

4. Jiann-Ping Hsu College of Public Health
   New Elective Course Proposal:
   BIOS 7535 – Data Analysis with SAS
MOTION: Dr. McMillan made a motion to approve the New Course submitted by Jiann-Ping Hsu College of Public Health. A second was made by Dr. Wheaton. The motion to approve the New Course was passed.

5. College of Science and Technology
   Department of Biology
   Revised Program:
   M.S. Biology (addition of Non-Thesis option & inclusion of more details regarding the Thesis option)
   Justification: Currently students pursuing a M.S. degree in Biology are required to conduct extensive thesis research and write and defend a thesis. In the revised submitted form, a Non-Thesis option is proposed to the existing degree program to fulfill a growing educational need for those who would benefit from graduate level coursework and to fill a gap in our current graduate program. The Non-Thesis option requires 36 hours of courses that include hands-on exposure to the scientific process and scientific writing. No new courses are needed in the program.

   Note that additionally, some portions of the “Other Program Requirements” for the Thesis option are also revised to better document the policies related to this option.

   The Committee Members requested some changes be made to the M.S. Biology program to clearly define the transition plans if a graduate student chooses to switch from Non-Thesis over to the Thesis option; or from Thesis option to Non-Thesis. There were also some typographical errors discussed.

MOTION: Dr. McMillan made a motion to delay voting on the Revised Program submitted by the College of Science and Technology until the suggestions have been added and typographical errors have been corrected. The Committee agreed to vote on the M.S. Biology Program Revisions virtually and include their motion on the April Minutes at a later date. A second was made by Dr. Flynn. The motion to delay voting until edits have been made and vote virtually was passed.

   Course Revision:
   BIOL 7521 – Research Methods

MOTION: Dr. Flynn made a motion to approve the Course Revision submitted by the College of Science and Technology. A second was made by Dr. Jovanovic. The motion to approve the College of Science and Technology’s Course Revision was passed.

   Department of Mathematical Sciences
   New Course:
   STAT 7135 – Categorical Data Analysis
Dr. Robert Vogel expressed concern that the New Course, STAT 7135 – Categorical Data Analysis, is very similar to a course in Jiann-Ping Hsu College of Public Health. After some discussion, the committee agreed that the two College Deans should discuss the problem and then resolve the issue.

MOTION: Dr. McMillan made a motion to table the New Course, STAT 7135 – Categorical Data Analysis, until the College Dean’s conversations are complete. A second was made by Dr. Flynn. The motion to table the New Course submission from the College of Science and Technology was passed.

Course Deletion:
STAT 7760 – Practicum in Statistics
Justification: This course has not been offered in the last five years.

MOTION: There was a motion from the Graduate Committee to accept the Course Deletion submitted by the College of Science and Technology. With no objections, the motion to approve the Course Deletion was passed.

6. College of Health and Human Sciences (Part 2)
Department of Hospitality, Tourism and Family & Consumer Sciences
New/Revised Program:
MS in Sport Management
Justification: The faculty of sport management seek to offer the Master of Science in Sport Management degree completely online starting summer 2010. We believe that the market demand is sufficient to support our program.

New Courses:
SMGT 6131 - Management of Personnel in Sport
SMGT 6132 - Current Issues in Sport Administration
SMGT 6133 - Consumer Behavior in Sport
SMGT 6134 - Sport Sponsorship
SMGT 6135 - Revenue Generation in Sport

Course Revisions:
SMGT 6330 - Social and Ethical Issues in Sport and Leisure
  (Change from lecture to Asynchronous Instruction)
SMGT 6335 - Sport Administration
  (Change from lecture to Asynchronous Instruction)
SMGT 6337 - Sport Facility and Event Management
  (Change from lecture to Asynchronous Instruction)
SMGT 7330 - Research Methods and Statistical Applications in Recreation and Sport Management
  (Change from lecture to Asynchronous Instruction)
SMGT 7335 - Sport Law and Risk Management
Dr. Jim McMillan stated that he found some typographical errors within the College’s submissions. Mr. Jonathan Harwell asked if the department has checked with the Library to ensure that resources are available to handle the online M.S. Sports Management program. Dr. Sam Todd stated that all of the items in the Library were sufficient. There was concern among some of the Committee members that the transition from face-to-face courses to online may cause some problems for some graduate students.

MOTION: Dr. McMillan made a motion to approve the Program, New Courses and Course Revisions submitted by the Department of Hospitality, Tourism and Family & Consumer Sciences, as long as the typographical errors are corrected and placed on the Amended Agenda. A second was made, and the motion to approve the Department of Hospitality, Tourism and Family & Consumer Sciences agenda items was passed. Dr. Flynn and Dr. Rostal opposed the approval of the M.S. in Sports Management Online Program.

7. Allowing European students with a 3 year degree European program to be admitted to GSU graduate programs - Dr. Mack stated that he has been corresponding with Pearl Middleton regarding this item, and asked that Mrs. Middleton share with the committee what she has found. There was a short discussion of how European students are admitted into graduate programs at Georgia Southern University.

v. A. SUBCOMMITTEE REPORTS & UPDATES:

i. Vision For Graduate Education (BluePrint Ad Hoc Committee) – Mr. Harwell distributed a handout of the current draft (version 7.4) of the Vision For Graduate Education. He stated that the document reflects both the faculty and administrative perspective. He explained that the subcommittee consists of himself, Dr. Flynn, Dr. Lisa Schulz, Dr. Mary Hadley, and Dr. Jill Lockwood. Mr. Harwell stated that Provost Bleicken has reviewed the draft. He also said that Dean’s Council had not seen the latest revisions of the document. Dr. William Amponsah asked if the draft can be shared with other faculty in the departments. Mr. Harwell said yes, that they would welcome any feedback from the faculty. Dr. Mack stated that he would like the faculty to look at the document as a whole and not just focus on a particular section. The Graduate Committee shared some suggestions and requested more time to review the document. Mr. Harwell will continue to receive comments from the committee and faculty; and Dr. Mack will take the Vision For Graduate Education to Dean’s Council. Mr. Harwell hopes to have all the edits complete by the first
Graduate Committee Meeting in August 2009 so that the document can be voted on. Once everything is finalized the Vision For Graduate Education will then go to Faculty Senate for their approval.

Dr. Tom Noland asked when students are notified of available graduate assistantship positions. Dr. Mack explained that the College Deans received a report of how many assistantships would be given to each College, and that it is the Dean’s decision how many assistantships each department receives. Dr. Mack stated that a list of departments that typically hire graduate assistants is located on the College of Graduate Studies website under ‘current students.’ There was some discussion of how the departments are handling their graduate assistantship positions. Dr. Noland stated that the time frame needs improvement, so that students can be aware of the vacant positions earlier.

ii. Academic Standards & Policies Committee:

Statement for Dual Listed Courses - Dr. Mack began by distributing two handouts. The first handout was one page from the SACS Review, with the statement:

“The committee recommends that courses must not be dual listed. Separate courses must be developed for the graduate student.”

The second handout was a list of dual listed courses that have been approved between 2007-2009. There was some discussion of the quality of the graduate education that is provided to graduate students in these courses, and how some programs may be affected if these courses are eliminated. It was decided that this item would be placed on the August 2009 Graduate Committee Agenda for further discussion. Dr. McMillan asked if the Program Directors should begin discussing this topic over the summer break, and Dr. Mack said that he would advise them of the situation in the next Program Director’s Luncheon.

iii. Curriculum Committee - There was no business to report from this subcommittee.

iv. Program Review, Assessment & Strategic Planning Committee – There was no business to report from this subcommittee.

V. B. OLD BUSINESS:

i. Organization Structure For The Graduate Committee – Dr. Fernekes passed out the proposal for the Organizational Structure and Procedures of Subcommittees, and explained how the structure would function. Dr. Flynn stated that he did not have enough time to review the proposal prior to the meeting. Dr. Fernekes assured Dr. Flynn that time would be available to review and discuss the proposal. Dr. Jovanovic recommended that only one member from the college submitting curricular item(s) and two members from outside of the college review
the agenda items. The other committee members agreed and there was a friendly amendment to have the reviewers changed in the proposal. Dr. Flynn made a motion to try out the proposed structure in the beginning of the 2009-2010 fiscal year, and vote later to finalize the Organizational Structure. Dr. Jovanovic provided the second. The motion to try out the proposed structure and vote on a final structure in Fall 2009 was passed.

ii. Degree Admission Based Upon Exceptional Qualifications – Dr. Mack stated that he received an email from Mrs. Susan Davies in Admissions, and she asked that the Graduate Committee table this item for now, because she is concerned that the wording in the current document may cause problems for admissions. He asked that Mrs. Middleton provide further explanation to the Committee. Mrs. Middleton stated that the proposal was vague and asked that a clear definition for academic qualifications be added with more concrete guidelines. The majority of the Committee felt that the purpose of the document was to set broad guidelines and then leave it up to the department to say what the specific qualifications would be. There was a discussion of how the admission process can be altered when dealing with these applicants. Dr. McMillian commented that departments (programs) that admit persons under the exceptional qualifications criteria must touch base with admissions and update the admission materials necessary for the student to be declared as having a completed admissions folder. He suggested to address Admissions concerns was to modify the admissions checklist by adding the following:

Submission for appropriate test scores (GRE, GMAT, etc)

OR

Submission of completed Exceptional Qualifications request form (or whatever it will be called).

The completed form would then satisfy that part of the admissions process and be posted in the prospective student’s folder in Banner and/or Application Xtender. The program coordinator would be notified and could evaluate the form.

Dr. Mack stated that he would meet with Dr. Fernekes, Mrs. Davies and Mrs. Middleton to finalize wording.

vi. ROUND TABLE DISCUSSION: There was no round table discussion.

vii. DEAN’S UPDATE: Dr. Mack announced that he has accepted a position at Indiana University of Pennsylvania, as Dean of the School of Graduate Studies and Research. He said that he would miss everyone and that he has enjoyed working with the Graduate Committee. He hopes that the Committee as a group keeps the progress going.

viii. ANNOUNCEMENTS: Dr. Cindi Chance made an announcement that this will be her last meeting as well. She stated that beginning June 30, 2009 she will step
up to Faculty, and that she is not sure who will replace her on the Graduate Committee.

Dr. Fernekes stated that the committee would meet virtually when needed, and that the next meeting would be in August 2009.

ix. ADJOURNMENT: There being no further business, the meeting was adjourned on April 9, 2009 at 11:02 AM.

x. VIRTUAL VOTE FOR M.S. BIOLOGY PROGRAM: Following the April 9, 2009 Graduate Committee meeting, the Biology department in the College of Science and Technology revised the M.S. Biology Program to include the committee's suggestions. The program pages below were sent to the Graduate Committee members electronically on April 23, 2009. The members were asked to review the revised program and submit a virtual vote by Wednesday, April 29th to the recording secretary.

VIRTUAL MOTION: The M.S. Biology Program Revisions was approved virtually by all voting members on the committee. With no objections, the motion to approve the M.S. Biology Program was passed. The M.S. Biology revised program pages are below.
Georgia Southern University  
Proposed New or Revised Programs  

To:  
☐ Undergraduate Committee  
☒ Graduate Committee  

(Date Format: 99/99/99) UC/GC Meeting  
(Date Format: 99/99/99) Date Submit  
(Term Format: 200608) Proposed Effective Date  

CIP Code:  
College Code: 15 - COST  
Department Code:  
Department:  

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)  
☐ Formal Proposal (Attach in Regents’ required format)  
☐ Revision to Existing Program (Attach in Regents’ required format)  
☒ Other Program Proposals or Revisions that do not require Regents’ approval  

3. Proposal for:  
Graduate Major  
Other:  

4. Degree:  
MS  
Other:  

5. Total Credit Hours Required:  
Thesis Option: 30  
Non-Thesis Option: 36  

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)
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** with a strikethrough.
   - Additions should be in **BOLD ITALICS**.

10. Provide the Justification/Rationale for New or Revised Programs.
    Currently students pursuing a M.S. degree in Biology are required to conduct extensive thesis research and write and defend a thesis. In the revised submitted form, a Non-Thesis option is proposed to the existing degree program to fulfill a growing educational need for those who would benefit from graduate level coursework and to fill a gap in our current graduate program. The Non-Thesis option requires 36 hours of courses that include hands-on exposure to the scientific process and scientific writing. No new courses are needed in the program.

    Note that additionally, some portions of the “Other Program Requirements” for the Thesis option are also revised to better document the policies related to this option.

**BIOLOGY M.S., Thesis Option:30 HOURS, Non-Thesis Option:36 HOURS**

**Advising:** Allen E. Paulson College of Science and Technology, Department of Biology, *Dr. Bruce Schulte, Dr. Lance McBrayer, Dept. of Biology, Georgia Southern University*, P.O. 8042, Statesboro, GA 30460-8042, (912) 478-5807 0545, **FAX:** (912) 478-1531, **E-mail:** bschulte@georgiasouthern.edu lancemcbrayer@georgiasouthern.edu, **FAX:** (912) 478-1531, **Departmental Web Page:** http://www.bio.georgiasouthern.edu

**Admission**

Students are selected for the Master of Science in Biology degree program on a competitive basis. Meeting minimum requirements does not guarantee admission. Applications are usually evaluated during the eighth week of the semester prior to the semester of admission. Applications for graduate assistantships must be received by March 15 to receive full consideration for fall. Assistantships are awarded for a maximum of five semesters and are reviewed each semester.

**Admission Requirements:** For unqualified admission to the College of Graduate Studies to pursue graduate work leading to the Master of Science degree in Biology, the applicant must have:

**Regular**

1. Completed requirements for the bachelors degree in a college accredited by
the proper regional accrediting associations.

2. A 2.80 (4.0 scale) cumulative grade point average or higher on all undergraduate work.

3. Scores of at least 450 on the verbal and 500 on the quantitative portions of the Graduate Record Examination (GRE) are typical for applicants to the Master’s Program in Biology. Lower scores will sometimes be considered, but the applicant will need strong evidence of ability to perform satisfactory graduate work.

4. An undergraduate major or the equivalent appropriate to the proposed field of study. Adequately prepared applicants will typically have completed 24 hours of biology, 9 hours of mathematics, 16 hours of chemistry (including organic chemistry), and 8 hours of physics (or geological science).

5. Two letters of recommendation from individuals persons familiar with the applicant's potential to complete successful graduate work.

6. A statement of career goals.

7. **GRE subject test in Biology.** Provisional

   Students that who fail to meet one of the requirements 2-4 above (GPA less than 2.80, GRE scores below 450 Verbal and 500 Quantitative, bachelor’s degree with inadequate background in biology, math, or chemistry) may be admitted provisionally. **To be converted to regular status, provisional students must earn a “B” or higher in their first 6 hours of courses to be converted to regular status Biology graduate courses, approved by the Biology Program Director, with at least 3 hours at the 7000-level. BIOL 7890 (Directed Individual Study) or BIOL 7893 (Biological Problems) cannot be taken for these 6 hours.**

Non-degree

Non-degree students are accepted on an individual basis as space is available.

**Thesis and Non-Thesis options are possible for the M.S. degree in Biology. The program of study and program requirements for each of the two options are outlined below.**

**Thesis Option**

**Program of Study (Thesis Option)**

The graduate student and their graduate committee shall jointly develop a Program of Study that includes 24 semester credit hours in graduate course work including the required courses listed below, plus 3 credit hours of research and 3 credit hours of thesis.

**Thesis Option** .............................................................................................................. **30 Hours**

**Core Requirements**

- BIOL 7521 7531 - Research Methods (2 3)
- BIOL 7530 - Biometry (3)

**Specialty Requirements**

Select one of the following:

- BIOL 7133 - Molecular Biology (3)
BIOL 7233 - Applied Biology (3)
BIOL 7333 - Evolutionary Ecology (3)

Other Requirements
BIOL 7610 - Graduate Seminar (2)
BIOL 7895 - Research (3)
BIOL 7999 - Thesis (3)
Electives courses at 5000G level or above (13)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems), and a limit of 4 hours of BIOL 7610 (Graduate Seminar), can be used toward the 30 hour degree requirement.

OTHER PROGRAM REQUIREMENTS (Thesis Option)
Students entering the Master of Science are expected to demonstrate knowledge of a broad range of biological principles such as those covered in a general introductory biology course. Thus, all students entering the graduate program in biology at Georgia Southern must (1) have passed the GRE advance biology test with an overall score in at least the 50th percentile OR (2) pass a qualifying exam equivalent to a final in a general biology course developed by the Department of Biology with a minimum score of 80%. Students must take the qualifying exam early in the first semester at a time established by the Graduate Program Director or Graduate Committee. during their first week of classes and Students may retake the test no more than two times during their first semester. Students that fail to pass the qualifying exam will not be re-admitted for a second semester.

Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her committee. This thesis must be presented at a public exit seminar and, within 2 weeks following the seminar, defended before the thesis committee. The thesis defense is a comprehensive examination that may include questions on the thesis, subject matter related to the thesis, and course work taken at Georgia Southern University. The degree is conferred at the end of the semester, after the student has passed the thesis defense and the final written version of the thesis has been approved by the committee.

1) Each candidate for the Master of Science Thesis option in Biology must have accomplished the following by the end of their second term to maintain their eligibility for a graduate assistantship:
   a) Identified a mentor within the Biology Department
   b) Formed a Steering Committee of the mentor and two other Biology Department Faculty
   c) Written a thesis proposal and submitted any necessary IACUC / IBC / IRB applications
d) Met with the Steering Committee formally, submitted and received approval for their thesis proposal and Program of Study with appropriate signatures.

2) Each candidate must receive approval from his/her Steering Committee and the Director of the Biology Graduate Program to take courses that do not apply to the MS Thesis Degree in Biology.

3) Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her committee.
   a) This thesis must be presented at a public exit seminar and, within 2 weeks following the seminar, defended before the thesis committee.
   b) The thesis defense is a comprehensive examination that may include questions on the thesis, and subject matter related to the thesis, and course work.
   c) In addition to the thesis, the student must provide the mentor with all forms of the data that were collected, including electronic files, and a written document detailing the contents of the data files (or other forms).
   d) The degree is conferred at the end of the semester, after the student has passed the thesis defense and the final written version of the thesis has been approved by the committee.

4) Students entering the Master of Science Thesis option in Biology can switch to the Non-Thesis option within their first two academic semesters by completing the appropriate change of degree paperwork assuming that they are in good standing. After their second academic semester, the switch to the Non-Thesis degree can occur by fulfilling the following:
   a) Filing a change of degree request with the Biology Graduate Committee with an explanation for the request and receiving approval for the change from the Biology Graduate Committee.
   b) Completing the appropriate change of degree paperwork.
   c) If any thesis-related and/or grant-related research has been undertaken, providing the faculty mentor with the following (all in hard copy and electronic format whenever possible and relevant):
      i) A written one page document detailing the objectives of the initiated research
      ii) A complete description of the methods used to collect data
      iii) All forms of data that were collected
      iv) A written document detailing the contents of all the data files (or other forms)
   d) If data were gathered to meet the obligation of a grant (completely or in part), then the student must waive all rights and ownership over the data and any publications forthcoming from the use of the data.
   e) File a new Program of Study form.

Non-Thesis Option
Program of Study (Non-Thesis Option)
The graduate student and the graduate committee shall jointly develop a Program of Study that includes 36 semester credit hours in graduate course work including the required courses listed below.

Non-Thesis Option ............................................................................................................................... 36 Hours

Core Requirements
   BIOL 5000G-level (4)
   BIOL 5000G-level and fulfills scientific process category (4)

Specialty Requirements
Select two of the following:
   BIOL 7133 - Molecular Biology (3)
   BIOL 7233 - Applied Biology (3)
   BIOL 7333 - Evolutionary Ecology (3)

Other Requirements
   BIOL 7610 - Graduate Seminar (1)
   BIOL 7610 - Graduate Seminar (1)
   BIOL 7890 - Directed Individual Study (3) OR BIOL 7893 - Biological Problems (3)

Electives courses at 5000G level or above (17)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems), and a limit of 4 hours of BIOL 7610 (Graduate Seminar) can be used toward the 36 hour degree requirement. BIOL 7895 (Research) and BIOL 7999(Thesis) cannot be used toward the Non-Thesis option.

OTHER PROGRAM REQUIREMENTS (Non-Thesis Option)
1) To continue with the second year, each candidate for the Master of Science Non-Thesis degree in Biology in conjunction with the Graduate Committee must complete a Program of Study and identify an advisor who will oversee the BIOL 7890 (Directed Individual Study) and/or BIOL 7893 (Biological Problems), with an extensive scientific writing component requirement.

2) Each candidate must receive Graduate Committee and Director of the Biology Graduate Program approval to take courses that do not apply to the MS Degree.

3) Students entering the Master of Science Non-Thesis option in Biology can switch to the Thesis option within their first two academic semesters assuming that they are in good standing. They can accomplish this by completing the appropriate change of option paperwork and completing steps 1-3 under the “Other Program Requirements” of the Thesis option by the end of the second semester. After the second academic semester, students may switch to the Thesis option by completing the required change of option paperwork and completing steps 1-3 under the “Other Program Requirements” of the
Thesis option in the term the change of option is requested. Once the change of option is made, the guidelines for the Thesis option apply.

Program Approval Signature Form

**New/Revised Program**
Current Program Title (ex., B.S. Mathematics): **M.S. Biology**
Proposed Program Title (ex., B.S. Mathematics): 

**Approval Signatures**

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<th>Not Recommend</th>
<th>Name of Signatory</th>
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<td>Chairperson, Department Curriculum Committee (If Applicable)</td>
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xi. ADDENDUM TO THE MINUTES: Dr. Shahnam Navaee contacted Dr. Fernekes after the April 9, 2009 Graduate Committee Meeting, regarding the STAT 7135 course item that was tabled. Dr. Navaee explained that the Math Department revised the course proposal and stated that Dean Bret Danilowicz discussed the revisions with Dean Charles Hardy and both Deans are supportive of approving STAT 7135 - Analysis of Discrete Data. Dr. Navaee stated that the Math Department requested the Graduate Committee ‘un-table’ the STAT 7135 item so that the revised new course proposal could be considered for approval to go in the April Graduate Committee Minutes. Dr. Fernekes sent a message out to the Committee members on April 17, 2009, asking them if they agreed to remove the STAT 7135 course proposal from the table, and virtually vote on the item. The committee members virtually approved to ‘un-table’ and consider the revised STAT 7135 new course proposal.

VIRTUAL MOTION: All of the voting members on the committee virtually approved of the STAT 7135 New Course revisions made by the College of Science and Technology. With no objections, the motion to approve the STAT 7135 New Course was passed. The revised New Course proposal for STAT 7135 is below.

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)? **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.

5. Credit Hours: Low (Must Be Completed) High (Only for variable hours)
   Billing Hours: _______________ Drop-Down _______________
   Lecture/Seminar Contact Hours: _______________ Drop-Down
   Lab Contact Hours: _______________ Drop-Down _______________
   Will multiple labs be offered for each lecture section? _______________ Drop-Down
   Other Contact Hours: _______________ Drop-Down _______________
   Total Contact Hours: _______________ Drop-Down _______________
   **Ratio of Contact Hours to Credit Hours:** _______________ : _______________ : _______________

6. Repeatable for Credit: **No**
   (“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)
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  
*(Default)*

10. **Schedule Type:**  A = Lecture  Drop-down  Drop-down  Drop-down  
*(Default)*

***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (# 5)***

New Course-Page Two

### COURSE PREREQUISITE(S)

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<th>Subject:</th>
<th>Number:</th>
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**Additional prerequisite(s):**  Are prerequisites to be enforced at Registration?  Yes

### COURSE CO-REQUISITE(S)

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**Additional co-requisite(s):**  Are co-requisites to be enforced at Registration?  Drop-down

### CATALOG DESCRIPTION
New Course Approval Signature Form

New Course

Proposed Course Subject:  
Proposed Course Number:  
Proposed Course Title:  

Approval Signatures

☑️ Recommend  
☐ Not Recommend  
Chairperson, Department Curriculum Committee  
(If Applicable)  

☐ Recommend  
☐ Not Recommend  
Department/School Chairperson  
Date

☑️ TEC Review Not Required  
☐ Review Only  (no action needed)  
☐ Recommend  
☐ Not Recommend  
Chairperson, TEC Executive Committee  
(If Applicable)  

☐ Recommend  
☐ Not Recommend  
Director of University Honors Program  
(If Applicable)  

☐ Recommend  
☐ Not Recommend  
Chairperson, College Curriculum Committee  
(If Applicable)  

☐ Recommend  
☐ Not Recommend  
Dean of the College  
Date

☐ Recommend  
☐ Not Recommend  
Dean of the Graduate College  
(If Applicable)  

Date
Recommend                                          Chairperson, Senate Undergraduate/Graduate Committee
Not Recommend                                      Date

Recommend                                          Provost/Vice President for Academic Affairs
Not Recommend                                      (Final sign-off) Date

*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved May 8, 2009 by electronic vote of Committee Members

Undergraduate Committee

Minutes were approved on November 25, 2007

UNDERGRADUATE COMMITTEE
MINUTES
APRIL 21, 2009
3:15 P.M.

I. CALL TO ORDER
Present: Dr. Bob Jackson, Dr. Cheryl Aasheim, Dr. Jacob Warren, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Marla Morris, Dr. Michael Moore, Dr. Amy Heaston, Ms. Ann Evans

Visitors: Ms. Candace Griffith, Dr. Phyllis Dallas, Dr. Stephanie Kenney, Dr. Virginia Richards

Absent: Dr. Allison Dobson Long, Dr. Barry Munkasy, Dr. Camille Rogers, Ms. Debra Skinner, Dr. Donna Saye, Dr. Patrick Wheaton, Dr. Reed Smith

Dr. Michael Moore called the meeting to order 3:30 p.m.

II. APPROVAL OF AGENDA
A Higgins/Aasheim motion to approve the agenda was passed unanimously.

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

Revised Program

B.S.Ed. Middle Grades Education

JUSTIFICATION:
Program revisions are being made to align the required courses for the concentrations in Language Arts, Reading, Science, and Social Studies with the GACE Content Examinations and the Georgia Performance Standards for the middle grades.

An Aasheim/Jackson motion to approve this program revision was passed unanimously.

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Amy Heaston presented the following agenda items for the College of Liberal Arts and Social Sciences.

- Department of Sociology and Anthropology
  - New Courses
    - ANTH 4630 - Capstone Seminar in Anthropology
      This course will review and synthesize the concepts, theories, methods and ethics of archaeology, linguistic anthropology, cultural anthropology, and biological anthropology. Applications of anthropological knowledge and skills, and career options, will be examined.
      Prerequisites: A minimum grade of “C” in ANTH 1102 and prior or concurrent enrollment with a minimum grade of “C” in ANTH 2131, ANTH 3131, ANTH 3331, and ANTH 3533. 3 credit hours.
      JUSTIFICATION:
      This capstone seminar in anthropology will constitute the required capstone course for anthropology majors. Others with a concentration in anthropology may also take the course.

    - ANTH 5631 - Anthropology of Language and Gender
      This course will examine the cross-cultural use of language as a central aspect in the construction, negotiation and performance of gender, and will provide students with an understanding of the complexities of language and gender from an anthropological perspective.
      Prerequisites: A minimum grade of “C” in ANTH 1102 and prior or concurrent enrollment with a minimum grade of “C” in ANTH 3331 and ANTH 3533. 3 credit hours.
      JUSTIFICATION:
This course would be an upper level/graduate elective that would be an expansion of the linguistic anthropology curriculum we currently offer. At present we offer only one language related course in the program, but we are attracting an increasing number of students with an interest in this subdiscipline.

A Higgins/Morris motion to approve these new courses was passed unanimously. Note: Dr. Michael Moore will contact Sociology & Anthropology to ask if they intend to cross-list with WGST.

Course Revisions
FROM: ANTH 3531 - Biological Anthropology
Examines the interaction of biological and cultural forces in shaping human behavior and physical diversity. Key areas of study include human evolution, primatology and the physical diversity of modern populations.

TO: ANTH 2131 - Biological Anthropology
Examines social life and physical diversity in the context of hominid evolution. Key areas of study include the fossil record, basic genetics, primatology, human variation, and the evolution of communication.

JUSTIFICATION:
A 2000-level course will improve our course sequence (we currently go from 1000 to 3000 level, with no intervening 2000 level course). We selected this to be our 2000-level course because we do not build on it with upper-level biological anthropology courses. And, since it is a more science-oriented course, we think it will benefit students to take it early in their programs as it should reflect and reinforce what they are learning in required CORE science classes.

An Aasheim/Jackson motion to approve this course revision was passed unanimously.

Revised Program
B.A. Anthropology
JUSTIFICATION:
We are adding two new courses to our program: "Capstone Seminar in Anthropology" (ANTH 4630), which will be
required in order to thoroughly assess how well our majors have achieved the anthropology program's Learning Outcomes; and "The Anthropology of Language and Gender" which will accommodate the growing number of students interested in Linguistic Anthropology now that we have a faculty member who specializes in that field. We are also changing the course number of the Biological Anthropology course from ANTH 3531 to ANTH 2131 in order to provide better sequencing of our classes as we did not have a 2000-level course (see reasons we chose this course on Course Revision Form). Note: The following course deletions were made on a previous submission but after the publication of the 2008-2009 catalog: ANTH 4333, ANTH 4335, ANTH 5531, ANTH 5436.

* A Morris/Aasheim motion to approve this program revision was passed unanimously.*

- **Department of Writing and Linguistics**
  - **Selected Topics Announcements**
  - **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.

Selected Topics Announcements are for information only.

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

Course Revisions
FROM: KINS 4130 - Administrative Principles in Kinesiology
Focuses on the study of the processes of planning, organizing, directing and controlling the functioning of movement based professions (exercise science, sports medicine).

TO: KINS 4130 - Administrative Principles in Kinesiology
Focuses on the study of the processes of planning, organizing, directing and controlling the functioning of movement based professions (exercise science, athletic training).

JUSTIFICATION:
Brings course description in line with program title change and accreditation standards.

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

Revised Program
B.S.N. Nursing
JUSTIFICATION:
The number of hours listed for NURS 3150 - Introduction to Professional Practice is incorrect. Also adding info to note for NURS 3139.

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

VI. OTHER BUSINESS

• None

VII. ADJOURNMENT
There being no further business to come before the committee, Jackson/Aasheim motion to adjourn the meeting at 3:42 p.m. passed unanimously.
UNDERGRADUATE COMMITTEE
MINUTES
May 27, 2009
3:15 P.M.

VIII. CALL TO ORDER

Present: Dr. Bob Jackson, Dr. Cheryl Aasheim, Dr. Jacob Warren, Dr. Kathy Thornton, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Michael Moore, Dr. Patrick Wheaton, Dr. Reed Smith, Dr. Amy Heaston, Ms. Ann Evans, Ms. Caroline James

Visitors: Dr. Barry Balleck, Ms. Candace Griffith, Dr. Chris Caplinger, Dr. Danny Averitt, Dr. Kathy Albertson, Dr. Mohammad Davoud, Dr. Shahnam Navaaee, Dr. Stephanie Kenney, Dr. Susan Williams, Dr. Virginia Richards

Absent: Dr. Allison Dobson Long, Dr. Barry Munkasy, Dr. Camille Rogers, Ms. Debra Skinner, Dr. Donna Saye, Dr. Marla Morris

Dr. Patrick Wheaton called the meeting to order at 3:19 p.m.

IX. APPROVAL OF AGENDA

A R. Smith/Jackson motion to approve the agenda was passed unanimously.

X. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Barry Balleck presented the following agenda item for the Department of International Studies.

Department of International Studies

New Course

INTS 4731 - Model United Nations II

This course is designed for students in the second year of their participation on Georgia Southern University's National Model United Nations (NMUN) delegation. In addition to studying a different country and region of the world which requires students to learn the history, culture, and foreign policies of their assigned country, NMUN students also research and write on topics in different United Nations committees. Second-year delegates also take on added responsibility to plan, coordinate, and execute three Georgia
Southern-sponsored Model United Nations conferences. Emphasis is placed on learning the intricacies and nuances of parliamentary procedure as it applies to both the Middle School and High School conferences conducted by Georgia Southern University. Prerequisites: A minimum grade of “C” in INTS 4730 or POLS 4730. 3 credit hours.

JUSTIFICATION:
This course is designed for students in the second year of their participation on Georgia Southern University’s National Model United Nations (NMUN) delegation. In addition to studying a different country and region of the world which requires students to learn the history, culture, and foreign policies of their assigned country, NMUN students also research and write on topics in different United Nations committees. Second-year delegates also take on added responsibility to plan, coordinate, and execute three Georgia Southern-sponsored Model United Nations conferences. Emphasis is placed on learning the intricacies and nuances of parliamentary procedures as it applies to both the Middle School and High School conferences conducted by Georgia Southern University. It may be taken as part of the International Studies major or as an elective.

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

Course Revision
FROM: INTS 3090S - Selected Topics in International Studies
3 credit hours.
TO: INTS 3090S - Selected Topics in International Studies
1-3 credit hours.
JUSTIFICATION:
To offer a variable 1-3 credits for students taking courses abroad that are not exactly equivalent to pre-existing courses and that are fewer than 3-credit hour courses.

An Aasheim/Higgins motion to approve this course revision was passed unanimously.

Revised Program
Asian Studies Concentration
JUSTIFICATION:
Request to delete from the Asian Studies Concentration ANTH 4335 - Cultural Anthropology and International Business. This course has not been taught for a number of
years and there are no plans to teach this course in the future.

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

- Department of First Year Experience
  
  Selected Topics Announcements
  
  FYE 2090 - Global Citizens

  FYE 2090 will be offered in the Fall semester to continue piloting 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 - Global Citizens

  FYE 2090 will be offered in the Spring semester to continue piloting 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.

  Selected Topics Announcements are for information only.

XI. COLLEGE OF EDUCATION

Revised Program
Advisement for students interested in the MAT

JUSTIFICATION:
Upon approval of the deletion of the Art Education emphasis area in the MAT (at Graduate Committee on 4/9/09), the catalog text regarding advisement for students interested in teaching in art is no longer needed in Catalog.

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

XII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

New Course
POLS 4731 - Model United Nations II
This course is designed for students in the second year of their participation on Georgia Southern University's National Model United Nations (NMUN) delegation. In addition to studying a different country and region of the world which requires students to learn the history, culture, and foreign policies of their assigned country, NMUN students also research and write on topics in different United Nations committees. Second-year delegates also take on added responsibility to plan, coordinate, and execute three Georgia Southern-sponsored Model United Nations conferences. Emphasis is placed on learning the intricacies and nuances of parliamentary procedure as it applies to both the Middle School and High School conferences conducted by Georgia Southern University. Prerequisites: A minimum grade of “C” in INTS 4730 or POLS 4730. 3 credit hours.

JUSTIFICATION:
This course is designed for students in the second year of their participation on Georgia Southern University's National Model United Nations (NMUN) delegation. In addition to studying a different country and region of the world which requires students to learn the history, culture, and foreign policies of their assigned country, NMUN students also research and write on topics in different United Nations committees. Second-year delegates also take on added responsibility to plan, coordinate, and execute three Georgia Southern-sponsored Model United Nations conferences. Emphasis is placed on learning the intricacies and nuances of parliamentary procedures as it applies to both the Middle School and High School conferences conducted by Georgia Southern University. It may be taken as part of the International Studies major or as an elective.
A Moore/Aasheim motion to approve this new course was passed unanimously.

Revised Programs
B.A. Philosophy
JUSTIFICATION:
Two courses previously approved and offered in the major have never been added to the program page.

A Warren/Aasheim motion to approve this program revision was passed unanimously.

B.A. Writing & Linguistics (Concentration in Creative Writing)
JUSTIFICATION:
Course no longer exists.

B.A. Writing & Linguistics (Concentration in Linguistics)
JUSTIFICATION:
Course no longer exists.

B.A. Writing & Linguistics (Concentration in Professional and Technical Writing)
JUSTIFICATION:
Course no longer exists.

B.A. Writing & Linguistics (Concentration in Writing Studies)
JUSTIFICATION:
Course no longer exists.

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

XIII. COLLEGE OF HEALTH AND HUMAN SCIENCES
Dr. Virginia Richards presented the following agenda items for the College of Health and Human Sciences.
➢ Department of Health and Kinesiology
Course Revision
FROM: NTFS 4610 - Nutrition and Food Science Senior Seminar
Provides nutrition and food science seniors with a colloquium in which to prepare and deliver presentations in trends and issues in the profession of Dietetics in a seminar forum. The course also includes the process of applications for dietetic internships and/or employment opportunities. Resume writing, portfolio review and interviewing skills will be discussed. 2 contact hours.
TO: NTFS 4610 - Nutrition and Food Science Senior Seminar
Provides nutrition and food science seniors with a colloquium in which to prepare and deliver presentations in trends and issues in the field of nutrition and food science in a seminar forum. The course also includes the process of applications for dietetic internships and/or employment opportunities. Resume writing, portfolio review and interviewing skills will be discussed. 1 contact hour.

JUSTIFICATION:
Corrected contact hours and catalog description to reflect the course more accurately.

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

Department of Hospitality, Tourism and Family & Consumer Sciences
Course Revisions
FROM: CHFD 3134 - Teaching Pre-Kindergarten and Kindergarten
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.

TO: CHFD 4131 - Teaching Preschool
Course focuses on planning and implementing a developmentally appropriate, integrated curriculum for children ages 3 to 6 in child care preschool classrooms. 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 will observe and participate in one of the Georgia Southern University Child Development Center preschool classrooms.

JUSTIFICATION:
Course title and description more accurately describe course.

FROM: CHFD 4137 - Psychosocial Care of Children in Hospitals
TO: CHFD 3137 - Children in Hospitals
JUSTIFICATION:
Course title more accurately describes course material. Course needs to be taken in the junior year.

FROM: 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.

TO: 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 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. 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. 12 credit hours.
JUSTIFICATION:
Student teaching component not needed. Also contact hours are changed.

FROM: FACS 2437 - Interior Design CAD I
Prerequisites: INDS 2430 or INDS 2434, and CISM 1110 and CISM 1120, or permission of instructor.

TO: FACS 2437 - Interior Design CAD I
Prerequisites: A minimum grade of "C" in CISM 1110, CISM 1120, INDS 2435, and admission to Interior Design Program or permission of the instructor. Corequisite: INDS 3435.

JUSTIFICATION:
Corequisite needed to co-ordinate skill proficiencies required by accrediting agency.

FROM: INDS 2435 - Design Studio I
Prerequisites: ART 1010, ART 1020, INDS 2430, and a minimum grade of “C” in INDS 2434. Corequisite: INDS 3435.

TO: INDS 2435 - Design Studio I
Prerequisites: A minimum grade of “C” in ART 1010, ART 1020, INDS 2430, INDS 2434, and admission to Interior Design Program.

JUSTIFICATION:
Corequisite class will no longer be taken in same semester. Allows for skills proficiencies required by accrediting agency to be satisfactorily developed.

FROM: INDS 2436 - Interior Materials and Systems
Selection and application of materials and finishes in the design of components of the built environment. Introduction of cost estimations and specifications. Introduction to building technology with an emphasis on developing an awareness of buildings and their systems. Research of resources and communication with labor sources will be incorporated.

TO: INDS 2436 - Interior Materials and Systems
A study of the selection and application of materials and finishes in the design of the built environment. Introduction to theories of sustainability, cost estimations, life cycle costs and specifications. Introduction to building technology with an emphasis on developing an awareness of buildings and their systems. Research of resources and communication with various entities involved with the building/design process will be incorporated.
JUSTIFICATION:
Course description better represents the course content that meets accrediting standards.

FROM: INDS 3435 - Design Studio II
The design planning process as it applies to the moderate scale residential interior environment. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, and diverse populations. Area of emphasis is residential. Prerequisites: A minimum grade of “C” in ART 1010, ART 1020, INDS 2430, and INDS 2434; prior or concurrent enrollment in INDS 2436. Corequisite: INDS 2435.

TO: INDS 3435 - Design Studio II
The design planning process as it applies to the moderate scale residential interior environment. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include interior architectural details, finishes, and furniture, as well as clients of diverse populations. Area of emphasis is residential incorporating universal design, kitchen planning and aging in place components. Prerequisites: A minimum grade of “C” in ART 1030, INDS 2436, INDS 2435, and admission to Interior Design Program. Corequisite: INDS 2437.

JUSTIFICATION:
Corequisite class will no longer be taken in same semester. Allows for skills proficiencies required by accrediting agency to be satisfactorily developed. Catalog description changes reflect additional information now taught that is required by accrediting body, CIDA

FROM: INDS 4435 - Design Studio IV
Prerequisites: FMAD 3238, TCM 3320, and a minimum grade of “C” in INDS 3436; prior or concurrent enrollment in INDS 3438 and INDS 3434. Corequisite: FACS 3437.

TO: INDS 4435 - Design Studio IV
Prerequisites: A minimum grade of “C” in FMAD 3238, TCM 3320, INDS 3436, and FACS 3437; prior or concurrent enrollment with a minimum grade of “C” in INDS 3438 and INDS 3434.

JUSTIFICATION:
Corequisite classes will no longer be taken in the same semester. Allows for skills proficiencies required by accrediting agency to be satisfactorily developed.
A Aasheim/Jackson motion to approve these course revisions was passed unanimously.

Revised Program
B.S. Child and Family Development
JUSTIFICATION:
New course titles and course numbers for two courses more accurately reflect the course content and place in the four year sequence.

A Moore/Aasheim motion to approve this program revision was passed unanimously.

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

➢ Department of Chemistry
Course Revision
FROM: CHEM 2242 - Analytical Chemistry
Prerequisite: Prior or concurrent enrollment with a minimum grade of “C” in CHEM 2031.
TO: CHEM 2242 - Analytical Chemistry
Prerequisite: A minimum grade of “C” in CHEM 1146.
JUSTIFICATION:
The prerequisite course currently listed, Research Methods (CHEM 2031), is being discontinued by the department. In order to insure students have adequate prior chemistry preparation necessary for this course, a minimum grade of "C" in Principles of Chemistry II (CHEM 1146) is being required.

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

➢ Department of Construction Management and Civil Engineering Technology
Course Revisions
FROM: TCM 1130 - Architectural Graphics and Print Reading
Prerequisites: CISM 1110 and CISM 1120.
TO: TCM 1130 - Architectural Graphics and Print Reading
Prerequisites: A minimum grade of “C” in CISM 1110 and CISM 1120; and a minimum grade of “C” in MATH 1112, MATH 1113, or MATH 1441.

JUSTIFICATION:
MATH 1112 (Trigonometry) or MATH 1113 (Precalculus) or MATH 1441 (Calculus 1) is being added as a prerequisite, in addition to CISM 1110 and CISM 1120, since any of these MATH courses will complement the knowledge required in TCM 1130 (Architectural Graphics and Print Reading).

FROM: TCM 3330 - Quantity Estimating  
Prerequisites: A minimum grade of "C" in TCM 3230, TCM 3231, TCM 3232, and TCM 2240.

TO: TCM 3330 - Quantity Estimating  
Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in TCM 3230, TCM 3231, and TCM 3232.

JUSTIFICATION:  
TCM 2240 (Introduction to Structures) is being eliminated as a prerequisite for TCM 3330 (Quantity Estimating), since the subject matter in the former is not required in the latter. TCM 3230 (Wood Structures), TCM 3231 (Steel Structures) and TCM 3232 (Concrete & Masonry Structures) are all to be listed as prerequisites that should be taken previously or concurrently since the subjects contained in these courses complements the topics covered in TCM 3330.

FROM: TCM 3332 - Construction Equipment Management  
Prerequisite: A minimum grade of "C" in TCM 3331.

TO: TCM 3332 - Construction Equipment Management  
Prerequisite: None.

JUSTIFICATION:  
TCM 3331 (Construction Finance) is being eliminated as a prerequisite for TCM 3332 (Construction Equipment Management), since the subject matter in the former is not required in the latter.

FROM: TCM 4430 - Construction Safety  
Prerequisite: A minimum grade of "C" in TCM 3331.

TO: TCM 2430 - Construction Safety  
Prerequisite: Sophomore status.

JUSTIFICATION:  
TCM 3330 (Quantity Estimating), is being eliminated as a prerequisite for Construction Safety (TCM 2430 - formerly TCM 4430), since the subject matter in the former is not required in the latter. The removal of the prerequisite makes sophomores eligible to take this course, hence the change of number from TCM 4430 to TCM 2430. Sophomore status is being added to prevent freshmen who are new to the program from taking the course.
FROM: TCM 4432 - Construction Administration
Prerequisites: A minimum grade of "C" in TCM 3331 and completion of 25 hours of TCM course work.

TO: TCM 4432 - Construction Administration
Prerequisites: A minimum grade of "C" in TCM 3331 and junior status.

JUSTIFICATION:
Junior status is being added, as a prerequisite, to prevent freshmen and sophomores from taking the course.

FROM: TCM 4433 - Project Planning & Scheduling
Prerequisites: A minimum grade of "C" in TCM 3330, CISM 1110, and CISM 1120.

TO: TCM 4433 - Project Planning & Scheduling
Prerequisites: A minimum grade of "C" in CISM 1110 and CISM 1120.

JUSTIFICATION:
TCM 3330 (Quantity Estimating) is being eliminated as a prerequisite for TCM 4433 (Project Planning & Scheduling), since the subject matter in the former is not required in the latter.

FROM: TCM 4434 - Site Construction
Prerequisites: A minimum grade of "C" in TCM 3330 and TCM 3331.

TO: TCM 4434 - Site Construction
Prerequisites: A minimum grade of "C" in TCM 2233 and TCM 3332.

JUSTIFICATION:
TCM 3330 (Quantity Estimating) and TCM 3331 (Construction Finance) are being eliminated as prerequisites for TCM 4434 (Site Construction), since the subject matter in those courses is not required in TCM 4434. TCM 2233 (Construction Surveying) and TCM 3332 (Construction Equipment Management) are being added as prerequisites, since the knowledge in these courses is required.

FROM: TCM 4540 - Senior Project
Prerequisites: A minimum grade of "C" in TCM 4430, TCM 4431, TCM 4432, and TCM 4433.

TO: TCM 4540 - Senior Project
Prerequisites: A minimum grade of "C" in TCM 4431 and TCM 4433.

JUSTIFICATION:
TCM 4430 (Construction Safety - just proposed to be changed to TCM 2430) and TCM 4432 (Construction Administration) are being eliminated as prerequisites for TCM 4540 (Senior Project), since the subject matter in those courses is not required.

A Moore/Warren motion to approve these course revisions was passed unanimously.

- **Department of Geology and Geography Course Revisions**
  - **FROM:** GEOG 4120 - Introduction to Research
    - Prerequisite: None.
  - **TO:** GEOG 4120 - Introduction to Research
    - Prerequisite: Permission of instructor.
  - **JUSTIFICATION:**
    GEOG 4120 - Introduction to Research is required for B.S. Geography majors and is an elective for B.A. Geography majors. It is the first course in the research sequence for Geography majors doing a senior thesis. Students that are not Geography majors frequently register for the course and subsequently drop it when they find the course is inappropriate for non-majors. Adding "Permission of instructor" as a course prerequisite will eliminate this problem.

- **FROM:** GEOG 5090 - Selected Topics - Physical Geography
  - **TO:** GEOG 5090 - Selected Topics
  - **JUSTIFICATION:**
    There are currently three Selected Topics course in Geography, each with a specific theme (GEOG 5090 - Selected Topics - Physical Geography, GEOG 5030 - Selected Topics - Regional Geography, GEOG 5031 - Selected Topics - Human Geography). The faculty of the Department of Geology and Geography wish to merge these three courses into one Selected Topics course, GEOG 5090, and delete the other two courses, GEOG 5030 and GEOG 5031. This will streamline the Geography course offerings and make the course title the same as the equivalent Geology course (GEOL 5090 - Selected Topics).

- **FROM:** GEOG 5090S - Selected Topics - Physical Geography
  - **TO:** GEOG 5090S - Selected Topics
  - **JUSTIFICATION:**
    There are currently three Selected Topics course in Geography, each with a specific theme (GEOG 5090 -
Selected Topics - Physical Geography, GEOG 5030 -
Selected Topics - Regional Geography, GEOG 5031 -
Selected Topics - Human Geography). The faculty of the
Department of Geology and Geography wish to merge these
three courses into one Selected Topics course, GEOG
5090/5090G/5090S, and delete the other two courses,
GEOG 5030 and GEOG 5031. This will streamline the
Geography course offerings and make the course title the
same as the equivalent Geology course (GEOL 5090 -
Selected Topics).

FROM: GEOG 5890 - Special Problems in Geography
TO: GEOG 5890 - Directed Study
JUSTIFICATION:
The faculty of the Department of Geology and Geography
agree that equivalent courses in GEOG and GEOL should
have similar titles. This change will make the title of GEOG
5890 the same as the equivalent Geology course (GEOL
5890 - Directed Study).

FROM: GEOL 3790 - Teaching Internship in Geology
Student internship in GEOL 1310 (Environmental Geology
Lab) under the mentorship of a faculty member. Student will
participate in an introductory workshop immediately prior to
the start of the semester, will intern in GEOL 1310, and meet
with the faculty mentor one hour each week. One credit hour
per laboratory section of GEOL 1310 in which the student
interns. Prerequisites: A minimum grade of “B” in GEOL
1121, GEOL 1330 and MATH 1111 or permission of
instructor.

TO: GEOL 3790 - Teaching Internship in Geology
Student interns in GEOL 1110 (Earth Laboratory), GEOL
1310 (Environmental Geology Lab), or GEOL 1122
(Historical Geology) will participate in teaching the course
under the mentorship of a faculty member. Student interns
will attend an introductory workshop immediately prior to
the start of the semester, will intern in one of the above courses,
and meet with the faculty mentor one hour each week. One
credit hour per laboratory section in which the student
interns. Prerequisites: Permission of instructor and a
minimum grade of “B” in two of the following three lecture
and lab sequences, one of which must be the course in
which the student will intern: (1) GEOL 1121 and GEOL
1110, (2) GEOL 1330 and GEOL 1310, or (3) GEOL 1122.

JUSTIFICATION:
We wish to expand the opportunities for student internships to include all core curriculum geology courses that have a lab component. This will provide more flexibility for student scheduling, and will also provide practical experience for future earth science teachers.

FROM: GEOL 4120 - Introduction to Research
Prerequisite: None.

TO: GEOL 4120 - Introduction to Research
Prerequisite: Permission of instructor.

JUSTIFICATION:
GEOL 4120 - Introduction to Research is required for B.S. Geology majors and is an elective for B.A. Geology majors. It is the first course in the research sequence for Geology majors doing a senior thesis. Students that are not Geology majors frequently register for the course and subsequently drop it when they find the course is inappropriate for non-majors. Adding "Permission of instructor" as a course prerequisite will eliminate this problem.

A Jackson/L. Smith motion to approve these course revisions was passed unanimously.

Course Deletions
GEOG 5030 - Selected Topics - Regional Geography
GEOG 5031 - Selected Topics - Human Geography
GEOG 5620 - Research Seminar in Geography

JUSTIFICATION:
All Geography Selected Topics courses will now be listed as GEOG 5090, regardless of the course content. The thematic Selected Topics courses GEOG 5030 and GEOG 5031 are no longer necessary. GEOG 5620 - Research Seminar in Geography has not been taught in the last 10 years and is no longer offered.

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

Revised Programs
B.A. Geology
JUSTIFICATION:
The faculty of the Department of Geology and Geography recognize that a course in statistics will benefit many Geology majors, particularly those working with large data sets or spatial statistics associated with Geographic Information Science (GIS) projects. Rather than making
statistics an additional required course in the B.A. Geology program, we have added STAT 2231 - Introduction to Statistics as an additional elective in Area F.

B.S. Geology
JUSTIFICATION:
The faculty of the Department of Geology and Geography recognize that a course in statistics will benefit many Geology majors, particularly those working with large data sets or spatial statistics associated with Geographic Information Science (GIS) projects. Rather than making statistics an additional required course in the B.S. Geology program, we have added STAT 2231 - Introduction to Statistics to Area F as an alternative to MATH 2242 - Calculus II.

A Moore/Aasheim motion to approve these program revisions was passed unanimously.

Department of Mechanical & Electrical Engineering Technology
Course Revisions
FROM: ENGR 2232 - Dynamics of Rigid Bodies
Prerequisite: A minimum grade of “C” in ENGR 2230 or ENGR 2231.
TO: ENGR 2232 - Dynamics of Rigid Bodies
Prerequisite: A minimum grade of “C” in ENGR 2231.
JUSTIFICATION:
The course ENGR 2230, Introduction to Mechanics, is no longer being taught in the Engineering Transfer program and is being deleted from the program and must be removed as a pre-requisite for ENGR 2232, Dynamics of Rigid Bodies.

FROM: ENGR 2431 - Creative Decisions and Design
Prerequisites: A minimum grade of “C” in ENGR 1133, and ENGR 2230 or ENGR 2231, and concurrent or prior completion of MATH 2430.
TO: ENGR 2431 - Creative Decisions and Design
Prerequisites: A minimum grade of “C” in ENGR 1133 and ENGR 2231, and concurrent or prior completion of MATH 2430.
JUSTIFICATION:
The course ENGR 2230, Introduction to Mechanics, is no longer being taught in the Engineering Transfer program and is being deleted from the program and must be removed as a pre-requisite for ENGR 2431, Creative Decisions and Design.
FROM:   TEET 3145 - Circuit Analysis II
        Corequisite:  TEET 3116.
TO:     TEET 3145 - Circuit Analysis II
        Corequisite:  None.
JUSTIFICATION:
The course TEET 3145, Circuit Analysis II, has a co-
requisite, TEET 3116 Circuit Analysis Laboratory II.
However, TEET 3116 is being deleted from the EET
curriculum and has to be deleted as a co-requisite for TEET
3145 Circuit Analysis II.

FROM:   TEET 2143 - Circuit Analysis I, TEET 2441 - Digital
        Circuits, TEET 2443 - Microcontrollers, TEET 3145 -
        Circuit Analysis II, TEET 3241 - Electronics I, TEET 3243
        - Electronics II, TEET 3341 - Electric Machines, TEET
        4610 - EET Senior Project I, TEET 4620 - EET Senior
        Project II, TEET 5238 - Industrial Electronics, TEET 5245
        - Electronic Communication Systems, TEET 5542 -
        Computer System Design
Credit and Contact hours fixed number.  Prerequisites:
Fixed courses.
TO:     TEET 2143 - Circuit Analysis I, TEET 2441 - Digital
        Circuits, TEET 2443 - Microcontrollers, TEET 3145 -
        Circuit Analysis II, TEET 3241 - Electronics I, TEET 3243
        - Electronics II, TEET 3341 - Electric Machines, TEET
        4610 - EET Senior Project I, TEET 4620 - EET Senior
        Project II, TEET 5238 - Industrial Electronics, TEET 5245
        - Electronic Communication Systems, TEET 5542 -
        Computer System Design
Credit and Contact hours range 0 or…  Prerequisites: …or
permission of program coordinator.
JUSTIFICATION:
To accommodate the number of students in the lecture
portion of the course, request is made for changing Banner
setting to allow multiple lab offerings for the lecture portion of
course.  These multiple lab offerings will allow students to
work in small groups because of limited lab space and
equipment.  The addition of "or permission of program
coordinator" as an alternate prerequisite will allow transfer
students who have acquired the prerequisite knowledge to
enroll in the course.

FROM:   TEET 4340 - Digital Communications
Credit and Contact hours fixed number.  Prerequisites:
TEET 4245.
TO:  
**TEET 4340 - Digital Communications**  
Credit and Contact hours range 0 or... Prerequisites: TEET 5245 or permission of program coordinator.  

**JUSTIFICATION:**  
To accommodate the number of students in the lecture portion of the course, request is made for changing Banner setting to allow multiple lab offerings for the lecture portion of course. These multiple lab offerings will allow students to work in small groups because of limited lab space and equipment. The addition of "or permission of program coordinator" as an alternate prerequisite will allow transfer students who have acquired the prerequisite knowledge to enroll in the course. Note that the course number for TEET 4245 was previously changed to TEET 5245 and this change had to also be incorporated.

FROM:  
**TEET 5531 - Programmable Logic Controllers**  
Prerequisite: A minimum grade of "C" in TENS 2146, and TEET 2441 or ENGR 2332. Corequisite: TEET 3512.  

TO:  
**TEET 5531 - Programmable Logic Controllers**  
Prerequisite: A minimum grade of "C" in TENS 2146 or permission of program coordinator. Corequisite: None.  

**JUSTIFICATION:**  
The elimination of TEET 2441 and ENGR 2332 as prerequisites and the co-requisite of TEET 3512 allows MET students to enroll in this course.

FROM:  
**TENS 2142 - Dynamics**  
Prerequisites: MATH 1441 and TENS 2141.  

TO:  
**TENS 2142 - Dynamics**  
Prerequisites: MATH 1441; and TENS 2141 or ENGR 2231.  

**JUSTIFICATION:**  
To add ENGR 2231 as a pre-requisite to eliminate the need to file a pre-requisite override form for students changing major from RETP/GTREP/TOP to the Mechanical Engineering Technology program.

FROM:  
**TMET 3341 - Materials Science**  
Prerequisite: CHEM 1145.  

TO:  
**TMET 3341 - Materials Science**  
Prerequisite: CHEM 1147; or CHEM 1145 with instructor approval.  

**JUSTIFICATION:**  
The required chemistry course for the Mechanical Engineering program has changed from CHEM 1145 to
CHEM 1147. The Material Science course (TMET 3341) pre-requisites need to be revised to reflect this change.

**A Jackson/Aasheim motion to approve these course revisions was passed unanimously.**

**Course Deletions**
- TEET 2114 - Circuit Analysis Laboratory I
- TEET 3116 - Circuit Analysis Laboratory II
- ENGR 1111 - Introduction to Engineering
- ENGR 2230 - Introduction to Mechanics
- ENGR 2233 - Statics and Dynamics
- ENGR 2630 - Civil Engineering Systems

**JUSTIFICATION:**
TEET 2114 and TEET 3116, which were stand alone laboratory courses, have been incorporated into the lecture course and no longer exist in the EET curriculum. Therefore, these two laboratory courses need to be deleted. All of the above listed ENGR classes have not been taught in several years and are no longer part of the curriculum.

**A Jackson/Aasheim motion to approve these course deletions was passed unanimously.**

**Revised Programs**

**B.S. Electrical Engineering Technology**

**JUSTIFICATION:**
After reviewing the Bachelor of Science in Electrical Engineering Technology degree program, it was determined that the title of Bachelor of Science in Applied Electrical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the graduates of the program, attract students and companies to this region.

**B.S. Mechanical Engineering Technology (General)**

**JUSTIFICATION:**
After reviewing the Bachelor of Science in Mechanical Engineering Technology degree program, it was determined
that the title of Bachelor of Science in Applied Mechanical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the graduates of the program, attract students and companies to this region.

B.S. Mechanical Engineering Technology (Emphasis in Material Processing and Engineering Management)
JUSTIFICATION:
After reviewing the Bachelor of Science in Mechanical Engineering Technology degree program, it was determined that the title of Bachelor of Science in Applied Mechanical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the graduates of the program, attract students and companies to this region.

B.S. Mechanical Engineering Technology (Emphasis in Mechtronics)
JUSTIFICATION:
After reviewing the Bachelor of Science in Mechanical Engineering Technology degree program, it was determined that the title of Bachelor of Science in Applied Mechanical Engineering would better represent the curriculum currently being offered. The program name change is consistent with the revised name of the Master degree associated with the program (recently changed from Master of Technology to Master of Science in Applied Engineering). The revised program name is expected to enhance the marketability of the degree by better defining the nature of the program to the general public (hence future students). This name revision will also provide better job opportunities for the
graduates of the program, attract students and companies to this region.

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

XV. **COLLEGE OF BUSINESS ADMINISTRATION**

*Dr. Leslee Higgins & Dr. Susan Williams presented the following agenda items for the College of Business Administration.*

**New Courses**

**ACCT 5330 - Taxation of Corporations and Partnerships**

A study of the laws involving the formation, operation, and liquidation of corporations, S corporations, and partnerships. Prerequisite: A minimum grade of “C” in ACCT 3330. 3 credit hours.

*JUSTIFICATION:*

Provide undergraduate students access to our course on corporate taxation. This course is currently taught in the Masters of Accountancy program.

**BUSA 3100 - Essentials of Peer Advising**

This block course will prepare students to become peer advisors in the College of Business Administration. The course will teach students paraprofessionals skills and knowledge to allow them to serve other students in a peer advising role. The professional staff/instructor has the obligation to provide the essential theoretical and practical information necessary for students to effectively carry out their responsibilities. Specifically peer advisors will be provided with the information necessary to (1) give guidance to pre-business students regarding academic procedures and policies, (2) offer knowledgeable referrals to university resources available to address academic questions and issues, and (3) help pre-business students better understand and prepare for the advisement process. Cannot be applied to any COBA major or minor. Prerequisites: BBA Status, cumulative GPA of 3.0 or higher, approval of COBA Associate Dean for Student & External Relations. 0 credit hours.

*JUSTIFICATION:*

COBA is implementing a new advisement model in Fall 2009 that will include the use of peer advisors. This non-credit, block course is needed to provide peer advisors with the information necessary to give guidance to pre-business students regarding academic procedures and policies, offer knowledgeable referrals to university resources available to
address academic questions and issues, and help pre-business students better understand and prepare for the advisement process.

**BUSA 4799 - Peer Advising**
Practicum in advising focuses on BBA students (1) providing guidance to pre-business students in understanding academic procedures and policies, (2) offering knowledgeable referrals to university resources available to address academic questions and issues, and (3) helping pre-business students better understand and prepare for the advisement process. May be taken twice for up to four hours of free elective credit. Cannot be applied to any COBA major or minor. Prerequisites: A minimum grade of "B" in BUSA 3100 and BBA Status, cumulative GPA of 3.0 or higher, approval of COBA Associate Dean for Student & External Relations. 0 to 2 credit hours.

**JUSTIFICATION:**
COBA is implementing a new advisement model in Fall 2009 that includes the use of peer advisors. This course is a service learning "practicum" through which peer advisors will give guidance to pre-business students regarding academic procedures and policies, offer knowledgeable referrals to university resources available to address academic questions and issues, and help pre-business students better understand and prepare for the advisement process.

*A Moore/Jackson motion to approve these new courses was passed unanimously.*

**Course Revisions**
**FROM:** ACCT 3330 - Income Tax
Develops an understanding of the reporting of individuals, corporations, partnerships, trusts, and estates.

**TO:** ACCT 3330 - Income Tax
Introduction to the basic concepts of federal income tax with a focus on taxation of individuals.

**JUSTIFICATION:**
The topics being covered in the tax courses are being reorganized in response to a plan to develop a more comprehensive set of taxation courses.

**FROM:** LOGT 4263 - Seminar in Intermodal Distribution
Prerequisite: None.
TO: LOGT 4263 - Seminar in Intermodal Distribution
Prerequisite: Prior or concurrent enrollment with a minimum grade of “C” in LOGT 4231 or LOGT 4232.

JUSTIFICATION:
Basically, we are requiring students to have completed LOGT 4232 or LOGT 4231 prior to taking LOGT 4263. This avoids having students taking all three major LOGT classes during one semester. All three classes have significant work loads, and cannot be fully absorbed during a single semester. Allowing students to take either LOGT 4232 or LOGT 4231 while enrolled in this course will not cause a significant bottleneck or unreasonable hinderance to graduation.

FROM: MGNT 3130 - Management and Organizational Behavior
Examines the various perspectives on managing organizations and the basic management functions of planning, organizing, leading, and controlling. Emphasis is placed on the functions of organizing and leading. Designed to complement the planning and controlling skills taught in MGNT 3430. Organizational behavior topics such as motivation, communication, and decision-making are also covered.

TO: MGNT 3130 - Principles of Management
Provides an overview of the management function, with emphasis on managerial planning, organizing, leading, and controlling.

JUSTIFICATION:
The current name of the course is easily confused with the course MGNT 3134, Behavior in Organizations. The proposed name of the course is intended to emphasize that the course is an overview of all management functions, not simply the functions related to behavioral issues.

An Aasheim/R. Smith motion to approve these course revisions was passed unanimously.

Core Curriculum Revision
Area A
Change the comment for MATH 1101 that currently reads “*Satisfies Area A in CLASS, COBA, and some CHHS Programs” to "*Satisfies Area A in CLASS and some CHHS Programs”.

JUSTIFICATION:
This is to correct an error in the catalog. Under BOR policies, students cannot receive credit for both MATH 1101
and MATH 1111. The prerequisite for MATH 1232 (a required course in the pre-business program of study) is MATH 1111 or MATH 1113 or equivalent. MATH 1101 does not adequately prepare students for MATH 1232. Thus, COBA students must take MATH 1111 and will not receive credit for MATH 1101.

**A Moore/Jackson motion to approve this core curriculum revision was passed unanimously.**

**Selected Topics Announcements**

**ACCT 4830 - Taxation of Corporations and Partnerships**

**JUSTIFICATION:**
Offered for undergraduate accounting students who require course material for completion of CPA Exam or for students who plan to attend law school.

**CISM 4830 - Introduction to Information Systems**

**JUSTIFICATION:**
This course will provide an overview information systems development and will expose students to fundamental information systems concepts. It will also provide exposure to enterprise information systems fundamentals and the career opportunities available to Information Systems professionals. The course will provide students with object oriented programming and Java programming fundamentals using the Alice programming environment. The course will also include an introductory overview of SAP ERP modules and navigation. GSU IS program alumni data will be used to provide a realistic picture of entry level jobs and career progression. BUSA 1105 and MATH 1111 are recommended prerequisites for this course. The Department of Information Systems will apply for a permanent course number for this course and plans to use this course as an alternative/substitute to CSCI 1236 in the BBA--IS degree program.

**CISM 4830 - ERP and Enterprise Performance**

**JUSTIFICATION:**
This course will provide an overview of how enterprise resource planning (ERP) systems impact organizational strategic, tactical, and operational performance. Students in the course will participate in the ERP Simulation Game which facilitates a "learning-by-doing" approach to teaching ERP concepts. In this game, students run a business with a real-life ERP (SAP®); groups of students each operate a firm in a
made-to-stock manufacturing supply chain and must interact with suppliers and customers by sending and receiving orders, delivering their products and completing the whole cash-to-cash cycle. Because all business decisions are entered via SAP transaction screens, the simulation enables students to better understand how SAP is implemented and used in businesses. The Department of Information Systems intends to seek SAP University Alliance approval for this course so that it could be counted toward the completion of the SAP Certificate. Prior completion of CISM 4334: ERP using SAP or MGNT 3430: Operations Management will be recommended, but not required, for this course.

Selected Topics Announcements are for information only.

XVI. ADDENDUM

Course Deletion
AMST 3430 - American Philosophy
JUSTIFICATION:
Course has never been offered.

A R. Smith/Aasheim motion to approve this course deletion was passed unanimously.

Course Revision
FROM: AMST 3132 - American Literature II
Prerequisites: A minimum grade of “C” in ENGL 2111 or ENGL 2112 and prior or concurrent enrollment with a minimum grade of “C” in ENGL 2131.

TO: AMST 2332 - American Literature II
Prerequisite: A minimum grade of “C” in ENGL 1102.

JUSTIFICATION:
We are making this a 2000 level course in order to conform to USG standards. We feel students should be able to enroll in this survey as soon as possible after completing ENGL 1102.

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

Program Revision
American Studies Minor
JUSTIFICATION:
Deleting AMST 3430. The course has never been offered.
An Aasheim/Jackson motion to approve this program revision was passed unanimously.

XVII. OTHER BUSINESS
- Approval of 2009-2010 Undergraduate Committee Calendar
  The calendar was amended to change the begin time to 3:30 p.m. A Jackson/R. Smith motion to approve this program revision was passed unanimously.

XVIII. ADJOURNMENT
There being no further business to come before the committee, a Higgins/Jackson motion to adjourn the meeting at 4:10 p.m. 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, September 21, 2009

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

Academic Standards Committee
Chair: Stuart Tedders (CHHS)

Elections Committee
Chair: Patricia Humphrey, Senate Librarian (COST)

Faculty Development Committee
Chair: Fred Smith (LIB)

Overview:
Chair Fred Smith presented an overview of the duties of the Faculty Development Committee (FDC). The scoring method was discussed.

Decision on funding of incomplete grant: A development of instruction grant involving solar energy was approved last year. The recipient was not able to complete his project because some materials needed were not available for purchase. He asked for funding from this year’s budget to purchase the materials. Permission was granted.

Budget memo from Provost: Alan Altany, the FDC’s liaison to the Provost’s Office, received a memo from Provost Means concerning this fiscal year budget. The Committee was given $101,640. This is about $14,000 less than in recent years, but not a severe reduction considering today’s budget climate. After all of the items already encumbered are funded, the Committee will have about $79,000 to work with.

The Provost asked the Committee not to fund summer stipends since payment is due in a time of year which causes accounting difficulties. It was noted that the summer stipends are very difficult to score anyway, so the summer stipends might not be a big loss. It is often hard to make a distinction between the standard expectation of a faculty member for redesigning existing courses and planning new ones and what is extraordinary and worthy of special funding.

The budget dead period problem also extends to summer travel grants, and the summer travel issue is not so easily resolved. In some disciplines the major conference of the year is held during the period from May to September. To not consider applications for travel during that time period would leave some faculty out of the FDC funding process.
Alan suggested that the Committee meet with the Provost’s budgeting staff to try to find a solution.

**Changes to Awards instructions:** At the end of the previous academic year the Committee approved a number of changes to the instructions for materials submitted by the Awards of Excellence nominees. This year Committee received copies of the changes.

**Projects from last year:** Two projects from last year were to increase recognition for all of the nominees for Awards of Excellence in Instruction and to explore ways to communicate ideas from the nominees' Awards notebooks to the faculty at large. As it is now, the two selected give a presentation, but the remaining nominees have no outlet. Regarding the second, this year as FDC members read the materials, they will make note of especially interesting ideas gleaned from the notebooks and will provide the information to Alan for possible workshop ideas or for inclusion in pamphlets.

**New goal for this year:** A goal for this year is to increase attendance at the Awards of Excellence lecture. Alan Altany is in charge of the lecture program for all of the Awards, those for Research and Service as well as Instruction. He has made some revisions to the programs. All will be held at the Center for Excellence in Teaching this year. FDC members all agreed to do what they can to increase attendance.

**Faculty Research Committee**
Chair: Caren Town (CLASS)

**Georgia Southern University Faculty Research Committee**
**September 3, 2009 – 4:00 PM**

**Agenda**

I. The Faculty Research Committee was called to order at 4:00 PM on September 3, 2009 by the Committee Chair, Dr. Caren Town.

II. The committee voted to approve the agenda as read
A. Motion: Robert Fernekes
B. Second: Jackie Eastman

III. Roll Call
A. Present
   i. Caren Town – CLASS
   ii. Elaine Marshall – CHHS
   iii. James Harris – CIT
   iv. Jackie Eastman - COBA
   v. Sophie George – COST
   vi. Robert Vogel – JPHCOPH
   vii. Bob Fernekes – Library
   viii. Ele Haynes – ORSSP
ix. Charles Patterson – AVP Research
B. Absent
   i. Vacant - COE

IV. Dr. Town welcomed the 2009-2010 (FY10) Faculty Research Committee.
   A. The College of Education representative will be elected during the first week of September and should be present at our next meeting.
   B. The Chair invited the committee members to introduce themselves.

V. Ele Haynes provided an orientation to the Faculty Research Committee guidelines on the website. The weblink was sent to all committee members with the agenda in advance of the meeting. Committee members were invited to review the guidelines. A copy of the guideline is included in their meeting materials.
   A. Faculty Research Award (Grant) Highlights
      i. Awards are available for up to $10,000 per faculty member per year.
      ii. Eligible faculty represent those in the Core of Instruction as defined by the Board of Regents
      iii. Faculty may apply as PI or CoPI on only one application per fiscal year.
      iv. Faculty may not apply in the year following their funding completion.
      v. Committee members may not apply for funding or write letters of support for fellow faculty members.
      vi. The award has in past cycles allowed for a $3000 summer stipends. While stipends are still allowable, they can no longer be paid in the summer months because of the timing for the availability of funds and the need to limit over-inflation of summer school costs. Stipend money awarded will need to be awarded as an extra compensation due in the fall semester. This will allow faculty to teach in the summer months without needing to figure the stipend amount into their available 33% of contract summer salary cap.
      vii. Applications must be submitted to ORSSP by January 15, 2010. The committee should plan to have award decisions completed around May 1, 2010.
      viii. In past cycles, pre-award spending has been allowed in the first summer month. Due to uncertainty in current budgets, no pre-award spending can be supported.
   B. Award for Excellence in Research and Scholarly Pursuits.
      i. Eligibility is open to the core of instruction
      ii. Faculty are limited to winning two awards during their career at GSU. Application must be at least 10 years apart.
      iii. Faculty must be members of the GSU faculty for a period of three years prior to nomination.
      iv. Faculty must be on contract within the Corps of Instruction during the academic year following election and participate in the focus on Excellence lecture series
      v. Nominations may be made by letter or email. Nominations become part of application materials. Each faculty or staff member may make one nomination.
      vi. Nomination deadline is October 5, 2009
      vii. Application deadline is November 30, 2009.
   C. Publication Fund Guidelines
      i. Funded annually at the will of the sitting committee
D. Publication Fund Special Requests

i. Dr. Robert Vance requests assistance to pay $500 in requested support for two book chapters to be published in the peer-reviewed “Special Paper Volume of the Georgia Society of America.” At the time of request the publication request form identified eligible charges as follows - “Eligible charges include reprints, page charges and copyright fees associated with the publication of an article or book. Pre-publication services are not eligible for funding.” The request was initially denied by ORSSP because it fell outside the printed guideline as a book chapter and exceeded the single request per author of $500 per year. The request has been resubmitted in two requests-One for Dr. Vance and the second for Dr. Charles Trupe. Dr. Trupe is the second author on one chapter but not the other.

1. Discussion – publication costs are not normally passed on to the author for book chapters. The current request covers voluntary contribution charges. The choice to pay this fee will affect final purchase cost of the book, but the fee is not required for publication. There is a required charge for color images of $400 for the first image and $100 for additional page containing color images in each chapter. The cost is not fixed until the page layout is complete and therefore is currently unknown. If all color figures fall on independent pages, the maximum charge to the University or authors would be $3600 for both chapters. The fund requests could defray up to $1,000 of that cost.

2. Decision: Unanimous

3. Decline the faculty request. The request does not fit the current guidelines for use of the funds. Ele will update the directions on the form to direct the fund requester to current guideline eligibility requirements on the website.

ii. Dr. John Steinberg requests assistance to complete indexing for a book in publishing. The publisher mistakenly sent the text to an indexer who has completed about half of the work. The total cost for the indexing is $1300, but the portion GSU would be required to pay would only be $468 to finish the index. The author/faculty member has been assigned significant duties on a Title VI grant, making the completion of the indexing difficult at this time without assistance.

1. Decision -- Unanimous

2. Decline the faculty request. The request does not fit the current guidelines for use of the funds. The request could be referred to the Department Chair for consideration. The current request is outside the purview of this committee.

iii. The committee discussed the merit of revising the guideline to include book page charges. Relevant issues: The publication fund has limited funding. Books, unlike journal articles, normally pay a nominal royalty. Production costs are not included in the current guideline and are more
common book costs. Better publishers do not charge page charges for book chapters unless the chapter is excessively long.

1. Decision – Unanimous
2. Maintain current guideline to pay for peer reviewed journal article page charges, reprint charges, and book copyright fees up to $500 per faculty author one time per year.

VI. Funding Allocation –

A. In light of the uncertainty in the budget for FY10, the faculty research funding was provided at $62500 for the FY10 distributions.
B. The committee’s original funding allocation was $62500. The allocation was distributed as $9391.00 in excellence award costs; $3863.50 in publication funds; $49245.50 in research funds.
C. Research funding requests were ranked by the committee based upon published criteria and funds were distributed to the limit of the available funds.
D. The FY09 committee was aware that funding was reduced from the normal funding level and anticipated the potential for additional funds to be allocated as the budget became clearer. The FY09 committee ranked all 38 proposals received in order of fundability to allow for additional awards should supplemental funding becomes available.
E. The Provosts Office has provided $58500 in supplemental funding.
F. The FY10 faculty research committee voted to utilize the system developed by the chair of the FY09 committee to distribute supplemental funding.
G. The listing was reviewed by the committee with summer stipend funds in the budgets and with summer stipend money omitted from the budgets.
   i. Decision – Unanimous
   ii. Distribute the funding to researchers in ranking order without stipend to fund as many as possible. Ele will contact researchers to determine if they are able to accept the funding with the time and budget reductions and award funds accordingly.

VII. Calendaring of meetings –

A. The committee will reconvene on December 3rd at 4:00 p.m. to consider applications for the Excellence in Research and Scholarship Award nominations.
B. Committee members will set the spring meeting dates at the December meeting.

VIII. Adjourn

Faculty Service Committee
Chair: Stuart Tedders (CHHS)

Faculty Welfare Committee
Chair: Sonya Huber Humes (COST)

Georgia Southern University
Faculty Welfare Committee (FWC) of the Faculty Senate Meeting
**Minutes**

Present: June Alberto (recording), Marie Botkin, Jim Braselton (presiding), Joan Ellen Broome, Laura Gunn, Sonya Huber, Cynthia Frost, Ardian Greca, Greg Harwood, Manouchehr Tabatabaei, Mark Welford, LeVon Wilson

**Business:**

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<th>Discussion</th>
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<th>Responsible Person/Comments</th>
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<tr>
<td>J. Braselton read the duties of the FWC aloud as noted in the Faculty Handbook. Discussion about which members were eligible to serve as chair followed.</td>
<td>Sonya Huber was elected Chair of the FWC by consensus.</td>
<td></td>
</tr>
<tr>
<td>Future Meetings of the FWC</td>
<td>To be held in Herty 1101 every other Wednesday at 10:00 AM unless notified of no business.</td>
<td>Sonya Huber</td>
</tr>
</tbody>
</table>
| Future Business - Topics / Action to be determined by the SEC and FWC members. | Expected to be on the agenda:  
  - Job description / responsibilities of lecturers expected to be on the agenda.  
    Copies of lecturer-related materials from other USG universities will be forwarded to all FWC members.  
    - Non-tenure track faculty seats on Faculty Senate  
    - Teaching Loads | J. Braselton |
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<tr>
<td>Secretarial Duties</td>
<td>Recording of the Minutes will rotate among the FWC members in alphabetical order.</td>
<td>J. Alberto – September 9, 2009</td>
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<td>M. Botkin – September 23</td>
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<td>LeVon Wilson</td>
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<td>Minutes will be emailed to S. Huber after each meeting. Minutes will then be emailed to each FWC member for approval. No response counts as a vote of approval.</td>
<td>Recorder of the Minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S. Huber</td>
</tr>
</tbody>
</table>

Future Business - Topics / Action to be determined by the SEC and FWC members.

Expected to be on the agenda:
- Job description / responsibilities of lecturers expected to be on the agenda.
- Copies of lecturer-related materials from other USG universities will be forwarded to all FWC members.
- Non-tenure track faculty seats on Faculty Senate
- Teaching Loads

J. Braselton

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**Library Committee**

Chair: Greg Harwood (CLASS)

**Library Committee Minutes – September 14, 2009**

*Members Attending:* Greg Harwood, Marie Botkin, Hyo-Joo Han, Patrick Wheaton, Jerry Burke, Judi Repman, Tony Parillo, Quentin Fang, Debra Skinner, Bede Mitchell.


Bede welcomed and introduced the committee members. A copy of the committee roster and bylaws was distributed. (Copy attached). Meeting days and times were
discussed and a second meeting will be scheduled for a Wednesday afternoon when there is enough business for the agenda.

Chairman Harwood read the committee charge as follows: Review and recommend policy for the library, including public services and the allocation of departmental funds; address other specific questions in this area that may be requested by the Senate Executive Committee; and report to the Librarian, The Senate Executive Committee, and the Senate as described in Article IV, Sec 3.

**Library Budget Update:**
First, Bede Mitchell provided an overview of the current situation regarding how the state mandated cuts have affected the library resources and gave an explanation of how plans were developed to hopefully eliminate this problem for FY10. He provided a memo updating the committee on FY09 library materials expenditures compared to the FY10 allocation. (Copy attached). He also stated that for FY10 the library plans to restore a more appropriate balance between book purchases and subscriptions by eliminating subscriptions identified by academic departments as lower priorities.

Bede voiced anticipation that the library will continue to be the recipient of additional e-tuition dollars that will be directed toward electronic resources. Although the amount of e-tuition dollars is undetermined at this time, additional funds could go toward restoring some titles, or even adding new high priority resources. If the additional funds materialize the committee will be informed and a process determined for how those dollars will be spent.

Secondly, Bede informed the committee that the Student Technology Committee has expressed a willingness to consider funding electronic information resources. No commitment has been given but the library has been invited to submit some requests for online resources. The request list that will be presented is being compiled from feedback received from the departments. It was noted that if the library receives such tech fee awards, they would only be a one year award and would have to be resubmitted each year for continued funding. The group discussed how this year-to-year requesting could affect the continuation of some resources. Bede reiterated the library’s desire to eliminate the imbalance with the book budget. He stated that in the past we have strived to build a balanced book collection, but we now are focusing book purchases in those disciplines where circulation and interlibrary loan/GIL Express requests are high.

**Library Activities:**
Bede reported that library attendance since the completion of the renovation is the highest on record. To ensure we continue to identify and respond to patron needs, we have established a Learning Commons advisory committee consisting of faculty and students.

Jonathan Harwell gave a presentation of a new beta test being conducted in our on-line catalogue. GIL-Find is a new search interface intended to be easier and more efficient to use. GIL-Find will not replace the existing catalogue interface, now to be called GIL-Classic, but will be an option patrons may use for keyword searching. The committee
was asked to test GIL-Find and submit feedback to Jonathan. He indicated that he is willing to provide demonstrations to groups or classes upon request.

**ACRL 2007 Academic Libraries Trends & Statistics Report:**
Bede distributed a statistics report for review and discussion: ACRL 2007 Academic Libraries Trends & Statistics Reports. This report will be submitted to the Senate Executive Committee in response to a directive from the Faculty Senate to update them annually in regards to the library budget and how we rank to our peer institutions. (Copy attached.)

**Announcements:**
Bede reported GIL Express appears to be secure unless the USG Office of Information and Instructional Technology (OIIT) must make deep cuts later this fiscal year. He also reported that the OIIT has contracted with a new courier, STAT Courier Service, which should greatly reduce GIL Express expenses.

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**Graduate Committee**
Chair: Robert Ferneckes (LIB)

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**GRADUATE COMMITTEE MINUTES**
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date - August 27, 2009

Present: Dr. Deborah Allen, CHHS; Dr. Jim McMillan, CHHS; Dr. John Dyer, CIT; Dr. Ardian Greca, CIT; Dr. Richard Flynn, CLASS; Dr. Bill Yang, COBA; Dr. Delores Liston, COE; Dr. Lisa Schulz, COE; Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Robert Fernekes, Library; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Dolores Rangel, [Alternate], CLASS; Dr. Chunshun Zhao, [Alternate], COST; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Dr. Amy Heaston, VPAA; Ms. Candace Griffith, VPAA; Mrs. Perla Middleton, Admissions; Dr. Deborah Thomas, COE; Mr. Wayne Smith, Registrar; Mr. Toby Ziglar, Admissions; Dr. Jonathan Metzler, CHHS; Dr. Shahnam Navaee, COST; Dr. Frank Goforth, COST

Absent: Dr. Pat Walker, CLASS; Dr. Jonathan Copeland, COST; Dr. Swati Raychowdhury, JPHCOPH

I. CALL TO ORDER
Dr. Robert Fernekes called the meeting to order on Thursday, August 27, 2009 at 9:01 AM.

II. APPROVAL OF AGENDA
Dr. Jim McMillan made a motion to approve the agenda as written. A second was made by Dr. Delores Liston. The motion to approve was passed.

III. ELECTION OF GRADUATE COMMITTEE CHAIR
A handout was distributed of the Graduate Committee Membership List. Dr. Fernekes opened the floor for nominations to elect the 2009-2010 Graduate Committee Chair. Dr. Richard Flynn made a motion to nominate Dr. Fernekes. A second was made by Mr. Jonathan Harwell. With no other nominations or objections, Dr. Fernekes accepted.
IV. APPROVAL OF 2009-2010 GRADUATE COMMITTEE MEETING SCHEDULE

The Schedule of Meetings was handed out to the Graduate Committee. Dr. Fernekes asked if there were any conflicts with the meeting schedule. Dr. McMillan made a motion to accept the proposed schedule. Dr. Ardian Greca made the second. The motion to approve the Graduate Committee Meeting Schedule was passed.

V. NEW BUSINESS

A. College of Education

*Dr. Deborah Thomas presented the following agenda items for the College of Education.*

**Course Revisions:**

a) **FRIT 8532** – prerequisites

*JUSTIFICATION:* When the ITEC program was revised as the franchise program in Instructional Technology we removed ITEC 7530 as a prerequisite for our courses with the FRIT prefix. This class had not been taught regularly and we neglected to remove the prerequisite requirement from this one.

b) **EDLD 7530** – corequisites

*JUSTIFICATION:* The proposed change to delete the co-requisite requirement provides more flexibility to students in developing their Programs of Study.

c) **EDLD 7531** – prerequisites

*JUSTIFICATION:* The proposed change to delete the pre-requisite requirement provides more flexibility to students in developing their Programs of Study. A student may take EDLD 7531 before EDLD 7530, making the prerequisite unnecessary.

d) **EDLD 7532** – prerequisites

*JUSTIFICATION:* The proposed change to delete the pre-requisite requirement provides more flexibility to students in developing their Programs of Study. A student may take EDLD 7532 before EDLD 7530, making the prerequisite unnecessary.

e) **EDLD 7533** - prerequisites

*JUSTIFICATION:* The proposed change to delete the pre-requisite requirement provides more flexibility to students in developing their Programs of Study. A student may take EDLD 7533 before EDLD 7530, making the prerequisite unnecessary.

f) **EDLD 7534** – prerequisites

*JUSTIFICATION:* The proposed change to delete the pre-requisite requirement provides more flexibility to students in developing their Programs of Study. A student may take EDLD 7534 before EDLD 7530, making the prerequisite unnecessary.

g) **EDLD 7535** – prerequisites

*JUSTIFICATION:* The proposed change to delete one of the pre-requisite requirements provides more flexibility to students in developing their Programs of Study. A student may take EDLD 7535 before EDLD 7530, making this part of the prerequisite unnecessary.

h) **EDLD 7737** – corequisites

*JUSTIFICATION:*
The proposed change to delete the co-requisite requirement provides more flexibility to students in developing their Programs of Study. EDLD 7132 is no longer a required course in the Program of Study.

i) EDLD 7738 - prerequisites and corequisites  
JUSTIFICATION:
The proposed change to delete the pre- and co-requisite requirements provides more flexibility to students in developing their Programs of Study. EDLD 7337 is not a required course in the current Program.

j) EDLD 8632 - prerequisites and corequisites  
JUSTIFICATION:
Corequisite changes are being sought in order that the catalog match the program of study. The only prerequisite change is to Not enforce them at Registration.

k) EDLD 8633 – prerequisites  
JUSTIFICATION:
Changes are being sought in order that the catalog match the program of study.

l) EDLD 8634 - prerequisites and corequisites  
JUSTIFICATION:
Changes are being sought in order that the catalog match the program of study.

m) EDLD 8635 - prerequisites and corequisites  
JUSTIFICATION:
Corequisite changes are being sought in order that the catalog match the program of study. The only prerequisite change is to Not enforce them at Registration.

n) EDLD 8737 - prerequisites and corequisites  
JUSTIFICATION:
Corequisite changes are being sought in order that the catalog match the program of study. The only prerequisite change is to Not enforce them at Registration.

o) EDLD 8738 - prerequisites and corequisites  
JUSTIFICATION:
Changes are being sought in order that the catalog match the program of study.

MOTION: Dr. Flynn made a motion to approve the Course Revisions submitted by the College of Education. A second was made by Dr. McMillan. The motion to approve the Course Revision was passed.

Revised Programs:

a) Ed.S. in Educational Leadership  
JUSTIFICATION:
This is a performance-based program and students cannot complete the degree requirements without sufficient school/district experience (deemed to be 3 years).

b) Ed.S. in Teaching and Learning  
JUSTIFICATION:
Candidates who are interested in the Ed. S. in Teaching and Learning currently have to have or be eligible for a Level 5 certificate in a designated teaching field; however, there are a number of applicants who hold Level 5 certification in a field that is closely related to the teaching fields listed currently in the catalogue. This plan is to provide an opportunity for those applicants to meet the admission requirement.
c) **M.Ed. in Instructional Technology, certification (not the GOML program)**

**JUSTIFICATION:**
Students interested in an M.Ed. in Instructional Technology are now admitted to the Georgia ONmyLINE (GOML) ITEC program offered by the College of Education at Georgia Southern. Courses in the GOML ITEC program carry FRIT course prefixes as shown on the ITEC GOML program pages in Catalog.

This request is for the older MED ITEC program, which lists courses with an ITEC prefix, to be made “inactive” and the page removed from catalog, pending future decisions about the ITEC program.

d) **M.Ed. in Instructional Technology, no certification (not the GOML program)**

**JUSTIFICATION:**
Students interested in an M.Ed. in Instructional Technology are now admitted to the Georgia ONmyLINE (GOML) ITEC program offered by the College of Education at Georgia Southern. Courses in the GOML ITEC program carry FRIT course prefixes as shown on the ITEC GOML program pages in Catalog.

This request is for the older MED ITEC program, which lists courses with an ITEC prefix, to be made “inactive” and the page removed from catalog, pending future decisions about the ITEC program.

e) **M.Ed. in Teaching and Learning, Concentration Four: P-12 Education with an emphasis in Foreign Language (French or Spanish)**

**JUSTIFICATION:**
Low enrollments over the past few years have led to the plan to delete the M.Ed. in Teaching and Learning, Concentration Four: P-12 Education with an emphasis in Foreign Language (French or Spanish). There are no candidates currently enrolled in this program.

f) **Advisement for Students Interested in the MAT**

**JUSTIFICATION:**
Upon approval of the deletion of the Art Education emphasis area in the MAT (at Graduate Committee on 4/9/09), the catalog text regarding advisement for students interested in teaching in art is no longer needed in Catalog.

**MOTION:** Dr. Flynn made a motion to approve the Revised Programs submitted by the College of Education. A second was made by Dr. Ardian Greca. The motion to approve the Revised Programs was passed.

B. **College of Science and Technology**

*Dr. Shahnam Navaee presented the following agenda items for the College of Science and Technology.*

**Department of Geology and Geography**

**Revised Courses:**

**GEOG 5090G** – Selected Topics – Physical Geography (Title)

**JUSTIFICATION:**
There are currently three Selected Topics courses in Geography, each with a specific theme (GEOG 5090G - Selected Topics - Physical Geography, GEOG 5030G - Selected Topics - Regional Geography, GEOG 5031G - Selected Topics - Human Geography). The faculty of the Department of Geology and Geography wish to merge these three courses into one Selected Topics course, GEOG 5090G, and delete the other two courses, GEOG 5030G and GEOG 5031G. This will streamline the Geography course offerings and make the course title the same as the equivalent Geology course (GEOL 5090G - Selected Topics).
GEOG 5890G – Special Problems in Geography (Title)  
JUSTIFICATION:  
The faculty of the Department of Geology and Geography agree that equivalent courses in GEOG and GEOL should have similar titles. This change will make the title of GEOG 5890G the same as the equivalent Geology course (GEOL 5890G - Directed Study).

Course Deletions:  
GEOG 5030G - Selected Topics – Regional Geography  
GEOG 5031G – Selected Topics – Human Geography  
GEOG 5620G – Research Seminar in Geography  
JUSTIFICATION:  
All graduate sections of Geography Selected Topics courses will now be listed as GEOG 5090G, regardless of the course content. Therefore thematic Selected Topics courses GEOG 5030G and GEOG 5031G are no longer necessary. GEOG 5620G - Research Seminar in Geography has not been taught in the last 10 years and is no longer offered.

MOTION: Dr. Flynn made a motion to approve the Course Revisions and Course Deletions submitted by the Department of Geology and Geography. A second was made by Dr. Greca. The motion to approve the Course Revision and Course Deletions was passed.

Department of Mechanical & Electrical Engineering Technology  
Revised Course:  
TEET 5531G – Programmable Logic Controllers (Prerequisites, Corequisites)  
JUSTIFICATION:  
The elimination of TEET 2441 and ENGR 2332 as pre-requisites and the co-requisite of TEET 3512 allows MET students to enroll in this course.

MOTION: Dr. McMillan made a motion to approve the Revised Course submitted by the Department of Mechanical & Electrical Engineering Technology. A second was made by Dr. Flynn. The motion to approve the Course Revision was passed.

VI. A. OLD BUSINESS  
i. Dual Listed Courses – Dr. Heaston began by giving background information of how SACS has viewed Dual Listed Courses over the last two accreditation cycles. She explained that eliminating all “G” level courses is not the answer, but that programs should take a closer look at the new “G” level courses and review the outcomes and expectations of the graduate students compared to the undergraduate students. There was some discussion among the committee of the how to handle the syllabus for these courses and if the higher standards that graduate students are responsible for should be explained in the course description. It was agreed that in order to move forward on this issue that three items need to be addressed:

1) Development of one paragraph that will be included in the catalog to explain the expectations for all Dual Listed Courses, which will be drafted by Dr. Dick Diebolt. Copy of draft paragraph to be distributed with the agenda for the September Graduate Committee meeting.

2) Conversations of what faculty members are going to do within their “G” level courses, to meet professional accreditation requirements as applicable and SACS requirements at a minimum for graduate students. Faculty will bring feedback and examples of higher standards for graduate students to the September Graduate Committee meeting.
3) Discussion of standardized language to be included in course descriptions for Dual Listed Courses.

Dr. Fernekes asked the committee to go back to their departments and talk about the items listed above, as well as gather more feedback from Program Directors and College Deans.

Communication between the Undergraduate and Graduate Committees regarding this topic will be exchanged through the Chairs, Dr. Fernekes and Dr. Bob Jackson.

ii. Degree Admission Based Upon Exceptional Qualifications – Clarification was made that this statement would be put in the catalog. Dr. McMillan made a motion to approve the Degree Admission Based Upon Exceptional Qualifications as written. A second was made by Dr. Flynn. The motion to approve was passed. The statement is as follows:

Degree Admission Based Upon Exceptional Qualifications

Policy Draft
Applicants with exceptional experience and/or academic qualifications may be granted degree admission to the College of Graduate Studies without the submission of admission test scores. Admission approval may be granted by the Graduate Dean following a review of the recommendation by the respective Graduate Program Director and Department Chair.

Procedure:
The Graduate Program Director and Department Chair will submit to the Graduate Dean a recommendation for admission based upon exceptional experience and/or academic qualifications that outlines the justification for the admission recommendation.

Justification:
Occasionally applicants with demonstrated exceptional experience and/or qualifications apply for admission to complete a graduate degree program. This policy recognizes that, in lieu of admission test scores, the professional experience and/or academic credentials can be a better indication of the applicant’s academic success. Because this is a College of Graduate Studies policy, it will permit each graduate program to consider admission based upon exceptional qualifications without each graduate program having to develop its own stated policy.

B. SUBCOMMITTEE REPORTS & UPDATES

i. Vision For Graduate Education (BluePrint Ad Hoc Committee) – Mr. Harwell distributed a handout, which was a summary of the processes that the Ad Hoc subcommittee has been through in creating the Vision For Graduate Education. He stated that the subcommittee had hoped to bring a new draft to the August Graduate Committee Meeting, but they needed more time. He shared that he has met with Dr. Heaston and received some feedback, and stated that she complimented the Ad Hoc committee on all of their hard work. The subcommittee is scheduled to meet with Dr. Heaston on September 3, 2009, from 9:00 – 10:30 a.m. The meeting will be held in the Henderson Library in the Dean’s Conference Room. Mr. Harwell stated that anyone is welcome to attend the meeting and share in the discussion. The goal of the Ad Hoc subcommittee is to have a new draft available to present at the October 2009 Graduate Committee meeting. Dr. Greca requested that the details of the Sept. 3 meeting be placed on GeorgiaVIEW.

Drafting “A Vision for Graduate Education: Georgia Southern University”
Summary of the Process, August 27, 2009
A Blueprint for Graduate Education: Georgia Southern University” drafted by Dr. Timothy Mack, now the former Dean of the Jack N. Averitt College of Graduate Studies.

Aug. 21, 2008: extended discussion of the Blueprint draft by the Graduate Committee. Dr. Jill Lockwood, as Chair of the GC, created an ad hoc subcommittee to revise the document in order to reflect faculty values. Dr. Lockwood chaired the subcommittee initially; other members are Dr. Richard Flynn, Dr. Mary Hadley, Mr. Jonathan Harwell, and Dr. Lisa Schulz.

The subcommittee set out to follow the format of the original Blueprint, and to draft a revision in collaboration with Dean Mack and, as needed, in consultation with now former provost Dr. Linda Bleicken.

The subcommittee meetings have been open to any faculty members.

Jan. 22, 2009: Dr. Lockwood announced that she had accepted the position as Interim Director for School of Accountancy and that she would no longer be eligible to be Chair of the Graduate Committee. She asked for the GC’s permission to continue to serve on the Blueprint subcommittee, and this was approved. She told the GC that the process for drafting the document involves producing a draft revision for the Graduate Committee to review. There will be a number of others who will have input, including the Provost, President’s Council, the Deans, and Program Directors. Once all of the feedback is received the Revised BluePrint Draft will be written and then submitted to the Graduate Committee for approval, and then go on to Faculty Senate. Following the meeting, Dr. Lockwood asked Mr. Harwell to chair the subcommittee.

Feb. 12, 2009: Mr. Harwell presented the GC with a report, including a working draft of meetings notes for internal review from the latest Revised BluePrint Ad Hoc subcommittee meeting. An amendment was made to have “Working Notes” added to the top of this document. Mr. Harwell reported that he hoped to have the next draft of the Revised BluePrint ready to present to the Graduate Committee at the March 12, 2009 meeting.

Mar. 12, 2009: Dr. Fernekes stated that the latest draft (version 7.2) of the BluePrint is currently being reviewed by Provost Linda Bleicken. Dr. Fernekes stated that the Provost has been asked to provide feedback and then it will go to both the Dean’s Council and the Graduate Committee for joint review. Dr. Fernekes then turned the floor over to Mr. Jonathan Harwell. Mr. Harwell reported that the Ad Hoc Committee worked on various drafts during the revision of the BluePrint and said that he is pleased with the current draft. It is currently being called a ‘Vision For Graduate Education.’ He stated that the Vision For Graduate Education has a good faculty perspective and that Dr. Mack had been helpful in clarifying the committee’s ideas. A sentiment was expressed that the current draft should be reviewed by the Graduate Committee before the Provost and the Dean’s Council review it. Dr. Mack stated that it would be helpful for Provost Bleicken to review the current draft prior to either Deans Council or Graduate Committee review so that she can verify that everything in it is factually correct. Dr. Mack also stated that it would seem sensible to ensure the factual correctness of a document before it is distributed to others, just to minimize confusion. He added that he wants to work in the spirit of shared governance, where the faculty and administration work together. Having the Dean’s Council and the Graduate Committee review different drafts could lead to a great deal of confusion. Dr. Fernekes said that the current document is a good one and it is close to being complete. He stated that he hopes to have it released to the Committee before the April Graduate Committee Meeting. Mr. Harwell was asked to highlight any changes made to the Vision For Graduate Education based on the feedback received from the Provost when the document is submitted to the Graduate Committee for approval in the April Meeting. This will ensure that the Committee is aware of all changes made during the revision process.
VII. OTHER BUSINESS

Dr. McMillan stated that he would like to encourage Graduate Admissions to continue improving a smooth admission process. Mr. Toby Ziglar stated that if anyone ever has a problem to feel free to email him directly to get it resolved.
Dr. John Dyer asked what the purpose of SharePoint was and if the Graduate Committee would utilize it in anyway. Dr. Fernekes suggested that Dr. Diebolt get someone to come in and talk in the next meeting to better explain SharePoint and training available.

Dr. Diebolt reported that current Fall 2009 graduate enrollment was 2675 compared to 2274 for Fall 2008. He thanked the Graduate Committee and everyone who had a part in the increase of enrollment.

VIII. ADJOURNMENT
There being no further business, the meeting was adjourned on August 27, 2009 at 10:21 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved September 4, 2009 by electronic vote of Committee

Undergraduate Committee
Chair: Bob Jackson (COBA)

UNDERGRADUATE COMMITTEE
MINUTES
AUGUST 25, 2009
3:30 P.M.
SCIENCE & TECHNOLOGY, ROOM 2122

I. CALL TO ORDER
Present: Dr. Ardian Greca, Dr. Bob Jackson, Ms. Cynthia Frost, Dr. Donna Saye, Dr. Jacob Warren, Dr. Leslee Higgins, Ms. Lisa Smith, Dr. Marla Morris, Dr. Michael Moore, Dr. Patrick Wheaton, Dr. Reed Smith, Dr. Ron MacKinnon, Dr. Windy Dees, Dr. Amy Heaston, Ms. Caroline James, Ms. Ann Evans
Visitors: Ms. Candace Griffith, Dr. Nancy Shumaker, Dr. Christine Ludowise, Dr. Stephanie Kenney, Dr. Olivia Carr Edenfield
Absent: Dr. Allison Long, Dr. Jim Stephens, Dr. Laura Valeri

Dr. Patrick Wheaton called the meeting to order at 3:35 p.m.

II. WELCOME AND INTRODUCTIONS
Dr. Patrick Wheaton introduced himself, and then asked each person to give their name and the college or division they represent.

III. ORIENTATION
Dr. Patrick Wheaton gave a brief explanation about the Undergraduate Committee.

IV. ELECTION OF NEW CHAIR
Dr. Patrick Wheaton asked for nominations from the members. A Moore/Higgins motion to nominate Dr. Bob Jackson as chair was passed unanimously. A MacKinnon motion to cease nominations was passed unanimously.
V. APPROVAL OF AGENDA
A Higgins/MacKinnon motion to approve the agenda was passed unanimously.

VI. VICE PRESIDENT FOR ACADEMIC AFFAIRS
Dr. Nancy Shumaker presented the following agenda item for the Vice President for Academic Affairs.

New Course
INTS 3330 - Research Methods in International Studies
An introduction to the types of qualitative research designs and research techniques inherent in the multidisciplinary concentrations of International Studies. Students will examine and have direct experience in data collection, analysis, and research reporting. Prerequisite: A minimum grade of “C” in INTS 2130. 3 credit hours.

JUSTIFICATION:
INTS 3330 Research Methods in International Studies allows students opportunities to use different modes of qualitative research techniques and methodologies. Students will have direct experience in data collection. This course is required for the major.

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

Proposed New or Revised Programs
B.A. International Studies
JUSTIFICATION:
Upon review of the International Studies degree program, it was determined that adding the International Studies in Research Methods course would better represent the choices within the curriculum currently being offered. It is being added to the menu of methods courses required for the major. Changes to curriculum: Addition of new course.

B.S. International Trade
JUSTIFICATION:
After reviewing the Bachelor of Science in International Trade degree program by the International Studies Curriculum Committee, it was determined that several changes needed to be made that would better represent the curriculum currently being offered. The revised program is expected to enhance the marketability of the degree. This change will also provide better job opportunities for the graduates of the program. Changes to curriculum: 1. Deletion of courses. 2. Addition of new courses.

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

VII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Communication Arts
Dr. Reed Smith presented the following agenda item for the Department of Communication Arts.

Course Deletion
BRCT 4793 - Broadcast Internship
JUSTIFICATION:
As the Broadcasting program converts to its new MMC designation, this course will no longer be offered because of accreditation limitations.

A MacKinnon/Saye motion to approve this course deletion was passed unanimously.
Course Revisions

FROM: MMC 3434 - Introduction to Digital Filmmaking
Prerequisite: A minimum grade of "C" in FILM 2331.

TO: MMC 3434 - Introduction to Digital Filmmaking
Prerequisites: A minimum grade of "C" in FILM 2331, and FILM 2531 or WRIT 2531.

JUSTIFICATION:
New prerequisites enforce that students can write screenplays.

FROM: FILM 3434 - Introduction to Digital Filmmaking
Cross-List: BRCT 3434.

TO: FILM 3434 - Introduction to Digital Filmmaking
Cross-List: MMC 3434.

JUSTIFICATION:
This change is to indicate that the course BRCT 3434 has been changed to MMC 3434 and is to be cross-listed with Film 3434.

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

Department of Political Science

Dr. Christine Ludowise presented the following agenda item for the Department of Political Science.

Summary of Proposed Changes to the Justice Studies Curriculum

Rationale for Course Deletions

New Courses

CRJU 3531 - Victimology
An examination of the causes and consequences of victimization. Major emphases on victimization patterns, risk factors, the victim-offender relationship, range of injuries experienced, and the role of the victim in criminal justice proceedings. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

JUSTIFICATION:
Victimology will serve as an upper-level elective. The addition of this course accomplishes two major goals. First, it updates our program to include an important field not currently addressed in the program. Most criminal justice programs offer this course, so its addition will bring us more in line with other major institutions. Second, the addition of this course adds to our program's social justice element.

CRJU 3532 - Organized Criminality
Provides students with a realistic understanding of the problem of organized criminality in the United States. Focuses on the theories and evolution of traditional organized crime in America, as well as an examination of new and emerging organized crime groups that attempt to acquire a stronghold on criminal enterprises and activities. Examples of organized criminality examined in the class include, but are not limited to: drug trafficking, racketeering, money laundering, environmental crime, and intellectual property crime. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

JUSTIFICATION:
This course is necessary because it will provide students with a focused presentation of the origins and current roles of organized criminality, both locally and internationally. Based on the suggestive feedback from students, as well as the implementation of courses similar to this one at other universities in the United States, there is definitive utility in the implementation of this course. This
is especially true for our graduates who are entering the law enforcement, judicial, and correctional areas of the criminal justice system, as it is very likely that they will have interactions with members of these organizations.

CRJU 3533 - Crimes Against Vulnerable Populations
Provides an introductory examination of criminality against vulnerable populations via an overview of current theory, research, and trends within the context of specific victimization types. Specific crimes, their impact on victims, and their social and policy implications will be examined. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

JUSTIFICATION:
This course is necessary because it will provide students with a focused examination of criminality against vulnerable populations (i.e., children, victims of sex crimes, disabled adults, the elderly, inmates). This course investigates the treatment of groups termed "special populations" within the criminal justice system. This course will examine the characteristics of offenders who victimize and violate these populations, as well as the methods of handling those offenders through criminal justice procedure and policy. These victim populations are often victimized twice - by the offender and by well-meaning but misguided practitioners and the criminal justice system. This course will address and present strategies to provide appropriate services to marginalized victims of crime.

CRJU 3631 - Crime and Justice in Public Policy
Focuses on the intersection of crime and social justice in the policy process. Particular attention paid to the development of public policy, actors in the process, and the impact of public policy on society, social programs, and the criminal justice system. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

JUSTIFICATION:
The justice studies program does not currently offer a course on public policy. Our students, therefore, are lacking an important element in their educational and professional development in the field. This course is designed to provide students with techniques for analyzing criminal justice and social problems and with tools to develop solutions to those problems. Practitioners must often assess the benefits, costs, and consequences of various policy responses to crime and social problems in order to effectively implement those policies - or to argue successfully for change and transformation. As future leaders in the fields of criminal and social justice, our students need exposure to the policy process, the fundamentals of policy analysis, and a grounded understanding of the social, economic, and political contexts of crime and social policy. Many comparable and aspirational institutions have implemented public policy courses in the criminal justice curriculum. Furthermore, employers in the field expect their new hires to have at least a rudimentary understanding of the public policy process.

CRJU 3632 - The Death Penalty
Examines the political and legal controversies surrounding the application of capital punishment. Addresses the theoretical and legal foundation behind its use, historical trends, current practices, constitutional issues, implementation concerns, questions of bias, international law, and American exceptionalism. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

JUSTIFICATION:
The Justice Studies program has offered a course on the death penalty twice as a special topics course. Each time the course was offered, it was full, had a large waiting list, and received excellent student feedback. Courses on the death penalty are offered at many comparable institutions across the United States. A
course on the death penalty necessarily requires an ethical evaluation because of the stakes involved and the nature of the punishment (state-sanctioned killing). The course focus on the death penalty requires addressing issues attendant to capital punishment and it places the punishment clearly within a legal and social context.

**CRJU 3731 - Crimes Against Humanity**
Provided an introduction to human rights violations, including crimes against humanity, genocide, and war crimes. Focuses on crimes that are part of a widespread or systematic attack directed against a civilian population, and may include such crimes as individual and collective acts of violence, extermination, enslavement, torture, and persecution. Examines the political, historical, and philosophical explanations for crimes against humanity, as well as the development of international human rights law. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

**JUSTIFICATION:**
Crimes against humanity are among the most egregious violations of social justice and have drawn increased attention from social justice and criminal justice scholars in recent decades. International human rights law and agencies developed to investigate, adjudicate, and punish individuals and governments for crimes against humanity are growing specialties in justice studies professions. This area has become even more central to the justice studies discipline given recent concerns regarding terrorism and other threats to homeland security, international attention paid to genocide and human rights violations, and controversies surrounding counterterrorism practices, international criminal courts, and other modern responses to criminal states.

**CRJU 3732 - Conflict Resolution**
Examines the causes of conflict and the techniques to resolve conflict among colleagues, the public, and with clients in the criminal justice field. Special emphases on collaborative resolutions, mediations, arbitration, and the development of interpersonal communication skills. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

**JUSTIFICATION:**
Conflict Resolution will serve as an upper-level elective for Justice Studies majors. As employers are expecting graduates to have better writing and oratory skills, this class provides our students with an opportunity to improve upon communication skills that can be used to decrease conflict in a variety of situations that they may face in the future as employees of criminal justice agencies, non-profit organizations, and other governmental/quasi-governmental agencies. In addition, they will learn some of the traditional avenues for conflict resolution (e.g., mediation, arbitration) and participate in role playing exercises.

**CRJU 3733 - Equality, Crime, and Justice**
An introduction to forms of social stratification and how it intersects with the social realities of crime and justice. Explores the extent, causes, and consequences of institutional inequalities in power, wealth, and status within the realms of criminal offending, victimization, criminal justice processing, and criminal justice employment. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

**JUSTIFICATION:**
Social stratification has long been identified by criminologists and justice scholars as a pivotal dynamic in explaining criminal offending and victimization behaviors and as a contentious focal concern in criminal justice processing. Gender, race/ethnicity, and class, in particular, are key predictive variables in studies of both crime and the justice system. Institutional inequality courses are typical of
most criminal justice programs at many colleges and universities and are considered a primary element of social justice studies. In addition, a greater understanding of the issues of diversity and institutional inequality applicable specifically to the discipline will benefit students who pursue careers in criminal justice and related fields.

**CRJU 3831 - Popular Culture and Justice**
Examines portrayals of crime, justice, social stratification, the criminal justice system, as well as social and political responses to those issues, in television, film, and literature. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

**JUSTIFICATION:**
The overall purpose of this course will be to identify for students the impact of popular culture images on societal perceptions of crime, poverty, victimization, lawmakers, and the criminal justice system. Literature, film, news, and television influence how American society and government perceives questions of social and criminal justice. According to the New York Times ("Messages with a Mission, Embedded in TV Shows" 04/02/09) a variety of philanthropic and quasi-governmental foundations are using television to influence the behavior of watchers in the areas of new legislation, education, social causes, and health issues. Many comparable academic programs have courses dedicated to "crime and the media." We believe that a broader, richer approach is needed, which is why the emphasis is on a variety of media and portrayals of both criminal justice and social justice issues. In addition, a similar course was offered as a special topics course in Justice Studies and student feedback was very positive.

**CRJU 3931 - Issues in Homeland Security**
Provides students with an overview of the legal, practical, and ethical challenges that accompany efforts to secure the homeland against major twenty-first century threats such as terrorism and cyber-terrorism. Course topics include, but are not limited to: threat assessment, crisis response, incident prevention, and the need to reconcile governmental strategies for disrupting attacks on the homeland with the imperative of protecting civil liberties. Prerequisite: A minimum grade of "C" in CRJU 1100. 3 credit hours.

**JUSTIFICATION:**
The post-9/11 world has presented a number of new challenges to American government and to law enforcement in particular. Those challenges have been accompanied by an increasing realization that threats to homeland security, broadly conceived, are likely to be central issues in the justice studies and law enforcement fields for decades to come. Academic programs throughout the United States have begun adding a focus on homeland security to their curriculums, some even going so far as to offer certificates in homeland security studies. Moreover, because of ongoing employment opportunities for our graduates in law enforcement agencies such as the U.S. Border Patrol, the Department of Homeland Security (state and federal), the Federal Bureau of Investigation, the Georgia Bureau of Investigation, the U.S. Coast Guard, and a host of others, this course is needed to provide them with a background in homeland security, information, and training that is increasingly desired by employers.

**CRJU 4632 - Senior Seminar in Justice Studies**
A discussion-based, intensive reading and writing capstone course for Justice Studies majors and minors. Integrates material from the major core courses and addresses current issues and trends in the administration of criminal and social justice. Prerequisites: A minimum grade of "C" in CRJU 1100 and senior status (completion of at least 90 hours). 3 credit hours.
Justice Studies currently does not have a capstone course. This course would provide Justice Studies students with an overview of the significant concepts and information gained from their major courses. It will also provide an opportunity for students to demonstrate an advanced knowledge of current practices and research in the field. In addition, it would help the program address university and SACS recommendations on educational program outcome measures.

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

Course Deletions
CRJU 3332 - Community Based Corrections
JUSTIFICATION:
The material covered in this course is a somewhat more specified version of the material provided in CRJU 3331 Corrections. There is a substantial overlap in material for students who take both classes. This course will be absorbed into CRJU 3331 Corrections and an amended course description reflecting that change has been submitted. That revised course description places greater emphasis on community based correctional issues. In addition, CRJU 4031 Counseling and Supervising Offenders will incorporate aspects of the community corrections curriculum.

CRJU 3432 - Gangs, Drugs, and Criminal Justice
JUSTIFICATION:
Most of the material covered in this course is also covered in numerous courses offered by Justice Studies, Psychology, and Sociology. This causes a great deal of overlap of material for most students. Students would be best served if the material covered in this course were decentralized and taught in a variety of courses along with the implementation of more contemporary material. Aspects of this course already is or will be incorporated into the following courses: CRJU 3532 Organized Criminality, CRJU 3531 Victimology, CRJU 3431 Juvenile Justice, HLTH 3130 Substance Use and Abuse, PSYC 3236 Substance Abuse, and SOCI 3333 Deviant Behavior.

CRJU 4133 - Criminal Justice Organizations
JUSTIFICATION:
This course was created to provide a mechanism for internship students to be enrolled full-time. The course counts as a free elective - not as a major core or elective course. With the increase in on-line courses and the inclusion of the internship in the core major requirements, this course is no longer necessary.

CRJU 4732 - Politics, Government, and Criminal Justice
JUSTIFICATION:
The material covered in this course overlaps substantially with other Political Science and Justice Studies courses. This course will be replaced with the proposed class CRJU 3631 Crime and Justice in Public Policy. The new course will focus on contemporary policy issues and legislation that are relevant to social and criminal justice practitioners.

POLS 4732 - Politics, Government, and Criminal Justice
JUSTIFICATION:
The material covered in this course overlaps substantially with other Political Science and Justice Studies courses. This course will be replaced with the proposed class CRJU 3631 Crime and Justice in Public Policy. The new course
A Higgins/Saye motion to approve these course deletions was passed unanimously.

Course Revisions

FROM: CRJU 2131 - Justice and Ethics
In this course, students apply approaches to justice and ethical theories to issues in the justice system. Among the topics studied are police discretion, lawyer misconduct, rationales for punishment, the death penalty, white-collar crime, and privacy issues in preventing and investigating cyber-crime. Prerequisite: None.

TO: CRJU 2131 - Justice and Ethics
Applies ethical theories to issues in the justice system. Topics include definitions of justice, theoretical approaches to ethical conduct, and applications of ethical behavior and decision-making in law enforcement, the judiciary, and the correctional system. Prerequisite: Prior or concurrent enrollment with a minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to streamline the course description.

FROM: CRJU 3131 - Criminal Law
This course is a study of the nature, origins, and purposes of criminal law in the United States. The course will also address the constitutional limits on criminal law, the general principles of criminal liability, the elements of specific crimes, and the defenses to criminal liability, as well as an examination of the Georgia Criminal Code as it relates to specific crimes. Prerequisite: None.

TO: CRJU 3131 - Criminal Law
A study of the nature, origins, and purposes of criminal law in the United States. Addresses the constitutional limits on criminal law, general principles of criminal liability, elements of specific crimes, criminal defenses, and the application of the Georgia Criminal Code in terms of specific crimes. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to streamline the course description.

FROM: CRJU 3133 - Criminal Procedure
Students will study the legal processes from arrest through appeal, with emphasis upon the rights of the accused. Particular attention is paid to due process, the right to counsel, search and seizure, the privilege against self-incrimination, and the challenges to individual rights represented by advances in technology and information systems. Prerequisite: None.

TO: CRJU 3133 - Criminal Procedure
Focuses on the legal processes from arrest through appeal, with emphasis on the rights of the accused. Particular attention paid to due process, right to counsel, search and seizure, self-incrimination, and challenges to individual rights represented by advances in technology and information systems. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want
students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: CRJU 3134 - Criminal Investigations
This course introduces students to the fundamentals of conducting a criminal investigation. Specific topics include: gathering evidence at a crime scene, interviewing and interrogating, testifying in court, and writing investigation reports. Prerequisite: None.

TO: CRJU 3134 - Investigations
Introduces students to fundamentals of conducting investigations. Topics include: evidence gathering, interviews and interrogations, court preparation and testimony, and written reports. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: CRJU 3137 - Judicial Process
This course introduces students to the judicial process through analysis and evaluation of the main actors, institutions, processes, and procedures that affect the administration of justice. Prerequisite: None.

TO: CRJU 3137 - Judicial Process
Analyzes and evaluates the judicial process by addressing the actors, institutions, processes and procedures that affect the administration of justice. Prerequisites: POLS 1101 or a minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: CRJU 3230 - Policing
An introduction to the study of policing in American society. Focuses on a variety of topics, including the development of policing; agency structure, organization, and management; professionalism, ethics, and discretion; community policing; constraints on police action; the use of technology and computer information systems by police agencies; and special topics, such as corruption, AIDS, civil liability, and stress. Prerequisite: None.

TO: CRJU 3230 - Policing
Critical examination and assessment of American policing. Major emphases include policing history, functions, organizational structure, effectiveness of practices, community policing, and accountability measures. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: CRJU 3331 - Corrections
An overview of correctional theories, philosophies, practices, and procedures. Prerequisite: None.

TO: CRJU 3331 - Corrections
Provides an introduction to the correctional process and interventions designed to prevent and control adult criminal behavior. Addresses the philosophy and goals underlying correctional interventions, types of criminal sentencing, and penal sanctions, including community-based corrections, institutional corrections, and parole. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: CRJU 3431 - Juvenile Justice
This course provides an overview of the operation of the juvenile justice system and juvenile jurisprudence. Specifically, the course will examine the history of the juvenile justice movement and its future; explain how juveniles are handled by the system; and discuss the legal status of juveniles in the adult system. Prerequisite: None.

TO: CRJU 3431 - Juvenile Justice
Provides an overview of the juvenile justice system and juvenile jurisprudence. Examines the development of the juvenile justice system, elements that contribute to juvenile delinquency and delinquency prevention, and the treatment of juveniles by the civil and criminal justice systems. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: CRJU 4031 - Offender Counseling
An examination of theories and techniques that may be employed to influence and alter the attitudes, values, and behaviors of offenders within the boundaries of the correctional system. Prerequisite: None.

TO: CRJU 4031 - Counseling and Supervising Offenders
Examines the theories and techniques employed to influence and alter the attitudes, values, and behaviors of criminal offenders. Supervision of offenders is emphasized. Focuses on practical application of theories to case studies. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description. The course title has been changed to better reflect the subject matter.

FROM: CRJU 4032 - Criminal Behavior
An examination of criminal and deviant behaviors from a multidisciplinary approach that includes violent property offenders, delinquency, and white-collar offenses, such as fraud and computer crimes. This course addresses major theories and research, correlates of crimes including classification concepts, case studies and application by various components of the criminal justice system. Prerequisite: None.

TO: CRJU 4032 - Criminal Behavior
Examines criminal and deviant behaviors from a multidisciplinary approach. Addresses major theories and research, correlates of crime including
classification concepts, case studies, and application by components of the criminal justice system. Prerequisite: A minimum grade of "C" in CRJU 1100.

**JUSTIFICATION:**
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

**FROM:** CRJU 4135 - Directed Study in Criminal Justice
A structured, individualized research focus to be mutually designed and agreed upon by instructor and student. May be used to meet individual needs or interests that students have in various areas. Prerequisite: Junior or senior standing. Schedule Type G.

**TO:** CRJU 4135 - Directed Study in Justice Studies
A structured, individualized research focus to be mutually designed and agreed upon by instructor and student. May be used to meet individual needs or interests that students have in various areas of criminal and social justice. Prerequisites: A minimum grade of "C" in CRJU 1100 and junior or senior standing. Schedule Type H.

**JUSTIFICATION:**
Course title is changed to better reflect our continuing commitment to a multidisciplinary program that reflects both criminal and social justice elements. Prerequisites are added because students need to have completed both the introductory scope course in the field and enough upper division courses to help them better focus their areas of interest and needs. Schedule type is being changed from Independent Study to Directed Study.

**FROM:** CRJU 4231 - Criminal Justice Research Methods
This course provides students with a better understanding of research and its application in the field of justice studies. Topics include understanding the scientific method, research methodology, inductive and deductive statistics, and data analysis for report preparation. This course will include student utilization of computer-based spreadsheets, database management, and interactive statistical packages. Prerequisite: None.

**TO:** CRJU 4231 - Justice Studies Research Methods
Provides students with an understanding of research and its application in the field of justice studies. Topics include understanding the scientific method, research methodology, inductive and deductive statistics, and data analysis for report preparation. Includes student utilization of computer-based spreadsheets, database management, and interactive statistical packages. Prerequisites: STAT 2231 and a minimum grade of "C" in CRJU 1100.

**JUSTIFICATION:**
Prerequisites are added because students (a) need the introductory scope course in the field in order to be successful in upper division coursework, and (b) research methods course builds upon the introductory statistics coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description. Finally, the name change reflects our commitment to a multidisciplinary approach to justice studies.

**FROM:** CRJU 4531 - Comparative World Justice Systems
Examines the institutions of justice in various countries around the world as well as the variety of international institutions which address questions of justice. The legal, political, philosophic, social, and historical factors underlying these institutions are of primary concern. Prerequisite: None.

**TO:** CRJU 4531 - Comparative World Justice Systems
Examines the institutions of justice in various countries around the world as well as the variety of international institutions that address questions of justice. The legal, political, philosophic, social, and historical factors underlying these institutions are of primary concern. Prerequisite: A minimum grade of "C" in CRJU 1100.

**JUSTIFICATION:**
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

**FROM:** CRJU 4733 - Theories of Justice
A consideration of the primary theories of justice formulated throughout history.
Students will examine and evaluate the theoretical foundations of conceptions of justice from a variety of perspectives. Prerequisite: None.

**TO:** CRJU 4733 - Theories of Justice
A consideration of the primary theories of justice formulated throughout history.
Examines and evaluates the theoretical foundations of conceptions of justice from a variety of perspectives. Prerequisites: POLS 1101 or a minimum grade of "C" in CRJU 1100.

**JUSTIFICATION:**
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

**FROM:** CRJU 4792 - Internship in Criminal Justice
Provides students the opportunity to utilize, in a supervised work setting, the knowledge they have gained through their course work. The emphasis of the internship is on the experiential, professional, and academic development of the student. Students must attain junior or senior status and have the permission of the internship coordinator to enroll.

**TO:** CRJU 4792 - Internship in Justice Studies
Provides students the opportunity to utilize, in a supervised work setting, the knowledge they have gained through their course work. Emphasizes the experiential, professional, and academic development of the student. Students must attain junior or senior status and have the permission of the internship coordinator to enroll.

**JUSTIFICATION:**
Stream-line the course description and address the program's emphasis on criminal and social justice.

**FROM:** CRJU 4830 - Criminal Justice Administration
A study of organizational and managerial issues associated with the criminal justice system in respect to the courts, policing, and corrections. This course examines a variety of topics within the context of the criminal justice system, including: staffing and training; leadership, power, and decision-making; organizational change; and the selection and use of technology, such as network applications and management information systems. Prerequisite: None.

**TO:** CRJU 4830 - Justice Administration
Addresses organizational and managerial issues associated with the criminal justice system in respect to the courts, policing, and corrections. Attention is paid to a variety of topics within the context of the criminal justice system, including: staffing and training; leadership, power, and decision-making; organizational
change; budgeting, and the selection and use of technology. Prerequisite: A minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisites are added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: POLS 3137 - Judicial Process
This course introduces students to the judicial process through analysis and evaluation of the main actors, institutions, processes, and procedures that affect the administration of justice. Prerequisite: None.

TO: POLS 3137 - Judicial Process
Analyzes and evaluates the judicial process by addressing the actors, institutions, processes and procedures that affect the administration of justice. Prerequisites: POLS 1101 or a minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

FROM: POLS 4733 - Theories of Justice
A consideration of the primary theories of justice formulated throughout history. Students will examine and evaluate the theoretical foundations of conceptions of justice from a variety of perspectives. Prerequisite: None.

TO: POLS 4733 - Theories of Justice
A consideration of the primary theories of justice formulated through history. Examines and evaluates the theoretical foundations of conceptions of justice from a variety of perspectives. Prerequisites: POLS 1101 or a minimum grade of “C” in CRJU 1100.

JUSTIFICATION:
Prerequisite is added because students need the introductory scope course in the field in order to be successful in upper division coursework. We want students to have a foundation in the subject. We also wanted to stream-line the course description.

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

New or Revised Programs
B.S.J.S. Justice Studies
JUSTIFICATION:
The justice studies program would like to more fully emphasize a commitment to the study of both criminal justice and social justice. We would like to update our program to reflect that commitment. In addition, we would like to update the program to better reflect the current state of the field and to provide expanded opportunities for students to acquire the knowledge and skills that will enable them to be more competitive both on the job market and in academic pursuits. Finally, we believe that the proposed changes to our curriculum will expand the already distinctive nature of the justice studies program and set us further apart from more traditional criminal justice programs both in the state of Georgia and nationally.
A MacKinnon/Higgins motion to approve this program revision was passed unanimously.

Information Technology and the Administration of Justice Second Discipline
JUSTIFICATION:
These changes to the 2\textsuperscript{nd} Discipline are in name only. The Justice Studies program is offering the same classes in the 2\textsuperscript{nd} Discipline but have changed the name of the courses in line with the growth and development of the Justice Studies Program and BSJS in Justice Studies. The justice studies program would like to more fully emphasize a commitment to the study of both criminal justice and social justice. We would like to update our program to reflect that commitment. In addition, we would like to update the program to better reflect the current state of the field and to provide expanded opportunities for students to acquire the knowledge and skills that will enable them to be more competitive both on the job market and in academic pursuits. Finally, we believe that the proposed changes to our curriculum will expand the already distinctive nature of the justice studies program and set us further apart from more traditional criminal justice programs both in the state of Georgia and nationally.

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

\section*{Department of Sociology and Anthropology}
Dr. Christine Ludowise presented the following agenda item for the Department of Sociology and Anthropology.

\textbf{Course Deletion}
\textbf{SOCI 3432 - Gangs, Drugs, and Criminal Justice}
JUSTIFICATION:
Most of the material covered in this course is also covered in numerous courses offered by Justice Studies, Psychology, and Sociology. This causes a great deal of overlap of material for most students. Students would be best served if the material covered in this course were decentralized and taught in a variety of courses along with the implementation of more contemporary material. Aspects of this course already is or will be incorporated into the following courses: CRJU 3532 Organized Criminality, CRJU 3531 Victimology, CRJU 3431 Juvenile Justice, HLTH 3130 Substance Use and Abuse, PSYC 3236 Substance Abuse, and SOCI 3333 Deviant Behavior.

\textbf{New or Revised Programs}
\textbf{B.A. Sociology}
JUSTIFICATION:
We are simply deleting a cross-listed class at the request of our colleagues in Justice Studies.

\textbf{B.S. Sociology}
JUSTIFICATION:
We are simply deleting a cross-listed class at the request of our colleagues in Justice Studies.

A Higgins/Frost motion to approve the course deletions and program revisions was passed unanimously.

\section*{VIII. OTHER BUSINESS}
- Dr. Ron MacKinnon asked that members discuss issues they may have about certain agenda items prior to the meeting. No one opposed.
IX. ADJOURNMENT

- There being no further business to come before the committee, a Saye/Morris motion to adjourn the meeting at 4:20 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary

Summary of the Academic Advisory Council
Chair: Gary Means, Acting Provost
Faculty Senate Librarian’s Report for October 21, 2009

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

Academic Standards Committee
Chair: Stuart Tedders (CHHS)
No report submitted.

Elections Committee
Chair: Patricia Humphrey, Senate Librarian (COST)
No report submitted.

Faculty Development Committee
Chair: Fred Smith (LIB)

September 24, 2009
11:00am to 12 Noon

Attending: Ann Marshall, Lori Lester, Chunsan Zhao, Tony Parillo, Alice Hall, Patricia Hendrix, Alan Altany, William Amponsah, John O’Malley, and Fred Smith. (note on attendance: there is no time we can all meet. We all score the grants then take turns on who misses the meeting)

Budget: After the amounts for previously approved funding were subtracted, the Committee was left with around $77,000. This is to cover one cycle of development of instruction grants and two rounds of travel.

Grant Funding Decisions for Development of Instruction Grants: Fourteen applications were submitted and five were selected for funding. A total of roughly $21,800 was allocated for the five. One was only partially funded due to the unusually large amount requested.

October 12, 2009
11:00am to 12 Noon

Attending: Ann Marshall, Lori Lester, Chunsan Zhao, Tony Parillo, Alice Hall, Patricia Hendrix, Alan Altany, and Fred Smith. (note on attendance: there is no time we can all meet. We all score the grants then take turns on who misses the meeting)

Fiscal year budget problem update: Since the last Faculty Development Committee meeting, Alan Altany, Fred Smith, and Patricia Hendrix met with Tabitha Irwin, a budget specialist from the Provost’s Office. It was decided that the Committee would continue to support the summer stipends and summer travel unless there was such a budget
crises that the budget for the Faculty Development Committee was completely eliminated. Funding for the summer stipends and summer travel will be added to the grant recipients’ first pay check of the following fall semester. A note will be added to the application instructions for summer stipends and summer travel to the effect that even if the Committee approves the funding of these grants, there is a small chance they won’t be funded.

**Funding decision on first round of travel grants:** The Committee started with about $60,000 to fund the two remaining rounds of travel. So the Committee decided to divide the remaining funding in half and find a stopping point close to $30,000.

Patricia Hendrix, CET Secretary, had prepared a spreadsheet which included the combined Committee scores and the amounts requested.

A total of 34 grant applications were submitted, but one was withdrawn, which left 33. There was a gap in the scores indicated a good stopping point at $29,134. Of the 33, all but five were funded.

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**Faculty Research Committee**
Chair: Caren Town (CLASS)

No report submitted.

**Faculty Service Committee**
Chair: Stuart Tedders (CHHS)

Faculty Service Committee Meeting Report

Friday, September 18, 2009
Marvin Pittman Room 2002
9:30a-10:30a

Committee members in attendance: Brent Wolfe, CHHS; Cheryl Aasheim, CIT; Morgan Miles, COBA; Bob Lake, COE; Billur Kaymakcalan, COST; Jonathan Harwell, LIB; Stuart Tedders, JPHCOPH/Chair

Others present: Amy Heaston, ex oficio, Tabitha Irvin, coordinator

Faculty Service Committee Report
- Dr. Tedders welcomed the committee
- Committee introductions
- $48,400 original budget
- -$1,200 unexpected expense (Early year end close)
- $10,740.34 Excellence in Service Winners
- $36,459.66 Available funds
  - Discussed committee procedures
  - How to categorize funding?
    - Committee unanimously approved to separate travel from projects
    - $500 to all funded travel more if available funds
  - Also agreed to a 60/40 ratio for Round 1 and Round 2 respectively
  - Reminder of proposal deadline Oct. 5, 2009
  - Proposal uploaded to SharePoint for review by Oct. 12, 2009 earlier if possible
  - Allocation meeting reminder—October 21, 11a-1p

Faculty Welfare Committee
Chair: Sonya Huber Humes (COST)

Georgia Southern University
Faculty Welfare Committee (FWC) of the Faculty Senate Meeting
1107 Herty Building 10-11:00 AM
September 23, 2009
Minutes

Present: June Alberto, Marie Botkin (recording), Jim Braselton, Joan Ellen Broome, Laura, Gunn, Sonya Huber (presiding), Cynthia Frost, Greg Harwood, Swati Raychowdhury, Manouchehr Tabatabaei, Mark Welford, LeVon Wilson

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Action</th>
<th>Responsible Person/Comments</th>
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<tbody>
<tr>
<td>Introductions and welcome to new member, Swati Raychowdhury</td>
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<tr>
<td>Agenda topic—Lecturer and Senior Lecturer Policy</td>
<td>• Reading of draft to be inserted into the Faculty Handbook</td>
<td>Sonya Huber will redraft and bring back for next meeting</td>
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<td>• Discussion of the contrast between Senior Lecturer and Temporary Lecturer</td>
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<td>• Discussion of maximum course hours lecturers teach for a full load</td>
<td>Gregory Harwood will consult with Jean Paul Carton about the BOR</td>
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<td>• Discussion of striking specific requirements for promotion from Temporary to Senior Lecturer</td>
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<td>• Discussion of the use of specific language from</td>
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### Agenda topic- College-wide policy for class size

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<th>Discussion of varying requirements for the number of students in a course that make it count for two courses</th>
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<td>Queries set forth to all deans regarding the issue of the number of students in large classes that make the course qualify as a double load</td>
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<td>Issue suggested by Mark Welford</td>
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<td>All members of the FWC were asked to find out this information from their respective deans</td>
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### Future Business - Topics / Action to be determined by the SEC and FWC members.

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<td></td>
<td>New draft for Lecturer Policy</td>
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<td></td>
<td>Comparison of numbers of students in large classes that make the course qualify as a double load from each college</td>
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### Future Meetings of the FWC- Change in meeting time

<table>
<thead>
<tr>
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<th>To be held in Herty 1107 every other Wednesday at 8:00 a.m. to accommodate new member.</th>
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<td>Next meeting 10/7/09.</td>
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**Library Committee**

Chair: Greg Harwood (CLASS)

No report submitted.

**Graduate Committee**

Chair: Bob Ferneckes (LIB)

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**GRADUATE COMMITTEE MINUTES**

Chair: Dr. Robert Fernekes

Graduate Committee Meeting Date - September 10, 2009

Present: Dr. Deborah Allen, CHHS; Dr. Jim McMillan, CHHS; Dr. John Dyer, CIT; Dr. Richard Flynn, CLASS; Dr. Delores Liston, COE; Dr. Lisa Schulz, COE; Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Simone Charles, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
I. CALL TO ORDER
Dr. Robert Fernekes called the meeting to order on Thursday, September 10, 2009 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Jim McMillan made a motion to approve the agenda as written. A second was made by Dr. Lisa Schulz. The motion to approve was passed.

III. SHAREPOINT PRESENTATION BY PAM DEAL AND RON STALNAKER
Ms. Pam Deal began by asking the committee what information they would want to know about SharePoint. The major concerns were what SharePoint is, the document storage usage, training, and how it is different from GeorgiaVIEW.

Mr. Ron Stalnaker explained that SharePoint is still in the beginning stages of intranet use, and it is currently being used by project management and committees. Some of the uses consist of collaboration and sharing documents back and fourth, reporting and responding to issues, and assigning tasks. SharePoint also allows the user to do contact management and integrates with desktops, so it removes the technological expertise that is needed when updating a website. It has the feature of workflow that GeorgiaVIEW does not have. This feature eliminates the paper documents that are needed when someone is requesting access to a website. Ms. Deal shared that another feature is that users can set up personal alerts to notify them of any changes to the website. Mr. Stalnaker stated that technical issues are being worked out and they are still in the planning stage.

Dr. Richard Flynn asked if there are restrictions of what Colleges can put on their websites and Mr. Stalnaker informed the committee that Marketing and Communications is addressing that issue. Dr. Fernekes asked if there is faculty involvement to help identify faculty concerns and who the point of contact would be if they have questions. Mr. Stalnaker stated that Mr. Christian Flathman, in Marketing and Communications, is setting up an advisory council and there will be faculty on the council. Ms. Deal added that the council will also have student representation.

Dr. John Dyer asked if Information Technology Services could be scheduled to meet with the Graduate Committee in a computer lab so that SharePoint’s features can be better explained and demonstrated with committee members. Mr. Stalnaker and Ms. Deal accepted and the committee agreed to use the first part of the October Graduate Committee meeting for a training session in SharePoint and that the remainder of the meeting would follow. Dr. Fernekes suggested that Dr. Dyer work with Mr. Stalnaker to get a Graduate Committee template set up to use during the training section. Different locations were discussed for the October meeting.

IV. NEW BUSINESS
A. College of Information Technology
   Dr. Jim Harris presented the program agenda item for the College of Information Technology.
   
   New Program:
   Master of Science in Computer Science
   
   JUSTIFICATION:
   Despite the current economy, the outlook for software professional is quite good. According to the U.S. Department of Labor (http://www.bls.gov/oco/ocos267.htm) “Computer software
engineers are one of the occupations projected to grow the fastest and add the most new jobs over the 2006-16 decade” Money magazine’s top 10 jobs of 2008 are (in order):

1. Software Engineer
2. College Professor
3. Financial Adviser
4. Human Resources Manager
5. Physician Assistant
6. Market Research Analyst
7. Computer IT Analyst
8. Real Estate Appraiser
9. Pharmacist
10. Psychologist

Also, according to the U.S. Department of Labor (http://www.bls.gov/oco/ocos042.htm), “The rapid and widespread use of computers and information technology has generated a need for highly trained workers proficient in various job functions. These computer specialists include computer scientists, database administrators, and network systems and data communication analysts. Job tasks and occupational titles used to describe these workers evolve rapidly and continually, reflecting new areas of specialization or changes in technology, as well as the preferences and practices of employers.”

Finally, according to the Georgia Tech Research News (April 2005, http://gtresearchnews.gatech.edu/newsrelease/occupations.htm) “Though Georgia’s technology industry has been in a downturn since 2001, the number of state residents employed in high tech occupations – paying high wages has actually grown during that time, a Georgia Institute of Technology analysis of employment and wage data shows. Computer systems and software specialists are enabling a lot of different industries, not just information technology services firms, said Jan Youtie, a principal research associate in Georgia Tech’s Economic Development Institute. Analyzing data from both federal and state sources, Youtie and collaborators Philip Shapira and Jue Wang found that jobs requiring high levels of education grew 12 percent in Georgia from 2001 to 2003. While these high tech occupations added approximately 9,000 jobs to the state’s economy, employment in the rest of the state’s occupations declined by two percent.” In fact, according to Youtie, Shapira, and Wang, the number of computer systems and software specialists grew 26% over that period of time.

Dr. Flynn expressed concern that the MS in Computer Science would have a negative impact on undergraduate education. He also commented on the larger class sizes for undergraduate courses, since they would only be offered at certain times instead of each semester. There was a discussion of how non-tenured faculty would possibly be teaching undergraduate courses while full faculty may be involved in the graduate courses during the development of the new graduate program.

Mr. Jonathan Harwell questioned the library resources that would be needed to support this new program. He shared a message that was sent to library contacts from Dean Bede Mitchell. The message stated:

“No one from CIT has indicated to us that anything in the way of library resources are needed to support this proposed new program. As you know, if additional information resources are necessary to support a new proposed program, the program proposal should either include specific costs in the budget request, or a plan should be developed with the Dean of the Library to redirect funds from other information resources to cover the costs of the new resources. Funding will not be available for information resources not specified in the program proposal unless the funds are raised privately.”
Dr. Harris explained that the library resources are already available through the Mathematics Department. Dr. McMillan asked if the College of Information Technology had talked with the Mathematics Department to see if their students plan to move from the Computer Science concentration over into the MS in Computer Science, if approved, and what kind of impact that would make on the MS in Mathematics graduate program.

There was some discussion of the dual listed courses involved in the proposed program. Dr. Dick Diebolt asked if the College of Information Technology would consider changing them to 6000 level courses.

MOTION: Mr. Jonathan Harwell made a motion to table the New Program submission until a later meeting date, to give the College of Information Technology time to address the issues listed below.

1. Address the concern raised about the impact of the graduate program on the undergraduate program. How can the program be implemented without negatively impacting the undergraduate program? Rethink how the narrative is written.

2. Provide a more realistic and detailed budget that reflects how current resources will be expended to support the program, what new resources will be needed, and how these expenditures will be financially supported? The narrative needs to better explain the impact of the proposed program on current resources (including faculty).

3. Confirm discussions with the Library that describes library resources that will be used or needed to support the program and can meet accreditation standards as needed and a budget of the items.

4. Provide a summary to be shared with the Graduate Committee of discussions between the Computer Science and Mathematics Departments regarding:
   a. the development of the MS in Computer Science and how it will affect the MS in Mathematics-Computer Science concentration.
   b. Whether or not the Computer Science concentration in the MS – Mathematics program would be dropped.

5. Address the concern raised regarding having three 5000G courses comprising the core requirements of the program of study. How will these courses truly be graduate level work? If the intent (as explained by the department chair) is not to allow undergraduate students to enroll, then why hasn’t the program developed 6000 or 7000 level courses for the core requirements of the degree program?

A second was made by Dr. Flynn. The motion to table the MS in Computer Science Program until it is brought back for further consideration was approved.

V. A. OLD BUSINESS

i. Dual Listed Courses – A handout was distributed to the committee with the proposal of the Dual Listed Courses that was drafted by Dr. Diebolt. Dr. Diebolt reported that he reviewed other university policies along with the Board of Regents and SACS policies. The proposal is as follow:

   **Policy on Dual-Listed Undergraduate-Graduate Courses**

   **Policy Statement:** *(Proposed Catalog Copy)*
The Board of Regents Academic Affairs Handbook, (Section 203.02, New Academic Program, part IV.4.d) states that if courses in a proposed masters program are cross-listed as undergraduate courses it must be indicated what safeguards are employed to ensure that courses taken as undergraduates are not repeated or that requirements are significantly different for graduate students and undergraduates enrolled in the same course. Therefore, it is the policy of Georgia Southern University that new course curriculum forms and syllabi for dual-listed courses at the undergraduate and graduate levels (courses in which both graduate and undergraduate students attend the same class but receive credit under different course numbers) clearly specify how the nature of the work expected of the students and the criteria for evaluation of the work produced be appropriate with the degree level¹. A proposed dual-listed course (numbered 5000 – 5999 with a “G” suffix) will also include the reason(s) the course is considered as sufficiently rigorous and of such an advanced nature to challenge graduate students. It will be the responsibility of the department to determine the number of dual-listed courses or credits to meet the requirements for an advanced degree providing the number does not exceed 50 percent of the degree requirements. Academic units heads (department chairs and/or program directors will be responsible for assuring that course syllabi within their unit satisfy this policy through timely syllabi audits. The College of Graduate Studies will be responsible for ensuring that graduate degree students comply with the number or percentage of dual-listed courses or credits that are permitted to be counted toward degree requirements.

**Justification:**

Currently, dual listed courses are only required to include a statement that graduate students will be required to do extra work to receive graduate credit. However, there is no current formal institutional policy on dual-listed courses that specifies that requirements be commensurate with degree level. SACS Accreditation Standard 3.4.6 requires that, “The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery”. Therefore, the policy will address the SACS accreditation standards and provide direction on dual-listed course expectations.

¹The nature of work and work products may vary by quality and/or quantity. The differential expectations of additional work for graduate students compared to undergraduate students should be described not in abstract terms (such as “more in-depth participation) but in terms of concrete measurable out-comes of other tangible evidence. This may include specific examples of the additional assignments with details about paper length; the number of additional readings; the length and frequency of oral presentations; portfolio expectations; studio presentations; indications of how these graduate requirements are weighted in the course grade; comparisons with undergraduate expectations. Graduate level work products may also be required to show a greater degree of analysis, synthesis or evaluation of knowledge. The quantity of graduate work may be differentiated by requiring more work products (i.e., additional assignments, projects or examination) at the graduate level compared to the undergraduate level.

**Implementation:**

Modify #5 (Student Assessment Procedures: Briefly describe how student learning will be assessed) on the curriculum amendment New Course Form to:

5. **Student Assessment Procedures:**

   (a) Briefly describe how student learning will be assessed.

   (b) If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.
Dean Charlie Hardy asked if specifics should be included on the implementation. After some discussion it was agreed that the proposal of the implementation did not have change, but for attention to be made to highlight the need for further detail in the justification. Dr. McMillan made a motion to approve the proposed catalog paragraph and the revisions of #5 on the curriculum new course forms. A second was made by Dr. Flynn. With no objections from the committee, the motion to approve the Dual Listed Course proposal was approved.

B. SUBCOMMITTEE REPORTS & UPDATES

i. Vision For Graduate Education (BluePrint Ad Hoc Committee) – Mr. Harwell announced that the BluePrint Ad Hoc Committee met with Dr. Amy Heaston last week and that feedback was provided from Dean’s Council. He stated that they are in the process of developing a completely new draft of the Vision for Graduate Education, and that this draft will be much shorter than the previous ones. The plan is to have the new draft available to the Graduate Committee before the October Graduate Committee Meeting and to Dean’s Council, via Dr. Heaston, so that any revisions can be addressed in the October meeting.

VI. OTHER BUSINESS

Dr. Fernekes stated that the October 8, 2009 Graduate Committee meeting location will be announced and included on the October Agenda.

Dr. McMillan reminded the committee that the first presidential candidate will be on campus Friday, September 11, at 8:00 AM for a faculty forum. He encouraged faculty members in attend the meeting. Dr. Heaston stated if Friday’s meeting conflicted with anyone’s schedule then all faculty and staff may attend the Open Forum today at 4:00 PM in the Performing Arts Center.

Dr. Fernekes announced that the Fall semester Library Workshop Schedule is now online, and includes research and computer workshops.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on September 10, 2009 at 9:57 AM.

VIII. INFORMATION ITEM (October Meeting Location)

The October 8th Graduate Committee meeting will be held in the Professional Development Center (PDC), in room 3314, and will start with the SharePoint demonstration and discussion. Ms. Deal has reserved the room from 9:00 -11:00 AM so that the Committee may address all agenda items.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved September 22, 2009
by electronic vote of Committee

Undergraduate Committee
Chair: Bob Jackson (COBA)

No report submitted.

Summary of the Academic Advisory Council
Chair: Gary Means, Acting Provost
The AAC met September 22.

Sarah Smith gave a report on admissions status for Spring, Summer and Fall 2010 to date. It’s extremely early to make any projections at this point. She did point out that we had a 35.6% matriculation rate of admitted students for Fall 09. They started accepting students for Fall 10 on September 10; the target (possibly a moving target) is approximately 2900 Freshmen next year. The current acceptance criteria are a minimum 1000 SAT (21 ACT composite) and a 2.0 College prep GPA. Students with SATs between 920 and 990 may be accepted into EIP (they anticipate this number to be about 500 – the same as for Fall 09).

Mike Deal (Registrar) gave the enrollment update (which would be finalized October 7). At that point, there were over 19,000 students enrolled. He also discussed coding courses/sections as on-line/hybrid/technology enhanced. This information is used at the BOR.

Steve Burrell (VP - Information Services) gave an update on this year’s Student Tech Fee process. In order to make the process more transparent, all applications will be submitted through SharePoint. The deadline for applications for money will be October 23. Deans will have until October 30 to prioritize the departments’ requests. Executive Review is to take place on November 4. The Committee (6 students and 5 faculty/staff – the same members as last year) will meet November 6 and 20 to discuss the applications and make allocation decisions. In 2008-09, $3,649,388 of tech fee money was allocated. They keep approximately $500,000 for an emergency reserve fund (fire, theft, etc).

Jayne Perkins Brown presented information on graduation and retention rates. Our Fall 2003 cohort had a 6-year graduation rate of 47.7%, which continues an increasing trend. The Fall 2005 cohort had a 4-year graduation rate of 20.8%, again on an increasing trend. Our 6-year graduation rates are near the bottom of our peer and aspiration list. However, our freshman retention (81% last year) was in the middle of that list.

Acting Provost Gary Means presented information on the Graduation Rate Task Force. This is a priority from the USG office. Regent Potts will serve as chair. The task force will be comprised of two other regents, two directors of institutional research, and representatives from the System office. Their first milestones are: January 2010 – analysis of data that identifies predictors of graduation rates and June 2010 – Institutions submit three-year plans for improving graduation rates.

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

**Academic Standards Committee**
Chair: Stuart Tedders (CHHS)

**Elections Committee**
Chair: Patricia Humphrey, Senate Librarian (COST)

**Faculty Development Committee**
Chair: Fred Smith (LIB)

**Faculty Research Committee**
Chair: Caren Town (CLASS)

**Faculty Service Committee**
Chair: Stuart Tedders (CHHS)

**Faculty Welfare Committee**
Chair: Sonya Huber Humes (COST)

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**Faculty Welfare Committee**

October 7, 2009

The Faculty Welfare Committee met on Wednesday, October 7, 2009 at 8:00 a.m. in Herty Building, Room 1107.

Members in attendance: Jim Braselton (COST), Joe Ruhland (COBA), June Alberto (CHHS), Mark Welford (COST), Sonya Huber (CLASS), Greg Harwood (CLASS), Ardzan Greca (CIT), Laura Gunn (COPH), LeVon E. Wilson (COBA)

1. The focus of the meeting was the formation of a Lecturer Policy for inclusion into the Faculty Handbook. The members in attendance agreed in principal to the following regarding a Georgia Southern Lecturer Policy.
   a. Emphasize Board of Regents policy.
   b. The committee agreed that lecturers enjoyed the same rights as faculty in regards to membership on committees such as Faculty Senate. We need to revisit BOR 8.1.1 that states rights of lecturers.
   c. We extensively discussed evaluation and promotion procedures from Lecturer to Senior Lecturer. The policy at Southern Poly seemed particularly reasonable. The locus of responsibility will be at the Department/Unit level.
d. We also hope to clarify teaching load: 12 hours or 15 hours? Contact hours or credit hours? The Committee felt that hours in determining teaching load be based on contact hours rather than credit hours.

2. Sonya will send out another revision of the draft policy.
3. Our next meeting is scheduled for October 21 at 8:00 a.m. in Herty Building, Room 1107.
4. The meeting was adjourned at 8:50.

Senate Faculty Welfare Committee
October 21, 2009
Herty Building Rm. 1107
8:00 – 9:00 A.M.
Minutes

The Senate Faculty Welfare Committee met on October 21, 2009. Members in attendance included: Sonya Huber, Chair (CLASS), Joan Broome, Recording (LIB), Jim Braselton (COST), Marla Morris (COE), Manoucher Tabatabaei (CIT), Le Von E. Wilson (COBA), June Alberto (CHHS), Cynthia Frost (LIB), Marie Botkin (CHHS), Joe Ruhland (COBA), Greg Harwood (CLASS), Ardian Greca (CIT), Mark Welford (COST), Ming Fang He (COE), Laura Gunn (COPH).

The first order of business was to approve the agenda of the meeting.

The proposed motion calling for a revision in the language of the Lecturer and Senior Lecturer Policy statement labeled, Section 214.01 Lecturers, in the Faculty Handbook was revisited. Thanks to Greg Harwood for researching past policy and making further refinements.

The final sentence of the opening paragraph, “The position is governed by all provisions of the Board of Regents’ Policy 8.3.8.1, including being capped at no more than 20% of the corps of instruction (insert comma), [with the understanding that the administration will (ensure change to facilitate) reasonable distribution among schools and departments],” elicited the most discussion. Changes suggested appear in red. Greg H. noted that the phrasing in blue brackets for the final sentence was not from the BOR manual but taken from the wording in Southern Polytechnic’s manual. The word “reasonable” should stand.

Minor changes (in bold red) were suggested for the final sentence of paragraph two under Section 214.01.02 Evaluations. It should read: “The Departmental review committee shall be composed (add) of at least 3 members….. In Section 214.01.03 Promotion to Senior Lecturer, paragraph one, second sentence. It should read, “To be promoted, to senior lecturer….” (delete comma that appears after “promoted”).

A motion to place the entire revision on hold until a new president arrives, passed unanimously.

The motion from Cliff Price (temporary instructor in Writing & Linguistics) regarding service on the Senate Faculty for temporary faculty is still on hold. The BOR is supposed to be in the process of re-examining, re-defining lecturer/instructor categories. According to Lee Davis, in the Legal Affairs Office, this issue is on the docket but there is no timeline. Therefore the committee tabled consideration of the Price motion for a period of two weeks.

During a discussion about the status of temporary faculty, several points were raised. Dr. Welford observed that, currently, there are NO Service expectations for them; Dr. Braselton noted that a statute change would be required to address this; and Dr. Ming Fang He brought up the fact that they are the MOST vulnerable faculty. Joan Broome wondered if an ombudsman position in the Faculty Senate, held by a tenured faculty member, could be created to give temporary faculty a place at the table. FWC members were receptive to the idea. Broome will formulate a motion to that effect to be submitted for consideration at the next meeting.
The next meeting is scheduled for Wednesday at 10 A.M. in the Herty Building, Room 1107. Meetings will alternate between the 8 AM and 10 AM to allow equal participation for faculty who have scheduling conflicts at either of those times.
Meeting adjourned at 9:00 A.M.

Library Committee
Chair: Greg Harwood (CLASS)

Graduate Committee
Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – October 8, 2009

Present: Dr. Deborah Allen, CHHS; Dr. John Dyer, CIT; Dr. Richard Flynn, CLASS; Dr. Delores Liston, COE; Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Jim McMillan, CHHS; Dr. Ardian Greca, CIT; Dr. Bill Yang, COBA; Dr. Lisa Schulz, COE; Dr. Chunshan Zhao, COST; Dr. Simone Charles, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Chris Kadlec (Alternate, CIT); Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Dr. Amy Heaston, VPAA; Ms. Candace Griffith, VPAA; Dr. Deborah Thomas, COE; Mr. Wayne Smith, Registrar; Mr. Toby Ziglar, Graduate Admissions; Dr. Jim Harris, CIT; Dr. Robert Cook, CIT; Dr. Ron Shiffler, Dean, COBA/CIT; Mr. Ron Stalnaker, ITS; Mr. Eric Floyd, CATS; Mr. Jason Vickers, ITS; Mr. John Tucker, ITS

Absent: Dr. Pat Walker, CLASS; Dr. Donna Fisher, COBA

I. CALL TO ORDER
Dr. Robert Fernekes called the meeting to order on Thursday, October 8, 2009 at 9:02 AM.

II. APPROVAL OF AGENDA
Dr. Jim McMillan made a motion to approve the agenda as written. A second was made by Dr. Richard Flynn. The motion to approve was passed.

III. SHAREPOINT DEMONSTRATION BY ERIC FLOYD
Mr. Eric Floyd, from the Center for Academic Technology Support, began by introducing Mr. Ron Stalnaker, Mr. Jason Vickers and Mr. John Tucker, who were some of the people involved in getting the Graduate Committee SharePoint site active. He continued with a short PowerPoint presentation, and then the SharePoint demonstration.
Mr. Floyd recommended that the committee members bookmark the site for easier access, and stated that SharePoint is more compatible with Internet Explorer. He reviewed some of the basic functions that can be utilized through SharePoint, and stated that if anyone ever has questions when using the site for them to call (912) 478-0882, or email etc@georgiasouthern.edu.

He also mentioned a link that the committee may want to review, which includes SharePoint video tutorials. http://www.sharepointhosting.com/video_tutorials.html

IV. NEW BUSINESS

A. College of Education

Dr. Deborah Thomas presented the program agenda item for the College of Education.

Course Deletions:

a) TCED 5236G
b) TCED 5237G
c) TCED 5238G
d) TCED 5239G

JUSTIFICATION:
The B.S.Ed. in Technology Education program has been deleted and removed from the catalogue. These graduate courses are no longer needed.

Revised Programs:

a) M.Ed. in Teaching and Learning, Concentration One in MGED – effective 200908
   JUSTIFICATION:
   MSED 7535 is no longer a prerequisite for ESED 7131 for candidates completing the M.Ed. in Teaching and Learning: Concentration One, Middle Grades Education who have identified mathematics education as their teaching concentration.

b) M.Ed. in Teaching and Learning, Concentration Two with an emphasis in Technology Education – effective 201108
   JUSTIFICATION:
The Technology Education emphasis area in the M.Ed. in Teaching and Learning is being removed (effective 201108) as a result of low enrollments. A Transition Plan for current students is attached.

c) Ed.S. in Teaching and Learning, Technology Education emphasis area – effective 201108
JUSTIFICATION:
The M.Ed. in Teaching and Learning: Concentration Two Secondary Education with an emphasis in Technology Education is being deleted along with the graduate courses in Technology Education as a result of low enrollments; therefore, there will not be advanced courses in Technology Education to support the Technology Education emphasis in the Ed.S. in Teaching and Learning (effective 201108). The Transition Plan for Ed.S. students currently pursuing the Technology Education emphasis area is attached.

Other Catalog Copy:
a) Alternative Teacher Certification Programs and Non-Degree Graduate Studies
JUSTIFICATION:
The Catalog sections for "Alternative Teacher Certification Programs" and "Non-Degree Graduate Studies" need to reflect approved changes that have been made in the M.A.T., the School Psychology program, and the Educational Leadership programs.

MOTION: Dr. Lisa Schulz made a motion to approve the submissions from the College of Education. A second was made by Dr. Flynn. The motion to approve the Course Deletions, Revised Programs, and Catalog section was approved.

B. College of Liberal Arts and Social Sciences

Department of Writing and Linguistics
Course Revisions:
LING - various courses - Prerequisite Change Involving English 1102 for Graduate Courses
JUSTIFICATION:
The current catalog erroneously lists English 1102, an undergraduate course, as the prerequisite. The change will reflect the graduate nature of the courses listed. See attachment.

WGST 5633G - Prerequisite Change Involving English 1102 for Graduate Courses
JUSTIFICATION:
The current catalog erroneously lists English 1102, an undergraduate course, as the prerequisite. The change will reflect the graduate nature of the courses listed.

WRIT - various courses - Prerequisite Change Involving English 1102 for Graduate Courses
JUSTIFICATION:
The current catalog erroneously lists English 1102, an undergraduate course, as the prerequisite. The change will reflect the graduate nature of the courses listed.

WRIT 7260 – Writing Project
JUSTIFICATION:
Revisions in this form reflect minor changes in the face-to-face contact hours and course description that allows teachers to participate more than once for professional development hours. The change in description reflects that admission to the institute is by invitation only.

There was no one present from the Department of Writing and Linguistics to discuss the course revisions submitted by the College of Liberal Arts and Social Sciences.

MOTION: Dr. McMillan made a motion to table the Course Revisions submitted by the Department of Writing and Linguistics. A second was made by Dr. Flynn. The motion to table the Course Revisions was passed.

C. College of Health and Human Sciences

Dr. Deborah Allen presented the program agenda item for the College of Health and Human Sciences.

School of Nursing
Revision in admission requirements for Doctor of Nursing Practice (DNP) program.
JUSTIFICATION:
Dr. McMillan asked for clarification, based on the revised admission requirements, of how the GRE scores will be evaluated for DNP applicants. Dr. Allen explained that there will not be a minimum test requirement, and that the School of Nursing has a credential grid that they use when reviewing applicants to see if they meet program requirements.

MOTION: Dr. McMillan made a motion to approve the revised admission requirements for the DNP program that was submitted by the College of Health and Human Sciences. A second was made by Dr. Ardian Greca. The motion to approve the revised admission requirements was approved.

V. A. OLD BUSINESS – Mr. Jonathan Harwell made a motion to un-table the Masters of Computer Science program proposal that was tabled during the September 10th Graduate Committee Meeting. The revised program proposal and course submissions is below:

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)
Georgia Southern University

New Course Form

To: □ Undergraduate Committee  □ Graduate Committee
   (Date Format: 99/99/99) UC/GC Meeting Date: ______
   (Date Format: 99/99/99) Date Submitted: ______
   (Term Format: 200608) Proposed Effective Term: ______
   CIP Code: ______

College Code: 19 - CIT    Department Code: ______  Department: ______

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.

   Low High
   (Must Be Completed) (Only for variable hours)
   Credit Hours: ______  __   Drop-Down   Drop-Down
   Billing Hours: ______  __   Drop-Down   Drop-Down
   Lecture/Seminar Contact Hours: ______  __   Drop-Down   Drop-Down
   Lab Contact Hours: ______  __   Drop-Down   Drop-Down
   Will multiple labs be offered for each lecture section? ______
   Other Contact Hours: ______  __   Drop-Down   Drop-Down
   Total Contact Hours: ______  __   Drop-Down   Drop-Down
   Ratio of Contact Hours to Credit Hours: ______

5. Repeatable for Credit: No
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

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
   (Default)

10. Schedule Type: M = Asynchronous Instruction  Drop-down  Drop-down  Drop-down
    (Default)

***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (# 5) ***
### COURSE PREREQUISITE(S)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Number:</th>
<th>Concurrent:</th>
<th>Minimum Grade:</th>
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**Additional prerequisite(s):**

**Are prerequisites to be enforced at Registration?**  No

### COURSE CO-REQUISITE(S)

<table>
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**Additional co-requisite(s):**

**Are co-requisites to be enforced at Registration?**  Drop-down

### CATALOG DESCRIPTION

<table>
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<tr>
<td>CATALOG DESCRIPTION</td>
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9
New Course Approval Signature Form

**New Course**

Proposed Course Subject:  
Proposed Course Number:  
Proposed Course Title:  

**Approval Signatures**

<table>
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<tr>
<th>Recommend</th>
<th>Not Recommend</th>
<th>Name of Committee Chairperson, Date</th>
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<tbody>
<tr>
<td>☒</td>
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<tr>
<td></td>
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<td>Department/School Chairperson</td>
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<td>TEC Review Not Required [Initials of Dept./School Chair or TEC Chair]</td>
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<td>Review Only (no action needed)</td>
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<td>☒</td>
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<td>Chairperson, TEC Executive Committee (If Applicable)</td>
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<td>Director of University Honors Program (If Applicable)</td>
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<td>Chairperson, College Curriculum Committee (If Applicable)</td>
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<td>Dean of the Graduate College       (If Applicable)</td>
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<td>Chairperson, Senate Undergraduate/Graduate Committee</td>
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<td>Provost/Vice President for Academic Affairs (Final sign-off)</td>
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*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.*
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.

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4. **Course Goals/Objectives:** Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.

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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.

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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)
### New Course Form

To:  ☒ Graduate Committee

#### 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.

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<th>Subject</th>
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**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.

#### 5. Credit Hours:

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</table>

Billing Hours: [Drop-Down]

Lecture/Seminar Contact Hours: [Drop-Down]

Lab Contact Hours: [Drop-Down]

Other Contact Hours: [Drop-Down]

Total Contact Hours: [Drop-Down]

Ratio of Contact Hours to Credit Hours: [Low] : [High]

#### 6. Repeatable for Credit: No

(“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)

#### 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

(Default)

#### 10. Schedule Type: M = Asynchronous Instruction  B = Lecture/Supervised Lab  Drop-down  Drop-down

(Default)

***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (# 5)***
### Proposed Course Prerequisite(S)

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<th>Subject:</th>
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<th>Concurrent:</th>
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Additional prerequisite(s):

Are prerequisites to be enforced at Registration? **No**

### Proposed Course Co-requisite(S)

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Additional co-requisite(s):

Are co-requisites to be enforced at Registration? **Drop-down**

### Catalog Description

- **PROPOSED**

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13
New Course Approval Signature Form

New Course
Proposed Course Subject:  
Proposed Course Number:  
Proposed Course Title:  

Approval Signatures

☐ Recommend  ☐ Not Recommend  Chairperson, Department Curriculum Committee  
(If Applicable)  Date

☐ Recommend  ☐ Not Recommend  Department/School Chairperson  Date

☒ TEC Review Not Required  (Initials of Dept./School Chair or TEC Chair)  
☐ Review Only  (no action needed)

☐ Recommend  ☐ Not Recommend  Chairperson, TEC Executive Committee  
(If Applicable)  Date

☐ Recommend  ☐ Not Recommend  Chairperson, College Curriculum Committee  
(If Applicable)  Date

☐ Recommend  ☐ Not Recommend  Dean of the College  Date

☐ Recommend  ☐ Not Recommend  Dean of the Graduate College  
(If Applicable)  Date

☐ Recommend  ☐ Not Recommend  Chairperson, Senate Undergraduate/Graduate Committee  Date

☐ Recommend  ☐ Not Recommend  Provost/Vice President for Academic Affairs  
(Final sign-off)  Date

*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.
Georgia Southern University
New Course Form

Subject:  
Number:  

Answers to all the following questions must be submitted. Limit total responses to two pages.

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(Please complete curriculum form which follows)
New Course Form

To:  □ Undergraduate Committee □ Graduate Committee
   (Date Format: 99/99/99) UC/GC Meeting Date: _____
   (Date Format: 99/99/99) Date Submitted: _____
   (Term Format: 200608) Proposed Effective Term: _____
   CIP Code: ______

College Code: 19 - CIT   Department Code:   Department: __________

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.
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   Subject: ______  Number: ______
   Subject: ______  Number: ______

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   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.

   Low   Official   High
   ______   ______
   (Must Be Completed)  (Only for variable hours)

5. Credit Hours: ______ Drop-Down ______
   Billing Hours: ______ Drop-Down ______
   Lecture/Seminar Contact Hours: ______ Drop-Down ______
   Lab Contact Hours: ______ Drop-Down ______
   Will multiple labs be offered for each lecture section? Drop-Down
   Other Contact Hours: ______ Drop-Down ______
   Total Contact Hours: ______ Drop-Down ______
   (Low)   (High)
   Ratio of Contact Hours to Credit Hours: ______:____:____:____:

6. Repeatable for Credit: No
   (“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)

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
   (Default)

10. Schedule Type: M = Asynchronous Instruction Drop-down Drop-down Drop-down
    (Default)

***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (# 5)***
### COURSE PREREQUISITE(S)

<table>
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<tr>
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<td>And</td>
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<td>No</td>
<td>D</td>
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</tbody>
</table>

Additional prerequisite(s):

- Are prerequisites to be enforced at Registration? Yes

### COURSE CO-REQUISITE(S)

<table>
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<tr>
<th>Subject:</th>
<th>Number:</th>
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Additional co-requisite(s):

- Are co-requisites to be enforced at Registration? Drop-down

### CATALOG DESCRIPTION

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# New Course Approval Signature Form

## New Course
- **Proposed Course Subject:**
- **Proposed Course Number:**
- **Proposed Course Title:**

## Approval Signatures

<table>
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<tr>
<th>Recommend</th>
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<th>Date</th>
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<tr>
<td>Yes</td>
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<td>Chairperson, Department Curriculum Committee (If Applicable)</td>
<td></td>
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<tr>
<td>No</td>
<td></td>
<td>Department/School Chairperson</td>
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<td><strong>TEC Review Not Required</strong> (Initials of Dept./School Chair or TEC Chair)</td>
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<td>Chairperson, TEC Executive Committee (If Applicable)</td>
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<td>Director of University Honors Program (If Applicable)</td>
<td></td>
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<tr>
<td>Yes</td>
<td></td>
<td>Chairperson, College Curriculum Committee (If Applicable)</td>
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<tr>
<td>No</td>
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<td>Dean of the College</td>
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<tr>
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<td>Dean of the Graduate College (If Applicable)</td>
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<tr>
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<td>Chairperson, Senate Undergraduate/Graduate Committee</td>
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<tr>
<td>Yes</td>
<td></td>
<td>Provost/Vice President for Academic Affairs (Final sign-off)</td>
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</tr>
</tbody>
</table>

*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.*
Georgia Southern University

Course Revision Form

To: ☐ Undergraduate Committee  ☑ Graduate Committee

(Date Format: 99/99/99) UC/GC Meeting Date: ______

(Date Format: 99/99/99) Date Submitted: ______

(Term Format: 200608) Proposed Effective Term: ______

CIP Code: ______

College Code: 19 - CIT  Department Code: ______  Department: ______

1. Current Course: Subject: _____  Number: _____
   Full Course Title: ______

2. Course Change: Prerequisite(s)  Drop-down
   Other - Please Justify in the Remarks  Drop-down
   Drop-down  Drop-down

   Complete the remainder of this form based on your selection(s) in item #2.

3. Revised Course: Subject: _____  Number: _____
   Full Course Title: ______
   Abbreviated Course Title (max 30 characters):
   (Only abbreviate if Full Course Title is MORE than 30 characters)

4. Is this course cross-listed with other courses?  Drop-down
   If Yes, please list the cross-listed course(s) below.
   Subject: _____  Number: _____
   Subject: _____  Number: _____
   Subject: _____  Number: _____

   ***The Dept(s) offering the cross-listed course must submit a Course Revision Form for each course.***

5. Does this course revision require a program revision?  Drop-down
   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 Course Revision so they can submit revisions if necessary.

   Low  (Must Be Completed)  High  (Only for variable hours)
   Credit Hours: ___  Drop-Down  ___
   Billing Hours: ___  Drop-Down  ___
   Lecture/Seminar Contact Hours: ___  Drop-Down  ___
   Lab Contact Hours: ___  Drop-Down  ___
   Will multiple labs be offered for each lecture section?  Drop-Down
   Other Contact Hours: ___  Drop-Down  ___
   Total Contact Hours: ___  Drop-Down  ___
   Ratio of Contact Hours to Credit Hours: ___ : ___ : ___

7. Repeatable for Credit:  Drop-down
   ("Yes" can count more than once toward graduation.  "No" will only count once toward graduation.)

8. Additional Fees:  Drop-down  If yes, amount: ______

9. Level:  Drop-down  Drop-down  Drop-down

10. Grade Mode:  N = Normal  Drop-down  Drop-down  Drop-down
    (Default)

11. Schedule Type:  M = Asynchronous Instruction  Drop-down  Drop-down
    (Default)
***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (# 6) ***
<table>
<thead>
<tr>
<th>Course Revision-Page Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT COURSE PREREQUISITE(S)</strong></td>
</tr>
<tr>
<td>Subject: _____ Number: _____ Concurrent: No Minimum Grade: C</td>
</tr>
<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: C</td>
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<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
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<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
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<tr>
<td><strong>PROPOSED COURSE PREREQUISITE(S)</strong></td>
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<tr>
<td>Additional prerequisite(s):</td>
</tr>
<tr>
<td>Are prerequisites to be enforced at Registration? Yes</td>
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| CURRENT COURSE CO-REQUISITE(S) |
| And Subject: _____ Number: _____ |
| And Subject: _____ Number: _____ |
| And Subject: _____ Number: _____ |
| And Subject: _____ Number: _____ |

| PROPOSED COURSE CO-REQUISITE(S) |
| Subject: _____ Number: _____ |
| And Subject: _____ Number: _____ |
| And Subject: _____ Number: _____ |
| And Subject: _____ Number: _____ |
| Additional co-requisite(s): |
| Are co-requisites to be enforced at Registration? Drop-down |

| CURRENT CATALOG DESCRIPTION |

| PROPOSED CATALOG DESCRIPTION |

| REMARKS |
| And JUSTIFICATION: (Short summary) |
# Course Revision Approval Signature Form

## Revised Course

- **Current Course Subject:**
- **Current Course Number:** 7431
- **Current Course Title:**

- **Proposed Course Subject:**
- **Proposed Course Number:** 1
- **Proposed Course Title:**

## Approval Signatures

<table>
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<th>Name of Approver</th>
<th>Date</th>
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<td>Chairperson, Department Curriculum Committee</td>
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<td>Department/School Chairperson</td>
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<td>Review Only (no action needed)</td>
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<td>Chairperson, Senate Undergraduate/Graduate Committee</td>
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<td>Provost/Vice President for Academic Affairs</td>
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<td></td>
<td>(Final sign-off)</td>
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</table>

*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.*
Georgia Southern University
Course Revision Form

To: □ Undergraduate Committee
□ Graduate Committee

(Date Format: 99/99/99) UC/GC Meeting Date: _____
(Date Format: 99/99/99) Date Submitted: _____
(Term Format: 200608) Proposed Effective Term: _____
CIP Code: _____

College Code: 19 - CIT Department Code: _____ Department: _____

1. Current Course: Subject: _____ Number: _____
   Full Course Title: _____

2. Course Change: Prerequisite(s) Drop-down
   Other - Please Justify in the Remarks Drop-down
   Drop-down Drop-down

   Complete the remainder of this form based on your selection(s) in item #2.

3. Revised Course: Subject: _____ Number: _____
   Full Course Title: _____
   Abbreviated Course Title (max 30 characters):
   (Only abbreviate if Full Course Title is MORE than 30 characters)

4. Is this course cross-listed with other courses? Drop-down
   If Yes, please list the cross-listed course(s) below.
   Subject: _____ Number: _____
   Subject: _____ Number: _____
   Subject: _____ Number: _____

   ***The Dept(s) offering the cross-listed course must submit a Course Revision Form for each course.***

5. Does this course revision require a program revision? Drop-down
   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 Course Revision so they can submit revisions if
   necessary.

6. Credit Hours: Low High
   (Must Be Completed) (Only for variable hours)
   Billing Hours: Drop-Down Drop-Down
   Lecture/Seminar Contact Hours: Drop-Down Drop-Down
   Lab Contact Hours: Drop-Down Drop-Down
   Will multiple labs be offered for each lecture section? Drop-Down
   Other Contact Hours: Drop-Down Drop-Down
   Total Contact Hours: Low High
   Ratio of Contact Hours to Credit Hours: ___ : ___ : ___ : ___

7. Repeatable for Credit: Drop-down
   (“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)

8. Additional Fees: Drop-down If yes, amount: _____

9. Level: Drop-down Drop-down Drop-down

10. Grade Mode: N = Normal Drop-down Drop-down Drop-down
    (Default)

11. Schedule Type: M = Asynchronous Instruction Drop-down Drop-down
    (Default)
***Please be sure that Schedule Type matches Lecture, Lab, or Other Hour Type (# 6)***
### COURSE PREREQUISITE(S)

<table>
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<tr>
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### CATALOG DESCRIPTION

**CURRENT**

**PROPOSED**

### CATALOG DESCRIPTION

**CURRENT**

**PROPOSED**

### REMARKS

And JUSTIFICATION: (Short summary)
Course Revision Approval Signature Form

Revised Course
Current Course Subject: _____
Current Course Number: _____
Current Course Title: _____

Proposed Course Subject: _____
Proposed Course Number: _____
Proposed Course Title: _____

Approval Signatures
☐ Recommend
☐ Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date

☐ Recommend
☐ Not Recommend Department/School Chairperson Date

☐ TEC Review Not Required ________ (Initials of Dept./School Chair or TEC Chair)
☐ Review Only (no action needed)
☐ Recommend
☐ Not Recommend Chairperson, TEC Executive Committee (If Applicable) Date

☐ Recommend
☐ Not Recommend Director of University Honors Program (If Applicable) Date

☐ Recommend
☐ Not Recommend Chairperson, College Curriculum Committee (If Applicable) Date

☐ Recommend
☐ Not Recommend Dean of the College Date

☐ Recommend
☐ Not Recommend Dean of the Graduate College (If Applicable) Date

☐ Recommend
☐ Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date

☐ Recommend
☐ Not Recommend Provost/Vice President for Academic Affairs (Final sign-off) Date

*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.
Georgia Southern University

Course Revision Form

To:  
☐ Undergraduate Committee
☒ Graduate Committee

(Date Format: 99/99/99) UC/GC Meeting Date: ________
(Date Format: 99/99/99) Date Submitted: ________
(Term Format: 200608) Proposed Effective Term: ________
CIP Code: ________

College Code: 19 - CIT  Department Code: ______  Department: ______

1. Current Course: Subject: ______  Number: ______  Full Course Title: ______

2. Course Change: Prerequisite(s)
   Drop-down
   Other - Please Justify in the Remarks  Drop-down
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   Other Contact Hours:  ______  Drop-Down  ______
   Total Contact Hours:  ______  Drop-Down  ______
   Ratio of Contact Hours to Credit Hours:  ______ : ______: ______

7. Repeatable for Credit: Drop-down
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

8. Additional Fees:  Drop-down  If yes, amount: ______

9. Level:
   Drop-down  Drop-down  Drop-down

10. Grade Mode:  N = Normal  Drop-down  Drop-down  Drop-down
    (Default)

11. Schedule Type:  M = Asynchronous Instruction  Drop-down  Drop-down
    (Default)
## Course Revision - Page Two

### Current Course Prerequisite(s)

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<th>Minimum Grade: D</th>
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<tbody>
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<td>Number:</td>
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<td>Minimum Grade: D</td>
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<td>Number:</td>
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<td>Minimum Grade: D</td>
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<tr>
<td>Additional prerequisite(s):</td>
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### Proposed Course Prerequisite(s)

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<th>Subject:</th>
<th>Number:</th>
<th>Concurrent: No</th>
<th>Minimum Grade: B</th>
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Are prerequisites to be enforced at Registration? Yes

### Current Course Co-requisite(s)

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<th>Subject:</th>
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<tbody>
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### Proposed Course Co-requisite(s)

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<tr>
<td>Additional co-requisite(s):</td>
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Are co-requisites to be enforced at Registration? Drop-down

### Current Catalog Description

### Proposed Catalog Description

### Remarks

And JUSTIFICATION: (Short summary)
**Course Revision Approval Signature Form**

**Revised Course**

<table>
<thead>
<tr>
<th>Current Course Subject:</th>
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<tr>
<td>Current Course Number:</td>
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**Approval Signatures**

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<th>Not Recommend</th>
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<tbody>
<tr>
<td>Chairperson, Department Curriculum Committee</td>
<td>Date</td>
</tr>
<tr>
<td>(If Applicable)</td>
<td></td>
</tr>
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<td>Department/School Chairperson</td>
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<tr>
<td>Recommend</td>
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</tr>
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<td>Chairperson, TEC Executive Committee</td>
<td>Date</td>
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<td>Provost/Vice President for Academic Affairs</td>
<td>Date</td>
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<td></td>
</tr>
</tbody>
</table>

*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.*
# Proposed New or Revised Programs

To:  
- Undergraduate Committee
- Graduate Committee

(Date Format: 99/99/99) UC/GC Meeting Date:  
(Date Format: 99/99/99) Date Submitted: 10/5/09

(Term Format: 200608) Proposed Effective Term:  
CIP Code: ____

College Code: 19 - CIT  
Department Code: ____  
Department: ____

---

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

### Proposed New or Revised 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](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)
   - [ ] Formal Proposal (Attach in Regents’ required format)
   - [ ] Revision to Existing Program (Attach in Regents’ required format)
   - [ ] Other Program Proposals or Revisions that do not require Regents’ approval

3. **Proposal for:**
   - Graduate Major
   - Other:

4. **Degree:**
   - MS
   - 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
   - [X] 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** with a *strikethrough*.
   - Additions should be in **BOLD ITALICS**.

10. **Provide the Justification/Rationale for New or Revised Programs.**
M.S. COMPUTER SCIENCE 30 HOURS

Advising: College of Information Technology, Department of Computer Sciences, Dr. James Harris Georgia Southern University, P.O. Box 7997, Statesboro, GA 30460, (912) 478-7394, E-mail: jkharris@georgiasouthern.edu.

Admission Requirements

Regular Admission

Domestic Candidates: (Choose Option A or Option B)

Option A
1. Bachelor of Science in Computer Science or in a related field (Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.) from an accredited program.
2. Have a cumulative GPA of 3.0/4.0 or its equivalent.
3. Submit a General GRE score.

Option B
1. Bachelor of Science in Computer Science or in a related field (Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.).
2. Have a cumulative GPA of 2.4/4.0 or its equivalent.
3. Have at least two years of relevant professional experience (employment) in computing.
4. Submit a General GRE score.

International Candidates:
1. Bachelor of Science in Computer Science or in a related field (for example, Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.)
2. Have a cumulative GPA of 3.0/4.0 or its equivalent.
3. Submit a General GRE score.
4. Submit a minimum TOEFL score of 550 (paper-based), 213 (computer-based), or 80 (internet-based) The TOEFL will be waived for international applicants who have graduated from a U.S. College or University.

Provisional Admission
Applicants who meet most (but not all) of the Regular admission requirements may be admitted on a Provisional basis. Applicants granted Provisional admission must earn grades of “B” or higher in the courses taken under the Provisional admission status. Any other conditions of Provisional admission will be stated in the admission letter. Applicants with such admission status may take graduate-level courses counting toward the M.S. degree requirements. It is every student's responsibility to satisfy his or her conditions of admission as soon as possible after acceptance. Prerequisites for provisionally admitted students consist of online versions of the following undergraduate courses:

- CSCI 3230 - Data Structure (3)
- CSCI 3232 - Systems Software (3)

Non-Degree
Applicants who have a high number of deficiencies may be granted Non-Degree admission to the College of Graduate Studies to take a limited number of graduate level courses.

Program of study
The graduate student and the graduate advisor shall develop a Program of Study that consists of 30 hours of graduate course work, including 9 hours of core courses, 9 hours in a concentration area and either 9 hours of elective classes at the 7000 level with 3 hours of CSCI 7899 (project option) or 6 hours of elective classes at the 7000 level with 6 hours of CSCI 7999 (thesis option).

General Requirements

Core Requirements ............................................................................................................. 9 Hours
- CSCI 7130 - Artificial Intelligence - Theory and Application (3)
- CSCI 7132 - Database Systems - Theory and Application (3)
- CSCI 7136 - Distributed Web System Design - Theory and Application (3)

Area of Concentration .................................................................................................. 9 Hours
- Database and Knowledge Systems
- CSCI 7431 - Distributed Database Systems (3)
- CSCI 7434 - Data Mining (3)
- CSCI 7435 - Data Warehousing (3)

Electives ......................................................................................................................... 6 Hours
- CSCI 7090 - Selected Topics in Computer Science (3) OR any CIT 7xxx courses from the IS, IT or CS Departments (by approval) (3)

Project Option (during the last semester) ........................................................................ 3 Hours
- CSCI 7899 - Research Project in Computer Science (3)

Thesis Option (not in the same semester) ........................................................................ 6 Hours
- CSCI 7999 - Thesis (6)

Students with GPA over 3.8 are encouraged to take the Masters Thesis option.
New/Revised Program
Current Program Title (ex., B.S. Mathematics): _____
Proposed Program Title (ex., B.S. Mathematics): _____

Approval Signatures

☐ Recommend
☐ Not Recommend
Chairperson, Department Curriculum Committee (If Applicable) Date

☐ Recommend
☐ Not Recommend
Department/School Chairperson Date

☐ TEC Review Not Required ________ (Initials of Dept./School Chair or TEC Chair)
☐ Review Only (no action needed)
☐ Recommend
☐ Not Recommend
Chairperson, TEC Executive Committee (If Applicable) Date

☐ Recommend
☐ Not Recommend
Director of University Honors Program (If Applicable) Date

☐ Recommend
☐ Not Recommend
Chairperson, College Curriculum Committee (If Applicable) Date

☐ Recommend
☐ Not Recommend
Dean of the College Date

☐ Recommend
☐ Not Recommend
Dean of the Graduate College (If Applicable) Date

☐ Recommend
☐ Not Recommend
Chairperson, Senate Undergraduate/Graduate Committee Date

☐ Recommend
☐ Not Recommend
Provost/Vice President for Academic Affairs (Final sign-off) Date

*Consultation between appropriate chairpersons and deans must occur if this item impacts another unit before final approval.
Computer Sciences master’s degrees
FORMAL PROPOSAL

Institution: Georgia Southern University

Institutional Contact (President or Vice President for Academic Affairs): Dr. Gary Means

Date: 10/05/2009

School/Division: Information Technology

Department: Computer Sciences

Name of Proposed Program: Master of Computer Science

Degree: Master of Science

Major: Computer Science

Degree Inscription: Master of Science in Computer Science

CIP Code: 110700 
Anticipated Starting Date: August 2010

Program Classification:

1. **Curriculum:** List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that might be followed by a representative student.

Coursework:

**Core Requirements**

- CSCI 7132 - Database Systems - Theory and Application (3)
  Prerequisite - A minimum grade of "B" in CSCI 3230 Data Structures and CSCI 3232 Systems Software or permission of instructor

- CSCI 7136 - Distributed Web Systems Design - Theory and Application (3)
  Prerequisite - A minimum grade of "B" in CSCI 7132 Database Systems - Theory and Application or permission of instructor

- CSCI 7130 - Artificial Intelligence - Theory and Application (3)
Prerequisite - A minimum grade of "B" in CSCI 3230 Data Structures and CSCI 3232 Systems Software or permission of the instructor

Area of Concentration.................................................................9 Hours
Database and Knowledge Systems
CSCI 7434 - Data Mining (3)
Prerequisites - A minimum grade of "B" in CSCI 7132 Database Systems -
Theory and Application and CSCI 7130 Artificial Intelligence - Theory and
Application or permission of instructor

CSCI 7435 - Data Warehousing (3)
Prerequisites - A minimum grade of "B" in CSCI 7132 Database Systems -
Theory and Application or permission of instructor

CSCI 7431 - Distributed Database Systems
Prerequisites - A minimum grade of "B" in CSCI 7132 Database Systems -
Theory and Application and CSCI 7136 Distributed Web Systems Design -
Theory and Application or permission of the instructor

Choose one of the following:

Project Option (during the last semester).........................................................12 Hours
CSCI 7899 – Research Project in Computer Science (3)
CSCI 7000 level graduate electives (9)

Or

Thesis Option (not in the same semester).........................................................12 Hours
CSCI 7999 - Thesis (6)
CSCI 7000 level graduate electives (6)

Students with a GPA over 3.8 are encouraged to take the Master's Thesis option.

Note: Defense of both project and Thesis will be preceded by a required oral exam
on the same day. This requirement is necessary for assuring the quality of our
program and adequate capabilities of its graduates.

Sample program of study (intensive variant assumes six consecutive
semesters of online study, including summer semesters)

For a Thesis option

Semester 1:
CSCI 7132 Database Systems - Theory and Application
CSCI 7130 Artificial Intelligence - Theory and Application

Semester 2:
CSCI 7136 Distributed Web System Design - Theory and Application
CSCI 7000 level elective

Semester 3:
CSCI 7435 Data Warehousing
CSCI 7434 Data Mining

Semester 4:
CSCI 7431 Distributed Database Systems
CSCI 7999 Masters Thesis –first 3 credits

Semester 5
CSCI 7999 Masters Thesis –last 3 credits
CSCI 7000 level elective

For a Project option

Semester 1:
CSCI 7132 Database Systems - Theory and Application
CSCI 7130 Artificial Intelligence - Theory and Application

Semester 2:
CSCI 7000 level elective
CSCI 7136 Distributed Web System Design - Theory and Application

Semester 3:
CSCI 7435 Data Warehousing
CSCI 7434 Data Mining

Semester 4:
CSCI 7431 Distributed Database Systems
CSCI 7000 level elective

Semester 5:
CSCI 7000 level CS elective
CSCI 7899 Research Project in Computer Science

a. Clearly differentiate which courses are existing and which are newly developed
courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

All required computer sciences courses currently exist in the Georgia Southern catalog. Online versions of CSCI 7132, Database Systems - Theory and Application and CSCI 7434, Data Mining have already been developed and CSCI 7130, Artificial Intelligence - Theory and Application, CSCI 7136, Distributed Web Systems Design - Theory and Application, and CSCI 7435, Data Warehousing are being developed this semester. Online versions for CSCI 7431 Distributed Database Systems and CSCI 7000 elective courses will be developed in the spring semester.

b. Append course descriptions for all courses (existing and new courses).

Please see Appendix I

c. When describing required or elective courses, list all course prerequisites.

Given in "1. Curriculum".

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

<Provided CSCI 7130, CSCI 7132, and CSCI 7136 are approved>
Currently, all courses involved in the proposed program are in the current Georgia Southern University Catalog. See Appendix I for course catalog descriptions.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

The accrediting agency for computing (ABET) accredits only undergraduate programs. The ABET accrediting standards for undergraduate programs are listed in Appendix II. ABET does not accredit graduate programs in the computing sciences. The Georgia Southern University Computer Sciences undergraduate program is ABET accredited according to these standards.

f. Indicate ways in which the proposed program is consistent with national standards

ABET is the national accrediting agency for computer science. ABET only
accredits undergraduate Computer Science programs, so there are no formal professional standards for a Master's degree program. ABET has general accrediting standards (i.e. the non-curriculum standards) and specific (i.e. curriculum) standards. We plan to apply the same evaluation instruments to our graduate program with regard to the general ABET accrediting standards as we do in our undergraduate program. An evaluation form is to be filled out by the thesis committee for the students’ capstone project / thesis presentation. Student evaluations in individual courses will be given every semester. The CIT Advisory Board will conduct periodic reviews.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Survey</td>
<td>To document faculty satisfaction with students and program</td>
<td>Yearly</td>
</tr>
<tr>
<td>Oral Presentation Evaluations</td>
<td>Faculty and peer assessment of quality</td>
<td>Semester</td>
</tr>
<tr>
<td>Graduating Student Surveys</td>
<td>To document student satisfaction with faculty, fellow students and the program</td>
<td>Yearly</td>
</tr>
<tr>
<td>Alumni Survey/Interview</td>
<td>To document student satisfaction with the program</td>
<td>Every two years after the start of the program beginning with the first graduate</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>To document employer satisfaction with the graduates and the program</td>
<td>Every two years after the first graduate</td>
</tr>
</tbody>
</table>

Table 1: Periodic Program Review

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Our proposed program has no internship or field experience.

h. Indicate the adequacy of core offerings to support the new program.

The core offerings will be provided according to the schedule listed in Table 4. The
core course CSCI 7132, Database Systems - Theory and Application, is a necessary pre-requisite course to CSCI 7136, Distributed Web Systems Design - Theory and Application and all area of concentration courses, CSCI 7434, Data Mining, CSCI 7435, Data Warehousing and CSCI 7431, Distributed Database Systems. The core course CSCI 7130, Artificial Intelligence - Theory and Application, is a required course for CSCI 7434, Data Mining. Many techniques in data mining involve AI concepts. The core course CSCI 7136, Distributed Web Systems Design - Theory and Application is a prerequisite course for CSCI 7431, Distributed Database Systems and provides the pre-requisite knowledge for students to create Web projects allowing them to apply concepts learned in upper level courses. The three core courses provide a solid foundation for students to build on in their concentration area.

2. Admissions criteria:

Admission Requirements

1. Regular Admission

Domestic Candidates:
   A) 1. Bachelor of Science in Computer Science or in a related field (Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.) from a regionally accredited program.
      2. Have a cumulative GPA of 3.0/4.0 or its equivalent.
      3. Submit a General GRE score.

OR

B) 1. Bachelor of Science in Computer Science or in a related field (Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.).
      2. Have a cumulative GPA of 2.4/4.0 or its equivalent.
      3. Have at least two years of relevant professional experience (employment) in computing.
      4. Submit a General GRE score.

International Candidates
   1. Bachelor of Science in Computer Science or in a related field (for example, Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.)
   2. Have a cumulative GPA of 3.0/4.0 or its equivalent.
   3. Submit a General GRE score.
4. Submit a minimum TOEFL score of 550 (paper-based), 213 (computer-based), or 80 (Internet-based). The TOEFL will be waived for international applicants who have graduated from a U.S. College or University.

2. Provisional Admission

Applicants who meet most (but not all) of the Regular admission requirements may be admitted on a Provisional basis. Any other conditions of Provisional admission will be stated in the admission letter. Applicants with such admission status may take graduate-level courses counting toward the M.S. degree requirements. It is every student's responsibility to satisfy his or her conditions of admission as soon as possible after acceptance. Prerequisites for provisionally admitted students consist of online versions of the following undergraduate courses. A “B” or better must be earned in both.

- CSCI 3230 Data Structure (3)
- CSCI 3232 Systems Software (3)

International applicants may not be admitted provisionally.

Non-Degree
Applicants who have a high number of deficiencies may be granted Non-Degree admission to the College of Graduate Studies to take a limited number of graduate level courses.

Application Deadlines
The application deadlines for both admissions and financial aid decisions are:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>March 1</td>
<td>March 1</td>
</tr>
<tr>
<td></td>
<td>Priority</td>
<td>Priority</td>
</tr>
<tr>
<td></td>
<td>July 1 Final</td>
<td>June 1 Final</td>
</tr>
<tr>
<td>Spring</td>
<td>October 1</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer</td>
<td>April 1</td>
<td>February 1</td>
</tr>
</tbody>
</table>

Table 2: Application Deadlines

The applications available on those dates will be processed as promptly as possible, within one month of the closing date. Admission decisions will be based on the space
available and the criteria and preferences explained elsewhere. Applications received after the deadline will be considered if space is available, but such applications will normally not be considered until the next appropriate application deadline.

3. **Availability of assistantships:**

Since this is an online program, there will be no assistantships available. There will be a graduate assistant provided for the program to help faculty and staff administer the program.

4. **Student Learning Outcomes and other outcomes of the proposed program:**

The student outcomes for our program are:
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
- An ability to function effectively on teams to accomplish a common goal;
- An ability to use current techniques, skills, and tools necessary for computing practice;
- An ability to effectively research a topic in Computer Science and produce a significant work as either a written thesis or a software project.

5. **Administration of the program:**

   a. **Indicate where the program will be housed within the academic units of the institution**

The program will be housed within the College of Information Technology building.

   b. **Describe the administration of the program inclusive of coordination and responsibility.**

The program will be coordinated by a graduate director. The graduate director will be a full time tenured faculty member. The graduate director will be the chair of the Computer Sciences graduate committee. The graduate committee will be responsible for determining acceptance of graduates into the program and for directing administrative and curriculum changes to the program. The graduate committee will consist of three tenured or tenure track graduate faculty members (including the chair).
6. **Waiver to Degree-Credit Hour (if applicable):** If the program exceeds the maximum credit hour requirement for associate degrees, then provide an explanation supporting the increase in hours.

Not applicable

7. **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable).

Not applicable

8. **Projected enrollment for the program.**

We estimate an initial enrollment of 20, 10 in the fall 2010 cohort and 10 in the spring 2011 cohort. It is anticipated that 20% will drop from the program each year. The number of students in each cohort will rise two per year until the fourth year. The number of students was estimated by a conservative review of current market conditions. The student demand at Georgia Southern University is demonstrated by the results of a survey of upper-class undergraduate CIT students and alumni given in the Fall of 2008. Strong interest in the proposed computer sciences masters’ degree was expressed by over 80% of surveyed students with over 60% of the aforementioned being qualified for admission. We anticipate that the initial enrollment in 2010/2011 will be largely drawn from existing and former CS and IT students and alumni and information technology professionals upgrading their skills and/or waiting for better economic conditions. We anticipate the demand for the program to rise as our advertising market increases.

9. **Faculty**

   a. **Provide an inventory of faculty directly involved with the administration of the program.** For each faculty member, provide the following information:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Degrees Earned</th>
<th>Academic Discipline</th>
<th>Current Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debopam Acharya</td>
<td>Assistant Professor</td>
<td>PhD</td>
<td>BS MS</td>
<td>Computer Science</td>
<td>13 Hours</td>
</tr>
<tr>
<td>James Bradford</td>
<td>Professor</td>
<td>PhD</td>
<td>BS MS</td>
<td>Computer Science/Human-Computer Interaction</td>
<td>12 Hours</td>
</tr>
<tr>
<td>Robert P. Cook</td>
<td>Professor</td>
<td>PhD</td>
<td>BS MS</td>
<td>Computer Science</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Ardian Greca</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>BS</td>
<td>Systems and Information</td>
<td>6 Hours</td>
</tr>
</tbody>
</table>
Table 3: Faculty Qualifications and Workload

Explanation of how workload will be impacted by the new program

Table 4 below shows the courses needed for a two per year cohort model. To support this model, it will be necessary to be able to offer two courses the first semester, four courses the second semester, four courses each fall, spring and summer afterwards. A temporary CS instructor will be hired to cover two undergraduate freshmen level courses in the first semester and four undergraduate freshmen level courses in the second semester freeing up current CS faculty to teach graduate sections. This would be funded through proceeds from the program. A permanent CS instructor/lecturer is to be hired before the start of the fall 2011 semester. This lecturer will teach four lower level CS courses each semester freeing current CS faculty to teach four graduate courses per semester. A search will be done the first year to fill the lecturer position. In addition, a part-time temporary faculty will teach one entry level programming course each spring. This will also be funded through proceeds from the program. There will be no increase in current faculty teaching loads. There will be an increase in service with the addition of having faculty serve on a graduate committee overseeing the admissions and advising process for the program. The graduate director will be in charge of admissions, advising and will be the chair of the CS graduate committee. For each research project course (CSCI 7899) or thesis course (CSCI 7999) completed, a faculty member will receive 1/2 hours credit. When a faculty member has accumulated 3 hours of credit, they will be given a one course (three hour) reduction in their teaching load, covered by hiring a part-time temporary instructor to cover those three hours. This will be funded through proceeds from the program.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses Offered</th>
<th>Cohort I</th>
<th>Cohort II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>• CSCI 7130 Artificial</td>
<td>• CSCI 7132 Database Systems - Theory</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Spring 2011</td>
<td>Summer 2011</td>
<td>Winter 2011</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Intelligence - Theory and Application (Cohort I)</td>
<td>• CSCI 7132 Database Systems - Theory and Application</td>
<td>• CSCI 7431 Distributed Database Systems (Cohort I)</td>
<td>• Same as Cohort I Spring 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CSCI 7000 elective (Cohort I)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CSCI 7130 Artificial Intelligence - Theory and Application</td>
<td>• Same as Cohort I Fall 2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CSCI 7136 Distributed Web Systems Design - Theory and Application (Cohort I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CSCI 7000 elective (Cohort I)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Winter 2011

- CSCI 7431 Distributed Database Systems (Cohort I)
- CSCI 7000 elective (Cohort I)
- CSCI 7000
| Fall 2011          | CSCI 7130 Artificial Intelligence - Theory and Application (Cohort III)  | CSCI 7999 Thesis (3 hrs)  | CSCI 7000 elective  |
|                   | CSCI 7132 Database Systems - Theory and Application (Cohort III)       | CSCI 7435 Data Warehousing | Cohort III starts - same schedule as cohort I  |
|                   | CSCI 7000 elective (Cohort I & II)                                    | OR                         |                        |
|                   | CSCI 7435 Data Warehousing                                            | CSCI 7435 Data Warehousing |                        |
|                   |                                                                          | CSCI 7000 elective         |                        |
|                   |                                                                          |                            |                        |
| Spring 2012       | CSCI 7132 Database Systems - Theory and Application (Cohort IV)        | CSCI 7999 Thesis (3 hrs)   | CSCI 7434 Data Mining |
|                   | CSCI 7130 Artificial Intelligence - Theory and Application (Cohort IV) | OR                         | CSCI 7999 Thesis (3 hrs)  |
|                   | CSCI 7136 Distributed Web Systems Design - Theory and Application (Cohort III) | CSCI 7899 Research Project | OR                        |
|                   | CSCI 7000 elective (Cohorts II & III)                                  | CSCI 7434 Data Mining      | CSCI Data Mining        |
|                   | CSCI 7434 Data Mining (Cohorts I & II)                                 |                            | CSCI 7000 elective      |
|                   |                                                                          |                            | Cohort IV starts - same schedule as cohort II |
| Summer 2012       | Same as Summer 2011                                                    |                            |                            |
|                   |                                                                          | CSCI 7431 Distributed Database Systems |
Table 4: Schedule of Classes over three years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>Same as Fall 2011</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Same as Spring 2012</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>Same as Summer 2012</td>
</tr>
</tbody>
</table>

- CSCI 7999 Thesis (3 hrs)
- OR
- CSCI 7431 Distributed Database Systems
- CSCI 7899 Research Project

**Expected responsibilities in the program:**

**Total Number of Faculty:** ______9_______

**b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.**

A part time instructor is to be hired for the first two semesters. The instructor will have the qualifications to be able to teach introductory programming classes in Visual Basic and Java. That instructor will teach two lower level CS courses the first semester and four the second semester. This will free up current CS faculty to teach the graduate courses necessary to support the program in the first year. A new full time CS instructor/lecturer is to be hired before the start of the Fall 2011 semester. The instructor/lecturer will also have the qualifications to be able to teach introductory programming classes in Visual Basic and Java. This instructor/lecturer would teach four lower level CS courses each semester freeing current CS faculty to teach four graduate courses each semester. A part-time temporary instructor will be hired to teach one introductory programming class each spring. In the third year, a part-time temporary instructor will be hired to cover the course loads necessary to give credit to faculty teaching the project (CSCI 7899) and thesis (CSCI 7999) courses. Each time a faculty member teaches one of these two courses, they will be given a 1/2 hour credit. When they accumulate three hours credit, they will be given a one course reduction. This part-time temporary instructor should also be able to teach the introductory
courses in Visual Basic and Java. A graduate director will be assigned before the start of the program. The director will be given an $8000/year stipend.

11. Fiscal, Facilities, Enrollment Impact, and Estimated Budget
   a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution’s projections with regard to anticipated EFT, head count student enrollment, estimated expenditures, and projected revenues.

The first year, it will only be necessary to provide a part time instructor to teach two lower-level CS classes in the first semester and four classes in the second semester, a graduate assistant, a modest supply budget, and training for CS faculty in online course development. In the second year, a full time instructor/lecturer will be hired along with a part-time temporary instructor who will teach one class each spring to cover lower level CS classes, freeing up CS faculty to teach the necessary graduate level classes. Faculty teaching loads will remain the same.

Enrollments are based on two cohorts per year, a fall cohort and spring cohort. In the first academic year, each cohort is projected to have ten students. In the second academic year, 80% of the previous year’s cohort will continue and it is projected that each second academic year cohort will have 12 students. The increase of two students per cohort per academic year continues into the third and fourth years with 14 and 16 new students in each of the third and fourth year’s cohorts respectively. The “new tuition” field is based on the formula:

\[
\text{number of students per semester} \times 6 \times \$350/\text{credit hr}
\]

This is dollar amount summed up over the year (one semester the first fiscal year - three semesters each fiscal year afterwards). The main expenditures come from new online library access ($6,600/year), a graduate assistant ($7,200/year), a part-time temporary instructor to teach two classes the first semester ($7,116) and four classes the second semester ($14,232) of the program, the graduate directors stipend ($8000/year) and a new full-time instructor/lecturer in the second academic year (initially $50,000/year + fringe benefits increasing 3%/year). There will be a 1/2 hour credit for each thesis (CSCI 7999) or project course (CSCI 7899) course taught. When a faculty member has accumulated three hours, they will be given a one course load reduction. This load reduction will be covered by hiring a part-time temporary instructor. These will be
supported through the $200+/credit hour generated by the program for the department and a graduate assistant provided the administration.

The budget for the first four fiscal years based on our cohort model is shown below.

<table>
<thead>
<tr>
<th></th>
<th>First Year FY 2010</th>
<th>Second Year FY 2011</th>
<th>Third Year FY 2012</th>
<th>Fourth Year FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. ENROLLMENT PROJECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Majors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shifted from other programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New to the institution</td>
<td>10</td>
<td>22</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Majors</strong></td>
<td>10</td>
<td>30</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td><strong>Course Sections Satisfying Program Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously existing</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>New</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Program Course Sections</strong></td>
<td>2</td>
<td>12</td>
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<td><strong>Credit Hours Generated by Those Courses</strong></td>
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<td>Existing enrollments</td>
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<td>New enrollments</td>
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<td>Year 2</td>
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<td>Year 3</td>
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<td>Year 4</td>
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<td>Year 5</td>
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<tr>
<td><strong>II. EXPENDITURES</strong></td>
<td>EFT Dollars</td>
<td>EFT Dollars</td>
<td>EFT Dollars</td>
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<td><strong>Personnel – reassigned or existing positions</strong></td>
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<tr>
<td>Faculty</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Part-time Faculty</td>
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<td></td>
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<tr>
<td>Graduate Assistants</td>
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<td></td>
</tr>
<tr>
<td>Administrators (Graduate administrator)</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Support Staff</td>
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<tr>
<td>Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel Costs</td>
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<tr>
<td><strong>Total Existing Personnel Costs</strong></td>
<td>$8,000</td>
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**EXPENDITURES (Continued)**

**Personnel – new positions**

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<tr>
<th></th>
<th>First Year FY 2010</th>
<th>Second Year FY 2011</th>
<th>Third Year FY 2012</th>
<th>Fourth Year FY 2013</th>
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<td>Faculty - Lecturer (one new lecturer in second year)</td>
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<td>Administrators</td>
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<tr>
<td>Support Staff</td>
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<tr>
<td>Fringe Benefits</td>
<td>$1,116</td>
<td>$11,532</td>
<td>$10,137</td>
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<td>-------------------------</td>
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<tr>
<td>Other personnel costs</td>
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<tr>
<td><strong>Total New Personnel Costs</strong></td>
<td>$10,716</td>
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<td>Start-up Costs (one-time expenses)</td>
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<tr>
<td>Library/learning resources</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
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</tr>
<tr>
<td>Other (Online preps)</td>
<td>$9,000</td>
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<td>$0</td>
<td>$0</td>
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<td>Physical Facilities: construction or major renovation</td>
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<td><strong>Total One-time Costs</strong></td>
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<tr>
<td>Operating Costs (recurring costs – base budget)</td>
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<tr>
<td>Supplies/Expenses</td>
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<td>$500</td>
<td>$500</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Library/learning resources</td>
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<td><strong>Total Recurring Costs</strong></td>
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<td><strong>GRAND TOTAL COSTS</strong></td>
<td>$32,016</td>
<td>$112,448</td>
<td>$103,448</td>
<td>$108,245</td>
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**Facilities Information for New Academic Programs**

**Proposed Location for the Program:** Online

**Floor area required for the program (gross and net square feet):** 0

**Type of spaces required:**

---

**III. REVENUE SOURCES**

**Source of Funds**

- Reallocations of existing funds
- New student workload
- New Tuition: $21,000 $105,000 $212,450 $248,850
- Federal funds
- Other grants
- Student fees
- Other
- New state allocation requested for budget hearing

**Nature of Funds**

- Base budget: $8200 $67,500 $69,525 $71,611
- One-time funds (Online preps): $9000 $9000 $0 $0

**GRAND TOTAL REVENUES**

|                  | $38,200 | $181,500 | $281,975 | $320,461 |
Place an “X” beside the appropriate selection:

- **Existing facility will be used as is (Area s.f.):**

- **Existing facility will require modification (Area s.f.):**

  - Projected renovation cost:
  - Estimated relocation cost:
  - Total funding required:
  - Source of Funding:

- **Construction of new facilities will be required (Area s.f.):**

  - Estimated construction cost:
  - Estimated total project cost:
  - Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

None

**Other comments:**

The proposed Master of Computer Science degree program with a concentration in data and knowledge systems will be the only such degree concentration offered in Georgia and one of only a handful across the country. The area of data and knowledge systems covers areas such as speech and vision recognition systems, expert systems, data storage systems, and information retrieval systems, such as online search engines. According to the U.S. Department of Labor (http://www.bls.gov/oco/ocos042.htm), “The rapid and widespread use of computers and information technology has generated a need for highly trained workers proficient in various job functions. These computer specialists include computer scientists, database administrators, and network systems and data communication analysts. Job tasks and occupational titles used to describe these workers evolve rapidly and continually, reflecting new areas of specialization or changes in technology, as well as the preferences and practices of employers.”
Note: A system Facilities Project Manager may contact you with further questions separate from the review of the new academic program.
Appendix I: Course Descriptions

Computer Sciences (CIT)
CSCI 1230-Introduction to BASIC Programming 3-0-3
Basic concepts, logic and syntax of the BASIC programming language. Elementary programming techniques and algorithms. Topics include: variables, arithmetic operations, input/output, strings, GUI design, IF blocks, loop structures, subprograms, one- and two-dimensional arrays, file processing and applications. Prerequisites: Three hours of mathematics.

CSCI 1232-Introduction to FORTRAN Programming 3-0-3
Basic concepts, logic and syntax of the FORTRAN programming language. Elementary programming techniques and algorithms. Topics include: arithmetic operations, input/output, IF blocks, loop structures, subprograms, one- and two-dimensional arrays, file processing and applications. Prerequisites: Three hours of mathematics.

CSCI 1236-Introduction to Java Programming 3-0-3
Basic concepts, logic and syntax of the Java programming language. Elementary programming techniques and algorithms. Topics include: arithmetic operations, input/output, data types, variables, selection and control statements, applications, applets, strings and event-driven programming. Prerequisites: a minimum grade of “C” in MATH 1111 or equivalent.

CSCI 1301-Programming Principles I 3-2-4
Provides a fundamental understanding of the development of computer solutions to solve problems with emphasis on structured, top-down development and testing. Concepts include the following: an overview of computer system design, problem solving and procedural abstraction design of computer solutions, algorithm development using simple data types and control structures, implementation and testing of programmed problem solutions, design modularization using subprograms and structured and user-defined data types. Prerequisites: MATH 1111 or higher and a minimum grade of “C” in CSCI 12XX language or ENGR 1631.

CSCI 1302-Programming Principles II 3-0-3
A continuation of CSCI 1301. Emphasis is on advanced programming techniques such as recursion, data and responsibility driven design and implementation, GUI, and file processing techniques. Prerequisites: A minimum grade of “C” in CSCI 1301.

CSCI 2120-Computers, Ethics and Society 2-0-2
An investigation of issues related to the use of computers and computer technology including the following: computer ethics, professional standards, and social impact of computer applications. Some topics to be researched include: philosophical ethics, the application of ethical theory to situations involving computer technology, codes of conduct, privacy, data protection, employee privacy, data regulation, artificial intelligence, copyright/patent issues, computer malfunction liability, computer crime and responsibilities of computer users. Prerequisites: A minimum grade of “C” in CSCI 1301.

CSCI 2230-C++ Programming 3-0-3
Basic concepts, logic and syntax of the C++ programming language. Elementary programming techniques and algorithms, debugging. Topics include: arithmetic operations, input/output, data types, variables, functions, selection and repetition
statements, arrays, strings and elementary file processing. Prerequisites: a minimum grade of “C” in MATH 1111 or equivalent.

**CSCI 3230-Data Structures 3-0-3**
Introduction to abstract data types such as lists, stacks, queues, and trees, and algorithm analysis. Prerequisites: Minimum grade of “C” in both CSCI 1302 and MATH 2130.

**CSCI 3231-Logic Circuits & Microprocessors 2-2-3**
Digital system and Logic Circuits Design. Topics include the study of the Logic gate, Boolean Functions representation and Minimization Combinational and Sequential logic circuits, Programmable Logic Arrays, Data Representation, RAM, ROM, and Cache Memories, Register Transfer Language and micro-operations, Hardware Description Language (VHDL), Microprocessor Organization and Design, Assembly Language, Computer Aided Design Tools and Field Programmable Gate Arrays. Corequisites: CSCI 1302.

**CSCI 3232-Systems Software 3-0-3**
Basic concepts of computer software systems, including operating systems, language translators, utilities, linkers and loaders. System component interfaces. User-level view of operating systems. Diverse programming language concepts and interfaces. Prerequisites: A minimum grade of “C” in CSCI 1302. Corequisites: CSCI 3230.

**CSCI 3236-Theoretical Foundations 3-0-3**
A study of languages, formal grammars, and abstract representations of computation. Prerequisites: A minimum grade of “C” in both MATH 2130 and CSCI 1302. Corequisites: CSCI 3230.

**CSCI 4790-Special Problems/CO-OP (1 to 3)-0-(1 to 3)**
Work experience in computer science through the CO-OP program. A student may enroll in this course more than once, but cumulative credit may not exceed three credit hours. Prerequisite: Acceptance as a CO-OP student in the area of computer science.

**CSCI 4890-Directed Study in Computer Sciences (1 to 3)-0-(1 to 3)**
Directed study under faculty supervision. Seminar, at least one hour to be used as student engagement in service work. Prerequisites: Permission of instructor and department chair.

**CSCI 5090/5090G-Selected Topics in Computer Sciences (1 to 3)-(0 to 2)-(1 to 3)**
Specialized study in a selected area of Computer Science. Prerequisite: Permission of instructor.

**CSCI 5130/5130G-Data Management for Math and the Sciences 3-0-3**
Topics in data management, including operating systems, word processing, spreadsheets, and database management and their applications to mathematics education. Intended primarily for those majoring in Mathematics and Mathematics Education. For those majoring or minoring in Computer Sciences, this course may not be used as an upper level Computer Science elective. Prerequisite: CSCI 1230 or permission of instructor.

**CSCI 5230/5230G- Discrete Simulation 3-0-3**
Introduction to discrete simulation models and their implementation on computers. Topics include modeling techniques, experiment design, analysis and validation of results. Students will be exposed to one or more computer simulation languages.
Prerequisites: minimum grade of “C” in CSCI 3230 and STAT 2231 or permission of instructor.

**CSCI 5232/5232G- Operating Systems 3-0-3**  
A study of functions and structures of operating systems. Emphasis will be placed on the management of files, processes, memory, and input/output devices of the Unix operating system. Prerequisite: minimum grade of “C” in both CSCI 3230 and 3232 or permission of instructor.

**CSCI 5234/5234G-Parallel Processing 3-0-3**  
Fundamental concepts of parallel/distributed computing including architectures of parallel/distributed computing systems, as well as languages, algorithms, performance, and programming practice issues. Prerequisites: minimum grade of “C” in both CSCI 3230 and CSCI 3231 or permission of instructor.

**CSCI 5330/5330G- Algorithm Design and Analysis 3-0-3**  
An in-depth study of the design, implementation, testing, and analysis of algorithms. Prerequisites: CSCI 3236 and MATH 2242.

**CSCI 5331G- Computer Architecture 2-2-3**  

**CSCI 5332/5332G- Data Communications and Networking 3-0-3**  
Fundamental concepts of data communications including architecture models, protocol suites, network programming, signal and data transmissions, error detection, and performance analysis. Prerequisites: minimum grade of “C” in CSCI 3232, CSCI 5331 and STAT 2231 or permission of instructor.

**CSCI 5335/5335G- Object-Oriented Design 3-0-3**  
Introduction to concepts, methods, and current practice of object oriented design and analysis. Topics include the study of the Unified Modeling Language (UML), which has become an industry standard notation. UML topics will include use cases, diagramming notation (class, object, sequence and object state diagrams, etc.). Students will use UML to design and implement individual and small group projects. Additional topics include understanding design patterns in building applications. Prerequisites: minimum grade of “C” in CSCI 3230.

**CSCI 5430- Artificial Intelligence 3-0-3**  
Introduction to different paradigms for creating software that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Prerequisites: minimum grade of “C” in both CSCI 3230 and CSCI 5330 or permission of instructor.

**CSCI 5432- Database Systems 3-0-3**  
The fundamental concepts of database management systems (DBMS) including logical and physical database organization, data models and design issues. Emphasis will be placed upon the relational data model including design and implementation using
commercial database systems. Prerequisites: a minimum grade of “C” in CSCI 3230 or permission of instructor.

**CSCI 5434/5434G-Theory of Programming Languages 3-0-3**
A study of the formal description, the abstraction and the features of modern programming languages. Various computational paradigms and corresponding languages are introduced. Prerequisites: a minimum grade of “C” in both CSCI 3230 and CSCI 3236 or permission of instructor.

**CSCI 5436- Distributed Web Systems Design 3-0-3**
This course involves programming methodologies for the World Wide Web. Topics include: Client-side programming, distributed transactions, remote procedure calls, component objects, server side programming and network load balancing. Prerequisites: a minimum grade of “C” in CSCI 5432 or permission of instructor.

**CSCI 5530/5530G-Software Engineering 3-0-3**
The course serves as a major integrative, capstone experience for students and requires teamwork. A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance. Prerequisites: a minimum grade of “C” in CSCI 5432, CSCI 5335 and CSCI 5330 or permission of instructor.

**CSCI 7090-Selected Topics in Computer Science (1 to 3)-(0 to 2)-(1 to 3)**
Specialized study in a selected area of Computer Science. Prerequisites: Permission of Instructor.

**CSCI 7130- Artificial Intelligence - Theory and Application 3-0-3**
Paradigms for creating software that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Prerequisites: a minimum grade of “B” in both CSCI 3230 and CSCI 3232 or permission of instructor.

**CSCI 7132- Database Systems - Theory and Application 3-0-3**
Course is focused on effective design and application of complex Database Systems, involving both traditional relational databases, object-relational databases, advanced rules and constraints, advanced SQL programming, data model validation, ontology based data modeling, contemporary semi-structured data modeling with XML Schema, and advances in SQL, XML, XML Schema, XQuery, and Data Modeling standardization. Review of advances in DB research and DB technology trends. Students will also act as practicing advisors to other students working on DB design projects. Prerequisites: A grade of "B" or better in both CSCI 3230 and CSCI 3232 or permission of the instructor.

**CSCI 7136- Distributed Web Systems Design - Theory and Application 3-0-3**
Client and server side programming, stateless client/server transactions, state maintenance, server side database transactions, Web project design methodologies, database design methodologies for distributed Web projects, testing methodologies, and Web systems project management concepts. Prerequisites: A grade of “B” or better in CSCI 7432 or permission of instructor.

**CSCI 7140-Software Development and Machine Architecture 4-0-4**
Software and hardware topics that include an object oriented language, web page construction, electric circuits, architecture, language translation, operating systems and networks. Primarily intended for those that are beginning a Masters Degree in Technology. Cannot be taken for credit by those earning a Masters Degree in
Mathematics. Prerequisites: Enrollment in the Master of Technology degree program or permission of instructor.

**CSCI 7230- Advanced Computer Architecture 3-0-3**
Comparing different modern computer systems architecture and investigating their performances. Topics include: parallel computer systems, pipelining techniques, vector processor arrays, multiprocessor systems, data flow machines and fault-tolerant computer systems. Prerequisite: CSCI 5331 or permission of instructor.

**CSCI 7232-Switching Theory 3-0-3**

**CSCI 7330-Advanced Operating Systems 3-0-3**
A study of functions and structures of distributed operating systems: communication, synchronization, file system, processes and memory management. Prerequisite: CSCI 5232 or permission of instructor.

**CSCI 7332- Parallel Algorithms Design and Analysis 3-0-3**
A study of parallel constructs for providing experiences in designing and analyzing parallel algorithms. Prerequisite: CSCI 5330 or permission of instructor.

**CSCI 7334- Unix Network Programming 3-0-3**
A study of UNIX interprocess communication protocols and how they can be used in programs. Prerequisite: CSCI 3232 or permission of instructor.

**CSCI 7336-Broadband Communications 3-0-3**
An in-depth study of the structures and principles of broadband networks. Major concepts and principles are explained along with their mathematical analysis. Prerequisite: CSCI 5332 and STAT 2231 or permission of instructor.

**CSCI 7337- Optical Networks 3-0-3**
An introduction to optical networks, their principles and systems, an understanding of the construction and organization of optical networks along with an in-depth study of the structures and requirements of lightwave-coherent systems. Major concepts and principles are covered along with their mathematical analysis. Prerequisites: CSCI 5332 and STAT 2231 or permission of instructor.

**CSCI 7430- Advanced System Modeling and Simulation 3-0-3**
Advanced study directed toward system and modeling theory, analysis, validation, verification techniques, simulation languages to model and analyze real systems. Prerequisite: CSCI 5230 or permission of instructor.

**CSCI 7431-Distributed Database Systems 3-0-3**
A study of distributed database architectures and system design, semantic data control, query processing, transaction management, concurrency control, distributed DBMS reliability, parallel DB systems, distributed object DB management systems, and database interoperability. Prerequisites: A minimum grade of "B" in both CSCI 7132 and CSCI 7136 or permission of instructor.

**CSCI 7432-Algorithm Analysis and Data Structures 3-0-3**
Advanced topics in algorithm design and analysis and data structures for implementing these algorithms. Problems considered from areas of information storage and retrieval,
graph theory, cryptology and parallel processing. Prerequisites: CSCI 5330 or permission of instructor.

**CSCI 7434- Data Mining 3-0-3**
The application of concepts and techniques from information science, statistics, visualization, artificial intelligence, and machine learning for the purpose of extracting, integrating, and visualizing information and knowledge from large databases. Prerequisite: A minimum grade of "B" in CSCI 7130 and CSCI 7132 or permission of instructor.

**CSCI 7435- Data Warehousing 3-0-3**
Data warehousing design principles and technical problems inherent in complex industrial implementations using commercial software. Possible topics include: an introduction to data warehousing, multidimensional data modeling, data warehouse architectures, data warehouse design and implementations, development of data cube technology, organizing data warehousing projects, from data warehousing to data mining. Prerequisite: A minimum grade of "B" in CSCI 7132 or permission of instructor.

**CSCI 7436- Internet Programming 3-0-3**
Advanced design and implementations of large-scale Internet applications through the use of high and low level programming constructs. Possible topics include: client side scripting languages, middle-tier programming languages, middle-tier transaction servers, server-side data access, server-side scripting/programming, integrating applications within a network cluster, internet protocols and socket programming. Prerequisite: CSCI 5332 and CSCI 5432 or permission of instructor.

**CSCI 7532- Advanced Software Engineering 3-0-3**
The focus is the specification, modeling and prototyping of critical software systems/components. Topics selected from formal specification using Z and VDL, specifications using UML with OCL for real-time systems. Structure, dynamic and constraint modeling, constraint/ performance [rate monotonic] analysis, concurrency, reconfiguration and distribution, prototyping, reuse and integration issues, and component implementation using advanced tools with implementations styles such as Generic and Meta-Programming. Prerequisite: CSCI 5530 or permission of instructor.

**CSCI 7533- Requirements and Architecture 3-0-3**
Software requirements and architecture evaluation using examples of complex software intensive systems. Product-line approach and the use of industry standards. Functional and object oriented approaches in complex domains such as avionics, ground vehicles, medical devices, telecommunications. Students are expected to critically evaluate and develop architecture and requirements for sizable systems, functioning as lead architecture and requirements management. Prerequisite: CSCI 5530 or permission of instructor.

**CSCI 7534- Testing and Measurement 3-0-3**
Testing and Quantitative evaluation of software products and processes. Topics include: models, methods, standards and tools for testing, measurement and evaluation, test (defect) catalog and coverage testing of units, components, and subsystems. Integration, system acceptance testing and evaluations, test suits, regression testing and test automation. Prerequisite: CSCI 5530 or permission of instructor.

**CSCI 7890- Directed Study in Computer Sciences (1 to 3)-(0 to 2)-(1 to 3)**
Directed study under faculty supervision. Prerequisite: Permission of instructor and department chair.

**CSCI 7899 – Research Project in Computer Sciences (1 to 6)-(0 to 4)-(1 to 6)**
Research project addressed toward a real world problem. Prerequisite: Permission of project advisor and permission of department chair.

**CSCI 7999 – Thesis (1 to 6)-0-(1 to 6)**
Research project addressed toward a real world problem. Prerequisite: Permission of Graduate Program Director
Appendix II: ABET Criteria for Accrediting Computer Science Programs

I. Objectives and Assessments

Intent
The program has documented, measurable objectives, including expected outcomes for graduates. The program regularly assesses its progress against its objectives and uses the results of the assessments to identify program improvements and to modify the program’s objectives.

Standards
I-1. The program must have documented measurable objectives.
I-2. The program’s objectives must include expected outcomes for graduating students.
I-3. Data relative to the objectives must be routinely collected and documented and used in program assessments.
I-4. The extent to which each program objective is being met must be periodically assessed.
I-5. The results of the program’s periodic assessments must be used to help identify opportunities for program improvement.
I-6. The results of the program’s assessments and the actions taken based on the results must be documented.

II. Student Support

Intent
Students can complete the program in a reasonable amount of time. Students have ample opportunity to interact with their instructors. Students are offered timely guidance and advice about the program’s requirements and their career alternatives. Students who graduate the program meet all program requirements.

Standards
II-1. Courses must be offered with sufficient frequency for students to complete the program in a timely manner.
II-2. Computer science courses must be structured to ensure effective interaction between faculty/teaching assistants and students in lower division courses and between faculty and students in upper division courses.
II-3. Guidance on how to complete the program must be available to all students.
II-4. Students must have access to qualified advising when they need to make course decisions and career choices.
II-5. There must be established standards and procedures to ensure that graduates meet the requirements of the program.

III. Faculty
Intent
Faculty members are current and active in the discipline and have the necessary technical breadth and depth to support a modern computer science program. There are enough faculty members to provide continuity and stability, to cover the curriculum reasonably, and to allow an appropriate mix of teaching and scholarly activity.

Standards
III-1. There must be enough full-time faculty members with primary commitment to the program to provide continuity and stability.
III-2. Full-time faculty members must oversee all course work.
III-3. Full-time faculty members must cover most of the total classroom instruction.
III-4. The interests and qualifications of the faculty members must be sufficient to teach the courses and to plan and modify the courses and curriculum.
III-5. All faculty members must remain current in the discipline.
III-6. All faculty members must have a level of competence that would normally be obtained through graduate work in computer science.
III-7. Some full-time faculty members must have a Ph.D. in computer science.
III-8. All full-time faculty members must have sufficient time for scholarly activities and professional development.
III-9. Advising duties must be a recognized part of faculty members’ workloads.

IV. Curriculum
Intent
The curriculum is consistent with the program’s documented objectives. It combines technical requirements with general education requirements and electives to prepare students for a professional career in the computer field, for further study in computer science, and for functioning in modern society. The technical requirements include up-to-date coverage of basic and advanced topics in computer science as well as an emphasis on science and mathematics.

Criteria for Accrediting Computer Science Programs
Standards
Curriculum standards are specified in terms of semester hours of study. Thirty semester hours generally constitutes one year of full-time study and is equivalent to 45 quarter hours. A course or a specific part of a course can only be applied toward one standard.

General
IV-1. The curriculum must include at least 40 semester hours of up-to-date study in computer science topics.

IV-2. The curriculum must contain at least 30 semester hours of study in mathematics and science as specified below under Mathematics and Science.

IV-3. The curriculum must include at least 30 semester hours of study in humanities, social sciences, arts and other disciplines that serve to broaden the background of the student.

IV-4. The curriculum must be consistent with the documented objectives of the program.

**Computer Science**

IV-5. All students must take a broad-based core of fundamental computer science material consisting of at least 16 semester hours.

IV-6. The core materials must provide basic coverage of algorithms, data structures, software design, concepts of programming languages, and computer organization and architecture.

IV-7. Theoretical foundations, problem analysis, and solution design must be stressed within the program’s core materials.

IV-8. Students must be exposed to a variety of programming languages and systems and must become proficient in at least one higher-level language.

IV-9. All students must take at least 16 semester hours of advanced course work in computer science that provides breadth and builds on the core to provide depth.

**Mathematics and Science**

IV-10. The curriculum must include at least 15 semester hours of mathematics.

IV-11. Course work in mathematics must include discrete mathematics, differential and integral calculus, and probability and statistics.

IV-12. The curriculum must include at least 12 semester hours of science.

IV-13. Course work in science must include the equivalent of a two-semester sequence in a laboratory science for science or engineering majors.

IV-14. Science course work additional to that specified in Standard IV-13 must be in science courses or courses that enhance the student's ability to apply the scientific method.

**Additional Areas of Study**

IV-15. The oral communications skills of the student must be developed and applied in the program.

IV-16. The written communications skills of the student must be developed and applied in the program.

IV-17. There must be sufficient coverage of social and ethical implications of computing to give students an understanding of a broad range of issues in this area.
V. Laboratories and Computing Facilities

Intent
Laboratories and computing facilities are available, accessible, and adequately supported to enable students to complete their course work and to support faculty teaching needs and scholarly activities.

Standards
V-1. Each student must have adequate and reasonable access to the systems needed for each course.
V-2. Documentation for hardware and software must be readily accessible to faculty and students.
V-3. All faculty members must have access to adequate computing facilities for class preparation and for scholarly activities.
V-4. There must be adequate support personnel to install and maintain the laboratories and computing facilities.
V-5. Instructional assistance must be provided for the laboratories and computing facilities.

VI. Institutional Support and Financial Resources

Intent
The institution’s support for the program and the financial resources available to the program are sufficient to provide an environment in which the program can achieve its objectives. Support and resources are sufficient to provide assurance that the program will retain its strength throughout the period of accreditation.

Standards
VI-1. Support for faculty must be sufficient to enable the program to attract and retain high-quality faculty capable of supporting the program’s objectives.
VI-2. There must be sufficient support and financial resources to allow all faculty members to attend national technical meetings with sufficient frequency to maintain competence as teachers and scholars.

2005-2006 Criteria for Accrediting Computer Science Programs
VI-3. There must be support and recognition of scholarly activities.
VI-4. There must be office support consistent with the type of program, level of scholarly activity, and needs of the faculty members.
VI-5. Adequate time must be assigned for the administration of the program.
VI-6. Upper levels of administration must provide the program with the resources and atmosphere to function effectively with the rest of the institution.
VI-7. Resources must be provided to acquire and maintain laboratory facilities that meet the needs of the program.

VI-8. Resources must be provided to support library and related information retrieval facilities that meet the needs of the program.

VI-9. There must be evidence that the institutional support and financial resources will remain in place throughout the period of accreditation.

VII. Institutional Facilities

Intent

Institutional facilities including the library, other electronic information retrieval systems, computer networks, classrooms, and offices are adequate to support the objectives of the program.

Standards

VII-1. The library that serves the computer science program must be adequately staffed with professional librarians and support personnel.

VII-2. The library’s technical collection must include up-to-date textbooks, reference works, and publications of professional and research organizations such as the ACM and the IEEE Computer Society.

VII-3. Systems for locating and obtaining electronic information must be available.

VII-4. Classrooms must be adequately equipped for the courses taught.

VII-5. Faculty offices must be adequate to enable faculty members to meet their responsibilities to students and for their professional needs.

Dr. Dick Diebolt explained that one of the Graduate Committee’s concerns in the September meeting was related to the 5000G courses in the original proposal. He stated that the College of Information Technology has reconsidered the courses and have submitted three revised courses and three new courses for the Graduate Committee to consider.

Dr. Jim Harris distributed two handouts to the committee. One included the Committee’s recommendations from the September meeting with responses from the department. The other was email correspondence between himself and Dr. Yan Wu, the Department of Mathematical Science’s Program Director.

Recommendations to the Computer Science Department
From the September 10, 2009 Graduate Committee Meeting:
Regarding the Master of Science in Computer Science
New Program Proposal

1. Address the concern raised about the impact of the graduate program on the undergraduate program. How can the program be implemented without negatively impacting the undergraduate program? Rethink how the narrative is written. (Added part time temps to fall 2010 and spring 2011 to teach two sections in Fall and four sections in Spring. Added a part time temp to teach an extra course in the Spring. There is now no increase in faculty teaching loads or any change in the undergraduate offerings)
2. Provide a more realistic and detailed budget that reflects how current resources will be expended to support the program, what new resources will be needed, and how these expenditures will be financially supported? The narrative needs to better explain the impact of the proposed program on current resources (including faculty). Explained how the addition of the part time temp would not increase current faculty teaching loads. Explained the extra work needed to be done through the admissions process and advisement. Added a stipend for a graduate director.

3. Confirm discussions with the Library that describes library resources that will be used or needed to support the program and can meet accreditation standards as needed and a budget of the items. Met with Bob Fernekes, Lili Li, and Jonathan Harwell on 9/18/2009 and discussed how to proceed with library resources. Received email from Lili confirming the discussions. Added a $6,600 line item to the budget to cover unforeseen future library expenses.

4. Provide a summary to be shared with the Graduate Committee of discussions between the Computer Science and Mathematics Departments regarding:

   a. the development of the MS in Computer Science and how it will affect the MS in Mathematics-Computer Science concentration.
   b. Whether or not the Computer Science concentration in the MS – Mathematics program would be dropped.

   Met with the Math graduate director Yan Wu on 9/17 and discussed the impact of our program on the Math grad program. Have an email confirming the meeting and that it is the intention of the Math department to phase out their Math/CS option.

5. Address the concern raised regarding having three 5000G courses comprising the core requirements of the program of study. How will these courses truly be graduate level work? If the intent (as explained by the department chair) is not to allow undergraduate students to enroll, then why hasn’t the program developed 6000 or 7000 level courses for the core requirements of the degree program?

   Have the course change forms ready to change all core classes from 5000 level to 7000 level.

Dr. McMillan asked how the College was able to add a stipend for a graduate director. Dr. Robert Cook explained that their College allows in state tuition to be the same as out of state and out of country tuition rates. Therefore, the College receives the additional revenue that is generated from those students. He also stated that the suggestions improved the courses. Dr. Cook explained that when the course numbers were changed, they firmed up the content of the proposal and how everything would function more smoothly. He shared that the Graduate Committee’s recommendations made the Masters of Computer Science proposal a better program.

Dr. Flynn asked if the 5000 level courses were in place for undergraduates, or if they were just created for this proposal. Dr. Diebolt stated that the three new courses would become the programs core to replace the 5000G courses in the previous proposal and the three revised courses would be in the program concentration. Dr. Flynn also asked if the 5000G level course in the pervious proposal would remain in the course inventory. It was indicated that the courses would since they are courses taken by graduate students in other degree programs.

MOTION: Dr. Flynn made a motion to approve the College of Information Technology submissions. A second was made by Dr. McMillan. The motion to approve the New Courses, Course Revisions, and the Masters of Computer Science program was approved.
B. SUBCOMMITTEE REPORTS & UPDATES

i. Vision For Graduate Education (BluePrint Ad Hoc Committee) – Mr. Harwell distributed the latest draft, Version 8.3, of the Vision for Graduate Education. He explained that the revisions were based on feedback the Ad Hoc Subcommittee received from Deans and Faculty. Mr. Harwell shared that the Ad Hoc Subcommittee would remain in place to develop a Level 2 document, with the proposed name “Statement of Recommendations to the Graduate Committee”. This document would include action items and/or specific principles which have been discussed by the Ad Hoc Subcommittee, some of which have arisen from the recent feedback from Deans and Faculty, and which are beyond the scope of a vision statement. He clarified that these are two different documents that will be voted on separately. The subcommittee hopes to have the Level 2 document available to the Graduate Committee soon for them to review. Mr. Harwell stated that they will continue to accept feedback on the Vision for Graduate Education draft, and hopes for a vote on this draft at the November Graduate Committee meeting.

Dr. Fernekes added if anyone would like to join the Ad Hoc Subcommittee for them to notify Mr. Harwell.

A Vision for Graduate Education
Georgia Southern University
Draft Version 8.3
October 2009

INTRODUCTION:
The goals of graduate education at Georgia Southern University are to provide a learning environment which fosters creative thinking in the minds of our students, and to produce graduates who improve and enrich society. As stated in Georgia Southern’s mission, our programs “prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.”

Our academic distinction arises from the quality and integrity of our programs. A graduate degree from Georgia Southern is a valued statement of this distinction, as such degrees are earned only by those individuals who have achieved the standards of this community of learners.

MAINTAINING INTEGRITY AND QUALITY
The hallmarks of graduate education at Georgia Southern University are integrity and quality. Increasing enrollment must be met with resources to improve programs.

We maintain our integrity when we have students who are qualified to earn graduate degrees, who are taught by graduate faculty who are qualified to teach in graduate programs. This is accomplished by only accepting qualified students and qualified faculty. The graduate faculty within each college may define additional standards for qualified students and qualified faculty, thus empowering the college faculty in strengthening their graduate programs according to their needs.

In the future, there may be more students in online graduate programs than in traditional graduate programs. This is because there are a finite number of students who can
come to the Georgia Southern campus. However, online education is not and should not be more important to Georgia Southern University than face-to-face graduate education. Faculty should be provided with the resources they need in order to sustain the high quality of graduate education at Georgia Southern, regardless of the method of delivery. A logical evolution toward online delivery is expected in some, but not all, programs.

We maintain our quality through the use of qualitative measures, including student evaluations of faculty; uniqueness of courses and programs; teaching methods; and the quality of scholarship of students and faculty. While COGS’ mission includes developing, reviewing, and assessing graduate policies and programs, college-level responsibilities include assessing the dispositions of incoming and outgoing students; assessing the programs internally; providing internship programs; maintaining accreditations; providing qualified faculty; planning appropriate student/faculty ratios; delivering cutting-edge practices; and distributing an appropriate workload/teaching load.

These high-quality graduate programs should be provided with the resources needed to sustain them. Such investments in graduate education are vital to maintaining integrity and quality. For example, some of the funds from the e-tuition rate for online courses should flow back to departments and to Henderson Library, in order to directly support the needs of growing programs.

**Cultivating our graduate culture**

As one step in the university’s development as a doctoral-research university, Georgia Southern needs to identify and develop the values which support its graduate programs. In the effort to meet our goal to cultivate a distinct graduate culture, we should ensure that the graduate programs at Georgia Southern are effective, creative, and cutting-edge.

The growth of a graduate culture also includes the belief that the graduate student body is capable of and invested in developing critical thinking and analytical skills, intellectual curiosity, effective interpersonal skills, and professional dispositions appropriate to the program, the university, and a global society. Graduate programs should be designed to inspire students to not only attain a high level of professional training, but to develop a graduate mindset regarding research and contribution to one’s profession.

A commitment to multicultural awareness and knowledge is integral to sustainable graduate programs. Abiding by diversity-oriented and ethical policies and procedures will contribute to the growth of open, inquiry-based learning. Programs must remain motivated to sustain academic rigor and provide a transformative educational experience.

By fostering a strong bond with the undergraduate culture, it is important that each college create a graduate experience which best reflects each college’s unique and vibrant mission and strengths.

Overall, graduate education at Georgia Southern University shall:
♦ Offer programs which are of high quality, consistent with the overall mission of the university, and which build upon existing strengths;
♦ Be responsive and supportive;
♦ Have an efficient, timely and transparent admission process, which is committed to continuous assessment and improvement; and
♦ Have an open and welcoming environment for all people, so that students, staff, and faculty feel valued, respected, and appreciated.

**Defining our vision and mission**
The vision and mission of the Averitt College of Graduate Studies at Georgia Southern University shall be compatible with the University’s Strategic Plan and student-centered focus, as well as the Board of Regents’ Strategic Plan and Goals for Graduate Education. It is important that each college create a graduate portfolio to reflect that college’s unique and vibrant mission and strengths.

**VI. ANNOUNCEMENTS**
Dr. Fernekes announced that there would be another SharePoint demonstration, by Mr. Harwell and Mrs. Audie Graham, at the November 12th meeting to update the committee on the SharePoint site structure.

Dr. McMillan asked if there is a Graduate Fair coming up. Dr. Diebolt said that the Graduate School Fair is in November and that it is sponsored by Career Services. He explained that the College of Graduate Studies will pay the registration fee for all departments who would like to participate in the Fair. Dr. Diebolt stated that a reminder email would be sent out to the Graduate Committee, Program Directors and Coordinators with the details.

**VII. ADJOURNMENT**
There being no further business, the meeting was adjourned on October 8, 2009 at 10:10 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

| Minutes were approved October 20, 2009 by electronic vote of Committee |

**Undergraduate Committee**
Chair: Bob Jackson (COBA)

**UNDERGRADUATE COMMITTEE**

**MINUTES**
**OCTOBER 13, 2009**
**3:30 P.M.**
**SCIENCE & TECHNOLOGY, ROOM 2122**

**I. CALL TO ORDER**
Present: Dr. Ardian Greca, Dr. Bob Jackson, Ms. Cynthia Frost, Dr. Jacob Warren, Dr. Leslee
Higgins, 
Ms. Lisa Smith, Dr. Marla Morris, Dr. Michael Moore, Dr. Ron MacKinnon, Ms. 
Caroline James 

Visitors: Ms. Candace Griffith, Dr. Olivia Carr Edenfield, Dr. Randall McClure, Dr. Shahnam 
Navae, Dr. Virginia Richards 

Absent: Dr. Allison Long, Dr. Donna Saye, Dr. Jim Stephens, Dr. Laura Valeri, Dr. Reed 
Smith, Dr. Windy Dees 

*Dr. Bob Jackson called the meeting to order at 3:41 p.m.*

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

III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES 
*Dr. Randall McClure presented the following agenda item for the College of Liberal Arts and 
Sciences.* 

**Course Revisions** 

**AAST - various courses** 
Prerequisites: …or a minimum grade of “C” in ENGL 1160. 

**JUSTIFICATION:** 
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of “C,” the student has met the requirements of Area A of the Core Curriculum for English.

**ACCT - various courses** 
Prerequisites: …or a minimum grade of “C” in ENGL 1160. 

**JUSTIFICATION:** 
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of “C,” the student has met the requirements of Area A of the Core Curriculum for English.

**AMST - various courses** 
Prerequisites: …or a minimum grade of “C” in ENGL 1160. 

**JUSTIFICATION:** 
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of “C,” the student has met the requirements of Area A of the Core Curriculum for English.

**ANTH - various courses** 
Prerequisites: …or a minimum grade of “C” in ENGL 1160. 

**JUSTIFICATION:** 
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of “C,” the student has met the requirements of Area A of the Core Curriculum for English.

**COML 2531 - Crossing Boarders** 
Prerequisites: …or a minimum grade of “C” in ENGL 1160. 

**JUSTIFICATION:** 
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course,
with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**COMM - various courses**
Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**ENGL - various courses**
Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**FILM - various courses**
Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**HUMN - various courses**
Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**JOUR - various courses**
Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**LEAD 2031 - Principles of Leadership**
Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**LING - various courses**
Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**
English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course,
with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**LSTD - various courses**

Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**POLS - various courses**

Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**WBIT 3010 - Technical Communication**

Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**WGST 5633 - Writing the Body**

Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

**WRIT - various courses**

Prerequisites: …or a minimum grade of “C” in ENGL 1160.

**JUSTIFICATION:**

English 1160, a combo course, meets the learning outcomes of English 1101 and 1102 and carries 6 hours of credit. Upon successful completion of this course, with a grade of "C," the student has met the requirements of Area A of the Core Curriculum for English.

A MacKinnon/Greca motion to approve these course revisions was passed unanimously. The Recording Secretary was notified after the meeting that the ACCT and LSTD courses submitted by CLASS to the October UGC meeting were TABLED. There was miscommunication between CLASS and COBA regarding the changes prior to the October 13 UGC meeting. In addition, the signature pages were not signed by anyone in COBA. Leslee Higgins took these items back to COBA for consideration and approval. The COBA curriculum committee will discuss these at their next meeting.

**IV. COLLEGE OF EDUCATION**
Dr. Marla Morris presented the following agenda items for the College of Education.

**Course Deletions**
- TCED 1121 - Drafting for Technology Education Teachers
- TCED 2131 - Introduction to Technology Education
- TCED 2132 - Lab Design
- TCED 3231 - Materials Technology for Technology Education Teachers
- TCED 3234 - Electronics Technology for Technology Education Teachers
- TCED 4130 - General Technology for Teachers
- TCED 5236 - Technology Education Curriculum
- TCED 5237 - Technology Education Methods
- TCED 5238 - Materials and Methods of Construction
- TCED 5239 - Advanced Technology Education for Teachers

**JUSTIFICATION:**
The B.S.Ed. in Technology Education program has been deleted and removed from the catalogue. These courses are no longer needed.

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

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

**Course Revision**
FROM: CHFD 4131 - Teaching in Preschool
3 credit hours.
TO: CHFD 4131 - Teaching in Preschool
0 to 3 credit hours.

**JUSTIFICATION:**
The credit hours must be variable in order for labs to be linked with lecture.

A Morris/Moore motion to approve this course revision was passed unanimously.

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

➢ Department of Biology

**New Courses**
- BIOL 2108H - Honors Principles of Biology II
  Overview of major organismal, evolutionary and ecological topics in biology including evolution, diversity of life on earth, plant and animal form and function, and ecology. The course also discusses how life evolved to meet changing conditions on the planet. 3 credit hours. Prerequisites: BIOL 2107 or BIOL 2107H and BIOL 2107L. Corequisite: BIOL 2108L (Note: BIOL 2108L must be the associated honors section of the lab.)

**JUSTIFICATION:**
This is the honors section of an existing course. We propose to have BIOL 2108H, Honors Principles of Biology II to complete an Honor's sequence of our two major core courses. The honors section of this course will provide a more in-depth discussion of the material presented in BIOL 2108, and students will be expected to conduct a project and write a paper on one topic during the semester.

A MacKinnon/L. Smith motion to approve this new course was passed unanimously.
BIOL 2320H - Honors Research Methods in Biology
Provides Departmental Honors in Biology students an overview of basic research methods, experimental design, visual presentation and analysis of biological information in a diversity of biology sub-disciplines. This course provides the foundation for understanding the analyses typically presented in biological publications as well as the precepts necessary to plan a research project effectively. 2 credit hours. Prerequisites: BIOL 2107 or BIOL 2107H and BIOL 2108 or BIOL 2108H. Any introductory Biology sequence can substitute for BIOL 2107/2108. Acceptance into the Departmental Honors in Biology Program is required.

JUSTIFICATION:
This course will provide Departmental Honors in Biology students with an overview of research methods, data and analytical techniques from a variety of biology sub-disciplines. Departmental research expertise will be emphasized so that students may make an informed choice of Honor’s Thesis research in their junior/senior years. The course would provide the foundation for understanding the analyses typically presented in scientific publications, as well as the precepts necessary to plan a research project effectively.

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

BIOL 3630H - Honors Current Trends in Biological Research
Provides students in Departmental Honors in Biology with a structured introduction to current topics in biological research. The course familiarizes students with the scope of biological research and aids students in selecting an area of inquiry to pursue their capstone research requirement. Students will attend the Departmental Seminar series as part of this course. One outcome of this course is a research proposal written with a faculty mentor. Students may not receive credit for this course and BIOL 4620. 3 credit hours. Prerequisites: BIOL 2320H. Acceptance into the Departmental Honors in Biology Program is required.

JUSTIFICATION:
BIOL 3630H, Current Trends in Biological Research, will provide students a structured introduction to current topics in Biological Research. The course is intended to familiarize students with the structure and scope of biological research and aid students in selecting an area of inquiry to pursue their capstone research requirement.

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

Course Revisions
FROM: BIOL 2108 - Principles of Biology II
Survey of the diversity and basic biology of viruses, bacteria, protista, fungi, plants and animals. For each group, emphasis will be placed on systematic relationships at higher taxonomic levels, recognition of diagnostic structures, functional systems and reproduction.

TO: BIOL 2108 - Principles of Biology II
Overview of major organismal, evolutionary and ecological topics in biology including evolution, diversity of life on earth, plant and animal form and function, and ecology. The course also discusses how life evolved to meet changing conditions on the planet.

JUSTIFICATION:
In completing the new course form for BIOL 2108H, we realized that the current catalog description for BIOL 2108 was outdated and did not match the change in content resulting from a recent curriculum revision.
FROM: BIOL 4895H - Honors Research
Independent research under the guidance of a biology faculty member for Biology honors students. Students may register for 1-4 credit hours, but must complete 4 credit hours. Students opting to attempt the honors degree program would be precluded from receiving biology elective credit for the biology course, BIOL 4890. Prerequisites: Open to students in the Honors in Biology only. 1-4 credit hours. Prerequisite: Open to students in the Honors in Biology only.

TO: BIOL 4895H - Honors Research
Independent research under the guidance of a biology faculty member for students in the Departmental Honors program. Required for students attempting to earn Departmental Honors in Biology. Students may register for 1-3 credit hours, but must complete 4 credit hours. Students opting to attempt the honors degree program would be precluded from receiving biology elective credit for BIOL 4890. 1-3 credit hours. Prerequisite: Junior level or above; good standing in the University Honors Program (3.3 GPA or higher).

JUSTIFICATION:
We proposed this course several years ago but did not follow through with a Departmental Honors in Biology Program that included BIOL 4895H in its curriculum. We are revising the course description to align with the newly proposed Departmental Honors in Biology Program. The prerequisite change clarifies the standing of the student and grade level qualifications that are in place for departmental research opportunities. The credit hour change necessitates that students conduct their research over two semesters in order to accumulate the required 4 credit hours for BIOL 4895. This allows students to have a more in-depth research experience for their honor's experience.

FROM: BIOL 4899H - Honors Thesis
Written and oral presentation of results of individual research in partial fulfillment of the requirements for Honors in Biology. Students opting to attempt the honors degree program would be precluded from receiving biology elective credit for the biology course, BIOL 4890. Prerequisites: BIOL 4895H and a minimum GPA of 3.5 in all course work applied to the Biology degree and junior standing.

TO: BIOL 4899H - Honors Thesis
Written and oral presentation of results of independent research. Honors thesis must follow the guidelines adopted by the University Honors Program. Required for students attempting to earn Departmental Honors in Biology. A minimum grade of “C” with a completion of 4 credit hours in BIOL 4895H; good standing in the University Honors Program (3.3 GPA or higher).

JUSTIFICATION:
We proposed this course several years ago but did not follow through with a Departmental Honors in Biology Program that included BIOL 4899H in its curriculum. We are revising the course description to align with the newly proposed Departmental Honors in Biology program. The prerequisite change requires students to complete their honors research before they begin writing the thesis.

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

Program Revisions
B.A. Biology
JUSTIFICATION:
Biology majors typically make up the largest subset of University Honors Program (UHP) students. Students have found that completing an Honors Program in Biology is less structured than expected or desired, particularly with regard to the requisite "capstone experience". This is reflected in the small
numbers of students who are recognized each year for completing the UHP Honors in Biology requirements. The goal in the proposed program is to provide a structured opportunity to earn Departmental Honors in Biology. The suggested Departmental Honors in Biology Program includes Honors’ designated sections of introductory courses coupled with new and revised courses (form attached). The description of Honors requirements will be appended to the B.A. in Biology degree.

B.S. Biology

JUSTIFICATION:

Biology majors typically make up the largest subset of University Honors Program (UHP) students. Students have found that completing an Honors Program in Biology is less structured than expected or desired, particularly with regard to the requisite “capstone experience”. This is reflected in the small numbers of students who are recognized each year for completing the UHP Honors in Biology requirements. The goal in the proposed program is to provide a structured opportunity to earn Departmental Honors in Biology. The suggested Departmental Honors in Biology Program includes Honors’ designated sections of introductory courses coupled with new and revised courses (form attached). The description of Honors requirements will be appended to the B.S. in Biology degree.

A Morris/Greca motion to approve these program revisions was passed unanimously.

VII. OTHER BUSINESS

• None

VIII. ADJOURNMENT

• There being no further business to come before the committee, a MacKinnon/L. Smith motion to adjourn the meeting at 3:56 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary

Summary of the Academic Advisory Council
Chair: Gary Means, Acting Provost

The October 20 meeting of the AAC was cancelled due to the illness of Dr. Means’ father.